“Educational Psychology”.

In Section 1 of this course you will cover these topics:
- 'The Bully
- 'Learning The Ropes
- 'The Paycheck
- 'The Goldfish
- 'Haley And Meredith
- 'Houses And Boats
- 'The Art Box
- 'The Emergency Telephone Call
- 'Friends
- 'Alabama

**Topic : The Bully**

**Topic Objective:**

At the end of this topic students will be able to understand the case:

- The Bully

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 1 The Bully**

1. *Ms. Knowles and Ms. Brophy use a variety of strategies to teach social skills. Which ones do you think might be most effective, and why?*

Research indicates that most or all of these strategies should be effective. Responses to the question are likely to vary. Possible justifications for the selected strategies might be that they
provide explicit instruction in appropriate behaviors, give opportunities to practice these behaviors, or enhance self-efficacy about interacting effectively with others.

2. The teachers occasionally use storybooks to promote discussions about social skills and making friends. For what other areas of social development might childrens literature be useful?

Following are a few of the many possibilities:

Promoting perspective taking

Teaching strategies for cooperating with others

Teaching social problem-solving strategies

Presenting moral dilemmas

3. The teachers read the children a letter they claim has been written by their friend Mr. Stone. What are potential advantages of this strategy?

By talking about an individual whom none of the children knows (rather than about a classmate), the issue is depersonalized, and so no child is put on the defensive. Also, the children can begin to think about social skills in broad, widely applicable terms, rather than as situation-specific strategies that they might use only rarely with particular peers.

4. Like Liam, aggressive children often alienate their peers. Researchers have identified a variety of reasons why some children are overly aggressive. Which one of the following is not a common reason for aggressive behavior in children?

   a. Low intelligence
   
   b. Poor perspective-taking ability
   
   c. Poor social problem-solving skills
   
   d. Misperception that others have hostile intentions

The correct choice is a.
5. What are some possible advantages and disadvantages in Ms. Knowless approach to helping Liam address his problem in making and keeping friends?

Following are examples of possible advantages and disadvantages:

5.1 Advantages

Ms. Knowles gets Liam to buy into the idea of having his classmates help him solve his problem, thus minimizing the likelihood that he will be blindsided by the circle-time discussion.

Ms. Knowles presents Liam's problem as a common situation (everyone in this classroom has something that he or she is working on), thus communicating that he is not to be thought of as aberrant in some way.

Liam is more likely to acknowledge the value of behaviors that peers (rather than teachers) suggest.

5.2 Disadvantages

Even though Ms. Knowles obtained Liam's approval ahead of time, the group discussion may have made him feel anxious and defensive.

Some children may have made unkind or even hostile remarks.

6. Is Ms. Knowless strategy effective? Why or why not?

Yes, it appears to have made a difference. Liam's behavior does not change in dramatic ways overnight; such would be surprising given the many bad habits Liam has acquired but his peers seem to respond more positively to him than they have previously.
Topic: Learning The Ropes

Topic Objective:
At the end of this topic students will be able to understand:

- Learning the Ropes:

Definition/Overview:
[none]

Key Points:
[none]

Example/Case Study:

Case 2 Learning the Ropes

1. The strategies Mr. Corbet uses to teach his students appropriate school behavior are most consistent with which of the following theories?

   a. The theories of Piaget and Erikson
   b. The theories of Bandura and Skinner
   c. The theories of Erikson and Skinner
   d. The theories of Vygotsky and Bandura

   The correct choice is b.

2. Children don't always know what is expected of them when they first come to school. What evidence do we see that Mindy lacks knowledge about how things are done at school?

   She isn't familiar with the standard practice of raising one's hand to get a teacher's attention. She becomes overly concerned about the fact that she has broken a crayon. And she doesn't know what recess is.
3. What strategy does Mr. Corbet use to make his students feel as if they belong in their new classroom?

He tapes each child's name to the back of his or her chair, and he has the children color name tags to mark the places where they sit. In doing these things, he gives each of the children a place they can call their own.

4. At the beginning of the case study, we see Mindy and Tanya talking while they color, yet they don't seem to be listening to each other. How would Piaget explain this event? How would Vygotsky explain it?

Piaget would characterize it as egocentric speech, reflecting the inability of children at the preoperational stage to consider another person's perspective. Vygotsky would characterize it as self-talk as a means through which the children can more effectively guide their own actions.

5. When Tabitha realizes that her mother has left, she runs to Mr. Corbet for comfort. Such behavior suggests that Tabitha:

a. Has low self-esteem
b. Is experiencing disequilibrium
c. Is in Erikson's trust vs. mistrust stage
d. Has begun to form an attachment to Mr. Corbet

The correct choice is d.

6. What strategies does Mr. Corbet use to teach his students appropriate behaviors for school and the classroom?

Strategies include the following:

He verbally identifies both acceptable behavior (e.g., breaking crayons) and unacceptable behavior (e.g., pointing, tattling).
He publicly praises students for appropriate behavior (e.g., for raising their hands, for lining up quietly for recess).

He blows his whistle and speaks one-on-one with children who exhibit inappropriate behavior on the playground.

7. Vicarious reinforcement occurs when an individual increases the frequency of a particular response after observing another person being reinforced for that response. What evidence do we see that Mindy has experienced vicarious reinforcement?

She learns to raise her hand and to walk quietly to join the recess line after seeing other children reinforced for such behaviors.

8. Vicarious punishment occurs when an individual reduces the frequency of a particular response after observing another person being punished for that response. What evidence do we see that Mindy has experienced vicarious punishment?

Mindy stops herself when she begins to point to the girl in the yellow dress, presumably because she has previously observed Jonathan being chastised for pointing. It should be noted, however, that Mindy tattles on the girl in the yellow dress even though Mr. Corbet has scolded Jonathan for doing so; one possible explanation is that Mindy doesn't know what tattling means.

9. Children sometimes develop misunderstandings of what certain words mean. What meaning does Mindy construct for the concept recess? What existing knowledge does she use in constructing this meaning?

She interprets recess as being a place rather than an activity. She draws on her concept of parks to construct this meaning.

Topic: The Paycheck

Topic Objective:

At the end of this topic students will be able to understand:

- The Paycheck:
Case 3 - The Paycheck

Ms. Tollefson explains to Rodney why her paycheck looks similar to the checks his parents bring home. From the perspective of Vygotskian theorists, her explanation is a good example of which one of the following?

a. Discovery learning
b. Direct instruction
c. Disequilibrium in action
d. A mediated learning experience

The correct choice is d.

2. From the perspective of Piaget's theory, what evidence of preoperational reasoning does Rodney exhibit?

Rodney is unable to think of Ms. Tollefson as being both a teacher and a skier at the same time. In other words, he is demonstrating an inability to engage in multiple classification.

3. How might we explain Rodney's thinking from an information-processing perspective?

Rodney may be lacking the prior knowledge he needs to conclude that Ms. Tollefson has a life outside of school. Apparently he has never seen his teacher in
contexts other than school, and she may not talk about her out-of-school activities in class.

4. Psychologists have offered a variety of reasons as to why children sometimes have naive ideas about the world. Rodney clearly has a very naive view of what a teacher is. Three of the following factors may have contributed to his misconception in this situation. Which one is least likely to have done so?

a. Children are apt to draw conclusions based on how things appear to be.

b. Common expressions in language sometimes misrepresent the true nature of physical events.

c. Many children have a very limited knowledge base to use in elaborating on their observations and experiences.

d. Children may perpetuate their misbeliefs by disregarding information that is inconsistent with those beliefs.

The correct choice is b.

5. In what way is the conversation between Ms. Tollefson and Rodney most likely to promote Rodney's social-emotional development?

a. It should enhance Rodney's sense of self.

b. It should encourage Rodney to act more prosocially.

c. It should enhance Rodney's perspective-taking ability.

d. It should facilitate Rodney's attachment to his teacher.

The correct choice is c.
Topic : The Goldfish

Topic Objective:
At the end of this topic students will be able to understand:

- The Goldfish

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 4 - The Goldfish

1. Amys previous experience with her grandfathers death led her to believe that people and other living creatures go away when they die, yet the fish is still in the fish bowl. From Piagets perspective, this situation is likely to:

   a. Increase Amys egocentrism

   b. Create disequilibrium for Amy

   c. Promote concrete operational thinking

   d. Be beyond Amys zone of proximal development

   The correct choice is b.

2. Piaget described the preoperational stage as being characterized by egocentric thinking.
   Identify a possible instance of egocentrism in the case.
When Ms. Bowman approaches the fish bowl, Amy immediately says, He’s not moving, without explaining who he is. Amy is apparently assuming that Ms. Bowman already knows what she is talking about.

3. How might one interpret Amy’s conclusions about eating and going potty from an information-processing perspective of cognitive development?

Amy has insufficient knowledge about death to draw accurate conclusions. She has not yet learned that basic biological functions no longer exist when someone or something dies.

4. How might a Vygotskian theorist suggest Ms. Bowman address the death of the class pet?

Vygotsky believed that through informal conversations and formal schooling, adults help children attach meaning to the objects and events around them. It is important that Ms. Bowman provide sufficient support as her students attempt to make sense of the death of their class pet. Adults can help children make sense of the world through joint discussion of an event that they have mutually experiencedan approach that is sometimes called a mediated learning experience. As a knowledgeable adult, Ms. Bowman can encourage her students to think about death in particular ways: to attach labels, recognize principles that underlie it and draw certain conclusions from it. Additionally, children may further wish to talk among themselves as a way of making sense of Ringo’s death. Ms. Bowmans classroom should be an ideal setting in which her students can toss around ideas and perhaps reach consensus about how to best interpret or understand Ringo’s death.

5. How might taking care of pets in the classroom promote students cognitive development? their social-emotional development?

Possible answers include the following:

From the perspective of information processing theory, students can develop their knowledge of animal behavior. They can also develop an increased understanding of cause-effect relationships for example, how a fish responds to various feeding schedules, water temperatures, and so on.
By taking turns in pet care duties, students may learn the value of taking and sharing responsibility.

Taking care of a pet is, to some degree, a prosocial behavior, in that it involves temporarily putting the needs of another being (i.e., the fish) in front of one's own.

6. To what extent should Ms. Bowman have discussed the concepts of death and heaven with the entire class?

The nature of death—e.g., the fact that biological functions no longer exist—certainly can be discussed, especially if students ask questions about Ringo. However, the teacher should be careful not to get into an in-depth discussion about issues that might be inconsistent with the religious beliefs of some students or their families.

**Topic: Haley And Meredith**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Haley and Meredith

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 5 - Haley and Meredith**

Perhaps Haley's fear of men is the result of previous bad experiences (possibly including child abuse) with one or two men. If so, which of the following concepts from learning theory can probably best explain Haley's fear of men?

a. Working memory and elaboration
b. Operant conditioning and shaping

c. Modeling and reciprocal causation

d. Classical conditioning and generalization

The correct choice is d.

2. What concerns should you have about Haley's sense of self?

Long before children reach school age, they typically know that they are individuals separate from objects and other people. If Haley truly cannot distinguish between herself and her sister, then serious pathology is at work. A more likely scenario is that Haley finds herself too imperfect to portray in an essay or picture, and so she depicts Heidi instead. In any case, Haley has a very poor sense of self and probably needs professional intervention.

3. If you were to explain Meredith's aggressive behaviors from the perspective of operant conditioning, which one of the following statements would be most appropriate?

a. Meredith is biologically predisposed to aggressive behavior.

b. Meredith has been reinforced for acting aggressively in the past.

c. Meredith has often seen important people in her life act aggressively toward others.

d. Meredith perceives other peoples misdeeds as being intentional actions to hurt her in some way.

The correct choice is b.

4. What strategies might a teacher use in working with Haley?

In addition to seeking professional help for Haley (regarding both her poor sense of self and her unusual fear of men), a teacher might:
Tell Haley in advance when an unfamiliar man will be visiting the classroom, and explain who the man is and why he will be visiting.

Help Haley discover qualities about herself that are not true of her sister. Ideally some of these qualities should reflect ways in which she surpasses her sister.

Encourage Haley’s mother to identify ways in which Haley is different from (and in some instances better than) Heidi. Remind Mom that all children have their own unique characteristics and strengths, and discourage Mom from using Heidi as a standard of perfection toward which Haley must strive. Suggest that Haley can more easily form a view of herself as a unique person if she and Heidi dress differently each day.

Explain that everyone in the classroom deserves to be treated with kindness and respect. Teach Haley strategies for responding productively to acts of aggression against her.

Actively work to help Haley forge new friendships (e.g., suggest that Mom arrange for short play dates at home). In the meantime, minimize opportunities for her to work or play with Meredith until such time as Meredith is able to treat her as an equal. (Note that Meredith’s progress in this regard may be quite slow. Thus, keeping Haley away from Meredith’s harmful behaviors may be a year-long task.)

5. What strategies might a teacher use in working with Meredith?

Possible strategies include the following:

Communicate clear, concrete expectations regarding what behaviors are and are not acceptable in the classroom.

Immediately and consistently impose consequences for aggressive actions (e.g., put Meredith in time-out).

Accompany punishment with induction that is, explain why the punished action is inappropriate (e.g., it causes harm to someone else) and must cease.
Teach and reinforce more prosocial behaviors (e.g., helping, cooperating, empathizing).

Encourage perspective taking (e.g., ask Meredith to look at other children's body language for clues about what they might be feeling).

Probe Meredith's thinking about her aggressive behaviors. Does she think that such behaviors are acceptable? Is she perceiving hostile intent in other children's actions? Is she more interested in having power over others than in forming true friendships with them? Answers to these questions can provide guidance about appropriate interventions. (Professional assistance in assessing and dealing with the underlying sources of Meredith's aggression may be necessary here.)

**Topic: Houses And Boats**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Houses and Boats:

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 6 - Houses and Boats**

From Erik Erikson's perspective, in what stage of development should Jenny be?

In Erikson's view, she should be in the industry versus inferiority stage. Thus she wants to gain recognition by producing something she thinks she can more successfully accomplish by copying Tians work than by working on her own.
2. Why might Jenny be having trouble creating her floor plan?

As a third grader, Jenny might have difficulty imagining what her house looks like from a perspective she's never taken (i.e., a bird's eye view). Furthermore, she has apparently learned from the art teacher that the pictures she and her classmates draw should all look alike.

3. When Mr. Rodriguez helps Jenny with her picture, he asks her a series of questions that guide her initial steps. Which one of the following theoretical concepts best describes what Mr. Rodriguez is doing?

   a. Behaviorist theory's concept of shaping
   b. Vygotskian theory's concept of scaffolding
   c. Piagetian theory's concept of assimilation
   d. Social learning theory's concept of modeling

   The correct choice is b.

4. Is it wise for Ms. Piesman to insist that the children all make their boats in the same way? Why or why not?

   Although the obvious answer to the first of these questions is no, there are several things to consider here. On the one hand, Ms. Piesman is giving the children the message that unique and creative works of art are not desirable. On the other hand, she may realize that some children have limited experience with boats and that many may never have seen a boat in the flesh. In addition, her objective in the boat-painting task may have been for students to learn certain painting techniques (e.g., how to use different brush strokes to create different effects or how to paint two colors side by side without bleeding), rather than to promote creativity per se.

5. What strategies might Ms. Piesman use to encourage creativity in her art classes?

   Following are examples of things she might do:
Show students that creativity is valued for example, by encouraging and rewarding unusual ideas and responses.

Focus students attention on the internal rather than external rewards of creating art.

Occasionally give students opportunities to explore their own interests.

Give students the freedom and security to take risks.

Emphasize that everyone is capable of creativity in some form.

**Topic : The Art Box**

**Topic Objective:**

At the end of this topic students will be able to understand:

- The Art Box:

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 7 - The Art Box**

1. From the perspective of Kohlberg's theory of moral development, how might you best interpret Anne's behavior?

   a. She is at Kohlberg's conventional level, believing that might makes right.

   b. She is at Kohlberg's postconventional level, believing that rules apply to others but not to her.
c. She is at Kohlberg's preconventional level, believing that any behavior that goes unpunished is acceptable.

d. She is at Kohlberg's social contract stage, believing that her own needs take precedence over those of others.

The correct choice is c.

2. Why do you think Anne stole the items?

There is no way of knowing for sure. One hypothesis might be that Anne's parents do not provide the school supplies she needs. Another hypothesis might be that she has in some way been reinforced for stealing in the past.

3. Because Anne has essentially been reinforced for stealing (i.e., she has obtained desirable items without negative repercussions), she is apt to steal again. As the teacher, what might you do to prevent other thefts from occurring in this classroom?

As a teacher, don't leave your room unattended. You might also create a buddy system (e.g., for returning to class during recess to get a jacket) in which at least two people are in the classroom at all times.

4. Developmental researchers have described several different parenting styles (authoritative, authoritarian, permissive, uninvolved) that parents use in raising their children. What type of parenting style does Mr. Walker exhibit?

He appears to have an authoritarian parenting style. He expects Anne to follow his rules without questioning them (My daughter knows I expect her to obey rules like not stealing and lying).

5. What type of parenting style does Mrs. Walker exhibit?

Mrs. Walker appears to be a permissive parent. She holds few expectations for Anne's behavior (She's just a little girl. What if she did take that stuff...?). She also thinks punishment would be unwarranted even if Anne did steal the other students' possessions, because crayons, pencils and glue are worth very little money and nothing was destroyed.
6. Mr. King makes a common mistake: His first contact with the Walkers is a negative one. As a teacher, how might you initiate more positive initial contacts with students and/or parents?

There are numerous possibilities here. Elementary school teachers can telephone or visit each of the parents during the first two or three weeks of school to introduce themselves, or they can schedule parent-teacher conferences early in the school year to discuss what the parents would like their children to accomplish during the year. Teachers with multiple classrooms (i.e., secondary teachers, and elementary teachers who teach art, physical education, or music) may want to send a note home with each student to identify themselves and their objectives for the classes they are teaching; the note should also include the school telephone number and times when the teachers can be reached during the school day.

7. What things might Mr. King have done to make the parent conference go more smoothly?

At a minimum, Mr. King should have established a good working relationship with these parents prior to the conference. Following are additional strategies:

- Begin by talking about some of Anne’s positive traits.
- Communicate that helping Anne succeed both academically and socially is his highest priority.
- Ask for information that might help him better understand Anne and her unique needs as a student in his class.
- Express a desire to support Anne’s parents in their efforts, noting that raising a child is never easy.

8. Describe at least three different strategies Mr. King might use to help Anne acquire and abide by internal standards for moral behavior—in other words, to promote Anne’s moral development.

Following are examples of possible strategies:

- Give reasons why some behaviors are unacceptable (i.e., use induction).
Ask students to describe their perspectives to one another, especially with regard to classroom disagreements and moral transgressions.

Ask students to exchange views about moral issues and dilemmas for which there are no clear right and wrong answers.

Engage students in community service projects in which they encounter people whose needs are far greater than their own.

**Topic : The Emergency Telephone Call**

**Topic Objective:**

At the end of this topic students will be able to understand:

- The Emergency Telephone Call:

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 8 - The Emergency Telephone Call**

1. Is it appropriate for Mr. Wadsworth to put Sandy in charge of the class during his absence? Why or why not?

   No. As a fifth grader, Sandy has neither the know-how nor the authority to keep the classroom under control. Instead, an adult should have been left in charge. Mr. Wadsworth might have asked someone from the main office to take over for him temporarily. Or he might have asked a teacher in an adjacent classroom to keep an eye on things.

2. From Kohlbergs perspective, in what stage of moral development is each of the girls?
Suzanne is reasoning at Level 1 (preconventional morality), more specifically at Stage 1 (punishment-avoidance and obedience): She believes that her actions are only wrong if she gets caught. In contrast, Sandy is reasoning at Level 2 (conventional morality), more specifically at Stage 3 (good boy/good girl): She wants both to please Mr. Wadsworth and to maintain her friendship with Suzanne.

3. Should the entire class be punished for allowing Suzanne to vandalize the classroom? Why or why not?

Generally speaking, punishing an entire class for an individual student's behavior is not advisable. Students often have little control over their classmates' actions and so should not suffer for them.

4. Should Sandy be punished for failing to provide adequate supervision? Why or why not?

Sandy should not be punished for failing to provide adequate supervision. Mr. Wadsworth unfairly required that she perform an adult-like task without giving her adequate support and scaffolding. Additionally, Sandy did not, in the eyes of her peers, necessarily have the authority to manage the classroom in Mr. Wadsworth's absence. By leaving Sandy in charge of the classroom, Mr. Wadsworth failed to identify a sufficient classroom management plan.

5. What functions do friendships, like that of Sandy and Suzanne, serve for children and adolescents? With these functions in mind, explain why Sandy is torn about whether to be truthful with Mr. Wadsworth.

Children's and adolescents' friendships serve several purposes, including the following:

- Friends are powerful socialization agents who encourage appropriate ways of acting.
- Peer interactions provide an arena for learning and practicing social skills.
- Friends provide social and emotional support.
- Friendships afford youngsters the opportunity to engage in activities that they find mutually meaningful and enjoyable.
Thus Sandy is faced with a difficult decision. She must choose between her obligations to her friend and her responsibilities to Mr. Wadsworth. She no doubt realizes that being truthful with Mr. Wadsworth will result in the loss of Suzannes friendship and its many benefits.

6. Three of the following are potentially productive strategies that Mr. Wadsworth might use in discussing Suzannes inappropriate behaviors with her parents. Which strategy is least likely to be effective?

   a. Acknowledge that raising children can often be a challenging task.
   
   b. Focus the discussion exclusively on Suzannes inappropriate behavior.
   
   c. Seek information that might provide insights into why Suzanne behaved as she did.
   
   d. Try to get consensus about how the misbehavior will be addressed at school and at home.

   The correct choice is b.

**Topic : Friends**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Friends:

  **Definition/Overview:**

  [none]

  **Key Points:**

  [none]

  **Example/Case Study:**
Case 9 - Friends

1. The transition to middle school or junior high school is often an unsettling time for students because many changes seem to occur almost simultaneously. What specific changes do we see at this point in time?

   Following are examples of the changes that often accompany the transition to middle school or junior high:

   Physiological changes associated with puberty appear (e.g., Ethans voice has changed).

   At a time when students need for peer support increases, long-time friends are often separated.

   Rather than forming a close relationship with a specific teacher, as was true in elementary school, students have more distant relationships with several different teachers.

   Students must assume greater independence in studying and completing assignments; teacher scaffolding for such activities diminishes considerably.

2. If you were a junior high school teacher, what strategies might you use to make new students feel more comfortable and secure?

   Following are examples of possible strategies:

   Create opportunities in which students can form new friendships (e.g., have assigned seats, incorporate cooperative learning activities into weekly activities).

   Spend a little one-on-one time with each student.

   Scaffold students efforts at skills that may not have been expected in elementary school (e.g., scaffold note taking).

3. In Erik Erikson’s view, in which stage of psychosocial development are the three boys likely to be?
a. Initiative vs. guilt

b. Intimacy vs. isolation

c. Industry vs. inferiority

d. Identity vs. role confusion

The correct choice is d.

4. Explain Jared's newly found interest in extracurricular activities using the concept of vicarious reinforcement.

Jared sees how his friends are making friends through extracurricular activities, so he decides to participate in an extracurricular activity himself.

5. Identify various benefits that participation in extracurricular activities might have for young adolescents.

Following are examples of the potential benefits of extracurricular activities:

They enable students to form new friendships with peers who have similar interests.

They provide opportunities for students to develop leadership skills.

They can enhance students' beliefs that they are important members of the school community and hence can enhance students' feelings of belonging to their school.

Membership in valued extracurricular groups can contribute to a positive sense of self and help adolescents in their search for an adult identity.

**Topic: Alabama**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Alabama
Case 10 - Alabama

1. Characterize Tom's initial reaction to his new school.

   Tom is surprised by his classmates fast-paced language, clothing, and seeming lack of respect for teachers. He also feels uneasy about the competitive nature of extracurricular activities. To some degree, then, he is experiencing culture shock in his new environment.

2. The differing expectations between Tom's Alabama school (which expected formal dress and speech) and Tom's new school (at which standards for dress and speech are more relaxed) illustrate which one of the following phenomena?
   a. Assimilation
   b. Self-handicapping
   c. Cultural mismatch
   d. Multicultural education

   The correct choice is c.

3. How successfully does Tom adjust to the culture of his new school?

   He changes his way of dressing almost immediately. On the other hand, he never does feel comfortable about the competitiveness of extracurricular activities.
4. It is not unusual for students at this age to make jokes at someone else's expense. As a teacher, what should you do if you hear such teasing in your classroom?

A teacher should definitely not ignore such teasing, as Tom's English teacher appears to do. Instead, teasing that is clearly hurtful to another student should be actively discouraged. Following are examples of possible strategies:

Establish and enforce firm rules for acceptable classroom behavior. Such rules should include prohibitions against statements that belittle or are in other ways hurtful to fellow students.

Take the guilty students aside and speak with them about the effects their thoughtless remarks are having (a process called induction).

Encourage perspective taking for instance by asking students to recall previous situations in which they themselves entered a new group and knew no one.

Create a general sense of community in the classroom sense that students are all working toward the same goals and must support one another in their efforts.

5. Tom stops during the race to help Sam and Eddie, who have both fallen. When questioned about his behavior, Tom replies, When I win, I want to know its a true win. Lawrence Kohlberg would most likely categorize Tom's reasoning as falling within which stage of moral development?

a. Stage 1: Punishment-avoidance and obedience

b. Stage 2: Exchange of favors

c. Stage 3: Good boy/good girl

d. Stage 4: Law and order

The correct choice is d.

6. As a teacher, how might you help Tom make friends at his new school?

Examples of possible strategies include the following:
Introduce Tom to students who have interests similar to his.

Have assigned seats in class, being sure that Tom is seated near students who are apt to make friendly overtures and possibly take him under their wing.

Ask an appropriate student to be a study buddy with Tom for the first few weeks of school.

Use a variety of cooperative group activities, rotating group membership on a regular basis.

Provide equipment that requires the cooperative involvement of several students.

7. Many middle schools and junior high schools have a no cuts policy regarding extracurricular activities; in other words, teams and clubs accept anyone who wants to join them. Is this a good idea? Why or why not?

A no cuts policy in the early adolescent years is typically a good idea. We often see a drop in self-esteem in early adolescence; excluding students from extracurricular activities on the basis of ability cannot possibly help the situation. Furthermore, we see an increase in students need to affiliate with peers during this period, and teams and clubs provide a means through which this need can be met.

In Section 2 of this course you will cover these topics:
- Studying French
- Pollution
- The Reflection In The Window
- The Marble Jar
- Seven Chips
- Throwing Tantrums
- The Distracting Influence
- A Silent World
- Topography
- Consequences
Topic: Studying French

Objective:

At the end of this topic students will be able to understand:

- Studying French

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 11 - Studying French

1. Claire and Dawnece appear to know far more about effective study strategies than Karen does. An advantage that can best be described as which one of the following?

   a. Social cognition
   
   b. Divergent thinking
   
   c. Formal operational reasoning
   
   d. More sophisticated metacognitive awareness

   The correct choice is d.

2. Using an information-processing perspective, characterize Karen's approach to studying French prior to her study session with her friends.

   Karen is metacognitively naive. She uses only rote rehearsal, repeating the material aloud without otherwise thinking about it. Furthermore, she plays music as a potential source of distraction during her study sessions. She does not appear to engage in any
comprehension monitoring; she uses the same strategy to prepare for each test but makes no attempt to monitor its effectiveness.

3. By using flash cards to study in French I, Karen apparently thinks that mastering French involves little more than memorizing vocabulary words. This perception is an example of which one of the following?

   a. Verbal mediation
   b. Convergent thinking
   c. An epistemological belief
   d. The sensory register in action

   The correct choice is c.

4. Karen worries that Dawnecemight think she is stupid if she suggests that they study together. To some extent, Karens concern may reflect what common phenomenon in early adolescence?

   a. The personal fable
   b. The imaginary audience
   c. A sense of self that has little basis in reality
   d. The inability of most adolescents to look at situations from their peers perspectives

   The correct choice is b.

5. An attribution is an individuals causal explanation for a success or failure. To what does Karen attribute Claires success in French?

   She attributes Claires success to the fact that her parents are French. In other words, Karen thinks Claire has an inherited ability to succeed in learning the language. Thus, she is attributing Claires success to an internal, stable, and uncontrollable cause.
6. Explain how Dawnecesand Claires approach to studying French helps them encode and retrieve what they are studying.

    Claire and Dawnece use verbal mediation, a mnemonic strategy that enables them to form a meaningful connection between each word and its meaning. Such meaningful learning should enhance encoding and make retrieval easier.

7. Students sense of self-efficacy affects their goals, their choice of activities, and their effort and persistence in classroom activities. Consequently, it also affects their learning and achievement. Describe how Karens self-efficacy about learning French changes over the course of the case study and how it potentially affects her thinking and behavior.

    Following are relevant points to be made in response to this question:

    Karens poor performance in French I led to low expectations for French II, making her initially reluctant to sign up for French II.

    Before the first test in French II, Karen thinks to herself, No matter how hard I try, I am just no good at French. Such thinking reveals an attribution to an internal but uncontrollable cause—low ability. It may also lead to relatively little studying, and perhaps to a tendency to give up easily in the face of challenging learning tasks.

    Karen has higher self-efficacy after studying with Claire and Dawnece, especially as she takes the first test. During the test, she says to herself that she knows this stuff. Her grade on the test (A) is a noticeable improvement over the low grades shes earned in French I and so should also enhance her self-efficacy.

8. As a teacher, what things might you do to help students develop effective study strategies?

    There are numerous possibilities here, including the following:

    Point out specific ways in which students can learn particular pieces of information as the information is presented during the course of a lesson. To illustrate, a teacher might tell students, You can remember that dire (pronounced similarly to dear) means to say by remembering I say, my dear.
Describe and model effective strategies (e.g., by explaining what verbal mediation is and by providing examples of how to use it to connect French words with their meanings).

Conduct an experiment in class in which students study some course material using a relatively ineffective strategy (e.g., rehearsal) and then study other material using a more effective strategy (e.g., verbal mediation). Compare students recall of the material they've studied using the two approaches.

**Topic: Pollution**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Pollution

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 12 - Pollution**

1. Which one of Lauras behaviors is not necessarily typical of early adolescence?

   a. Her consistent tardiness

   b. Her belief that everyone is looking at her

   c. Her desire to spend time gossiping with friends

   d. Her overly simplistic and idealistic views of how to solve a real-world problem
The correct choice is a.

2. From a developmental standpoint, how might we explain Lauras preoccupation with her appearance?

For many adolescents, physical appearance and social acceptance play far more important roles in their self-esteem and overall sense of self than does academic achievement. Furthermore, Laura believes that everyone is watching her most of the time and so will surely notice if she isnt looking her best. Such a belief reflects the imaginary audience that some developmental theorists (e.g., David Elkind) believe is typical of adolescence.

3. Below are four possible explanations for Lauras behavior. Which one is most consistent with a behaviorist (rather than cognitive) approach to learning and development?

   a. Lauras social goals seem to take precedence over her academic goals.

   b. Laura is focused on performance goals rather than on mastery goals.

   c. Because Laura hasnt been punished for her tardiness to study hall, this behavior continues unabated.

   d. Laura attributes Mr. Marculescuss series of challenging questions to a general unreasonableness on his part.

   The correct choice is c.

4. In suggesting that Laura join the debating class, Ms. Watkins is hoping to pique an interest in classroom subject matter by capitalizing on Lauras desire to be the center of attention. What other strategies might the school faculty use to motivate students who seem to be more interested in social matters than in academic pursuits?

   Following are examples of effective strategies:

   Incorporate class discussions and small-group activities into lesson plans.

   Relate classroom subject matter to students long-term interests and goals.
Create disequilibrium (as Mr. Marculescudoes) by presenting information that contradicts what students currently believe.

Focus students attention on their own improvement rather than on how their performance compares with that of their peers.

5. From the perspective of Piagets theory, in which stage of cognitive development is Laura?

Laura is able to envision alternatives to realityan ability characteristic of formal operational thought. However, like many adolescents, she cannot yet reconcile her idealistic views with real-world practicalities.

6. How is Lauras reasoning affected by her knowledge basethat is, by what she does and doesnt know about pollution?

Laura knows that pollution is caused by people and the products (e.g., automobiles, gasoline) that theyve created. However, she undergeneralizethe concept of pollution to encompass only air pollution, and she thinks that scientists can magically dissolve a landfill with chemicals.

7. By posing a series of questions, Mr. Marculescu continually challenges Laura to reconsider her thinking about the pollution problem. What are potential benefits of this strategy?

This strategy has at least two possible benefits:

Mr. Marculescu can more thoroughly assess Lauras current knowledge, beliefs, and misconceptions of the subject matter.

Piaget suggested that youngsters are especially motivated to learn when they experience disequilibriumthat is, when they encounter information and events they cannot easily explain using their existing schemes. Ultimately, by challenging Lauras reasoning, Mr. Marculescumay motivate Laura to address the shortcomings in her position, which in the view of contemporary cognitive psychologists may promote conceptual change.

8. In what ways might a debating class contribute to students cognitive, linguistic, social, and moral development?
Possible benefits include the following:

**Cognitive Development:**

Frequent encounters with abstract and contrary-to-fact ideas may promote students transition to formal operational thinking.

Students with unrealistically idealistic ideas may begin to temper their views to take into account the practical constraints of the real world.

Students will develop more complete knowledge about a topic as they prepare their arguments. For instance, they will gain a better understanding of cause-effect relationships relative to the topic.

**Linguistic Development:**

Students expressive language skills will improve. For example, to debate effectively, students must present logical and coherent arguments.

**Social Development:**

Students will be exposed to a variety of viewpoints, perhaps promoting their ability to look at situations from the perspectives of others.

**Moral Development:**

Debate topics often involve moral dilemmas that, from Kohlbergs perspective, promote moral reasoning

**Topic : The Reflection In The Window**

**Topic Objective:**

At the end of this topic students will be able to understand:

- The Reflection in the Window
Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 13 - The Reflection in the Window

1. Use a behaviorist perspective to explain why Jason isn't getting his work done.

   By dawdling, Jason is able to spend more time with a teacher on whom he has a crush. Dawdling behavior is being reinforced by the extra attention that he gets from his teacher. When Ms. Brown moves his desk to be near hers, she is inadvertently reinforcing him in a second way as well.

2. Look at the case from the perspective of a behaviorist. When Ms. Brown moves Jason closer to her desk, she is ______ Jason's dawdling behavior.

   a. punishing
   b. positively reinforcing
   c. negatively reinforcing
   d. vicariously reinforcing

   The correct choice is b.

3. Ms. Brown makes at least two mistakes when she threatens to move Jason's desk near her own. What are they?

   Her mistakes are these:
She makes the erroneous assumption that moving Jason's desk away from the window will be an unpleasant consequence for him. Teachers must remember that different consequences are reinforcing and punishing for different students.

Her threat is really only a bluff that she doesn't intend to follow through on. Teachers should never threaten consequences that would be difficult to carry out.

4. Jason appears to have a crush on Ms. Brown. How should Ms. Brown react to Jason's professed affection?

It is not unusual for a child Jason's age to talk of love and romance. The opposite sex is often the subject of curiosity throughout the elementary school years. Ms. Brown need not overreact to Jason's profession of love; instead, she should continue to treat Jason with kindness and respect, letting him know that he is a valued member of the classroom. Ms. Brown seems to have done this while reminding Jason of his responsibilities as a student. Because corrective actions are most effective within the context of a warm, caring teacher-student relationship, this approach should ultimately be successful in encouraging Jason to complete his work.

5. It isn't at all unusual for students to develop crushes on their teachers. What might you do if one of your students develops a crush on you?

There are numerous possible strategies here, but they all boil down to the same thing: conveying affection for the student without fostering the belief that the relationship will become anything other than that of teacher and student.

6. Is it appropriate for Ms. Brown to give Jason extra attention each morning before school starts? Why or why not?

There is no clear-cut right or wrong answer to this question. On the pro side, her strategy will, one hopes, get Jason back on task during the school day. On the con side, Ms. Brown might be fueling the fire with regard to Jason's crush.

7. How might principles from sociocultural theory come into play as Jason helps Ms. Brown set up the classroom each morning?
The concept of guided participation is relevant here. By having Jason perform adult-like tasks (i.e., helping to set up the classroom) under adult guidance and supervision, Ms. Brown provides the scaffolding Jason needs to be successful. Additionally, Jason is likely to acquire an awareness of various physical and cognitive tools that teachers regularly use to facilitate their work.

**Topic: The Marble Jar**

**Topic Objective:**

At the end of this topic students will be able to understand:

- The Marble Jar

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 14 - The Marble Jar**

1. What basic principle of behaviorism is Mr. Fenwick using in this situation?

   He is using the basic principle of operant conditioning: desired responses increase when they are followed by reinforcement.

2. Characterize the nature of the reinforcement that Mr. Fenwick is using.

   He is using positive reinforcement. His strategy resembles a token economy, in that a full jar of marbles is traded for a back-up reinforcer that is likely to vary from one time to the next. His strategy also has elements of a group contingency, in that reinforcers are contingent on many students good behavior; however, it does not require that everyone behave appropriately.
3. Why do you think the marble jar is effective in improving students' behavior in Mr. Fenwick's classroom?

The marbles presumably have become secondary reinforcers for the children. They may also be providing a way in which Mr. Fenwick can give concrete and consistent feedback about how individual children are behaving.

4. Three of the following factors probably contribute to the effectiveness of the marble jar in improving the children's behaviors. Which one is least likely to be contributing to the improvement?

a. Mr. Fenwick rewards a desired behavior immediately after it occurs.

b. The children have a say in the particular reward for which they'll work.

c. Mr. Fenwick tells the children specifically what they are doing to earn a marble.

d. Mr. Fenwick stops rewarding a particular behavior after it begins to occur regularly.

The correct choice is d.

5. After implementing the marble jar procedure, Mr. Fenwick finds some behaviors occurring regularly and decides that he doesn't need to reinforce them as frequently as he has in the past. Which concept from behaviorist theories of learning is Mr. Fenwick applying here?

a. Generalization

b. Primary reinforcement

c. Classical conditioning

d. Intermittent reinforcement

The correct choice is d.
6. If Mr. Fenwick were to use a cognitive (rather than behaviorist) approach in motivating his students, what strategies might he use?

Following are examples of strategies consistent with a cognitive perspective of motivation:

Ask students to set and strive to meet particular goals for their achievement each week.

Incorporate students personal interests into classroom activities.

Create disequilibrium by presenting puzzling events that contradict students existing beliefs and expectations.

Focus students attention on their improvements over time, and help them understand that they themselves are responsible for such improvements.

7. Mr. Fenwick has a diverse group of students, including some with limited knowledge of English, some with learning disabilities, and some who are gifted. Identify at least two different strategies a teacher might use to meet the needs of such a wide range of student ability levels.

Following are examples of possible strategies:

Conduct cooperative learning activities, possibly including some using heterogeneous groupings and others using homogeneous groups (e.g., occasionally putting gifted students together to tackle more challenging tasks).

Have students at higher ability levels tutor those at lower ability levels (research indicates that the tutors often benefit as much as those being tutored). Ideally, all students should have opportunities to tutor others, either their own classmates or children at lower grade levels.

Through independent and small-group activities, give gifted students opportunities for in-depth work on specific topics
Topic: Seven Chips

Topic Objective:

At the end of this topic students will be able to understand:

Seven Chips

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 15 - Seven Chips

1. Which one of the following parenting styles best characterizes the approach Jeffersons mother takes in raising her son?
   a. Permissive
   b. Uninvolved
   c. Authoritative
   d. Authoritarian

   The correct choice is a.

2. Using concepts and principles from behaviorism, provide a theoretical rationale for Ms. Stantons chip strategy.

   By taking away a chip that she has previously given Jefferson, she is using a form of punishment known as response cost. She is also reinforcing Jefferson for saving his
chips (i.e., by staying in his seat) by giving him a pencil for every 25 chips he doesn't have to spend.

3. What evidence do you see that Ms. Stanton's strategy, although leading to a temporary improvement in Jefferson's behavior, is unlikely to have long-term effects?

Jefferson doesn't generalize desired behaviors to situations in which he works with other adults (the speech pathologist, a substitute teacher) rather than with his regular classroom teacher. And ultimately, he reverts to his previous pattern of behavior when he moves on to fourth grade.

4. A contingency contract is a formal written agreement between a teacher and a student that specifies acceptable behaviors the student will demonstrate and the reinforcers that a teacher will award for those behaviors. When Ms. Stanton develops a contingency contract for Jefferson, she violates one of the basic guidelines for such contracts. What mistake does she make?

She develops the contract unilaterally. Experts recommend that a contingency contract be developed jointly by the teacher and the student.

5. Draw on research findings regarding the effective use of reinforcement and punishment in the classroom to describe how you might improve on Ms. Stanton's chip strategy.

There are many possible answers to this question. Following are examples:

Research indicates that reinforcement and punishment used in combination are more likely to be effective than using just one or the other. The chip strategy focuses more on what Jefferson should not do than on what he should do. Ms. Stanton occasionally praises Jefferson for appropriate behavior, but perhaps concrete reinforcers for desired behaviors (e.g., points earned toward a desired object or privilege) might be helpful.

Jefferson seems to be especially interested in gaining other people's attention. Teaching (perhaps shaping) and reinforcing more appropriate ways of getting their attention should be helpful.
A pencil may not be a very appealing back-up reinforcer for Jefferson, especially if used time after time. Perhaps Jefferson should be given a variety of objects and privileges that he might buy with his leftover chips.

6. Use concepts and principles related to self-regulation to develop an alternative approach Ms. Stanton might use to help Jefferson acquire more productive classroom behaviors.

An approach based on self-regulation might include strategies such as the following:

First, Ms. Stanton might have Jefferson engage in self-monitoring to help him realize how often he gets out of his seat.

She might then help him set some concrete, realistic goals for his improvement.

Next, she could teach him a set of self-questions and self-instructions he might use (e.g., I want to get out of my seat. Do I need to get out of my seat right now? How might I solve my problem without getting out of my seat?).

She might also have Jefferson award himself a point for every 15-minute period in which he does not get out of his seat (a self-imposed contingency). He might later exchange his points for a desired object or privilege.

Finally, she should ask Jefferson to monitor his behavior over time and give him one or more criteria by which he might evaluate his progress.

7. Describe at least two different strategies Ms. Stanton might use to help Jefferson acquire better social skills.

Examples of potentially effective strategies are these:

Explicitly teach effective ways of initiating conversations with peers for instance, by asking a question or bringing up a topic of mutual interest.

Explicitly teach Jefferson how to maintain productive interactions for instance, by listening in a warm and friendly way or by offering useful assistance on a difficult task.
Have Jefferson role-play effective strategies in one-on-one or small-group sessions during lunch or after school.

Encourage Jefferson to look at his disruptive behaviors from the perspective of classmates who want to complete their classwork in a reasonable time period.

8. If you had a student with neurofibromatosis in your classroom, what would you do to prepare for this student and help him or her to be academically and socially successful?

Important strategies would include the following:

Find information about the condition at the library or on the Internet.

Confer with the students parent(s), asking if there are specific needs the student might have and whether there are specific strategies that seem to be especially effective with the student at home.

**Topic : Throwing Tantrums**

**Topic Objective:**

At the end of this topic, students will be able to understand:

- Throwing Tantrums

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 16 - Throwing Tantrums**
1. Tyler has dyslexia. Which one of the following characteristics is most often associated with this condition?

   a. Difficulty in hearing the individual sounds in words

   b. Low self-efficacy about all academic content domains

   c. Writing letters or words as mirror images of themselves

   d. Little understanding of commonly used words in spoken language

   The correct choice is a.

2. In the United States, the Individuals with Disabilities Education Act (IDEA) gives children with disabilities a right to all of the following except which one?

   a. Fair and nondiscriminatory evaluation

   b. An individualized educational program

   c. Education in the least restrictive environment

   d. Special tutoring and extra time for all assignments

   The correct choice is d.

3. Sharon Osmer tries to enhance Tyler's self-esteem by giving him tasks that she knows he can accomplish successfully (e.g., color-by-number worksheets), yet Tyler's self-esteem continues to decrease. Why?

   Childrens self-efficacy for academic tasks is most likely to increase when they accomplish challenging tasks, not easy ones. In fact, by giving Tyler easy assignments, Sharon may inadvertently be giving him the message that he isn't capable of anything more.

4. Taking into account Vygotsky's concept of the zone of proximal development, explain why the tasks that Sharon Osmer assigns to Tyler are developmentally inappropriate.
In Vygotskys view, children are most likely to develop cognitively when they pursue tasks they can accomplish only with the assistance of more advanced individuals (such tasks comprise the zone of proximal development). Tyler easily completes Sharons tasks independently. Thus the tasks do not require Tyler to master new skills and so do not provide the challenge so essential to cognitive development.

5. Using concepts from social cognitive theory, explain how Tyler has acquired the screaming behavior.

He sees Marcus get attention for screaming (he is being vicariously reinforced) and so begins screaming in a similar manner (modeling).

6. What advantages are there in placing Tyler in Allie Schenks classroom for most or all of the school day?

Possible advantages include the following:

Tyler can have the same instructional and recreational opportunities that the other students do.

The other students can model what normal behavior is when someone is frustrated.

Tyler can make friendships with children who are close to him in age. This is probably not possible in Sharon Osmers resource room, in which the students are apt to be of varying ages and all work independently at separate work stations.

7. If you were Tylers teacher, what strategies might you use to accommodate his special needs?

Examples of possible strategies include these:

Present information in a variety of different ways (e.g., through pictures, verbal explanations, hands-on activities).

Assign a peer partner to Tyler: Pair him with an especially prosocial child who can scaffold assignments as needed.
Make sure Tyler has sufficient time to complete assignments.

Be sure that assessment techniques are not limited to paper-pencil tasks.

8. Concerned that Tylers academic needs are not being met, Allie schedules a meeting with the special education teacher, the school principal, and Tylers parents. Is this an appropriate strategy? Why or why not?

It is certainly advantageous to get varying perspectives on what might be best for Tyler. Furthermore, in the United States IDEA specifies that appropriate school faculty members and a childs parents should all be involved in decision making about the best placement for a child with a disability. However, Allie probably should have met with Sharon Osmer and Cecelia Dawson before meeting with Tylers parents. Instead, she has a power struggle with both Sharon and Cecelia in front of the parents.

**Topic:** The Distracting Influence

**Topic Objective:**

At the end of this topic students will be able to understand:

The Distracting Influence

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 17 - The Distracting Influence**

1. Ms. Johnson asks if someone in the Gorilla group can summarize what happened to Miloin Chapter 1 of The Phantom Tollbooth. This request reflects which level in Blooms taxonomy?
Experts typically characterize summarizing as being in the second level of Blooms taxonomy. This level is called either comprehension (in Blooms original taxonomy) or understand (in the 2001 revision). Depending on the nature of the summary, arguments could also be made for a more advanced level in particular, synthesis (the fifth level in the original taxonomy) or create (the sixth level in the 2001 revision).

2. Prior to using the tally cards, what strategies does Ms. Johnson use to try to curb Nicoles off-task behavior?

She moves the location of Nicoles desk several times. She also punishes Nicole by keeping her in from recess.

3. Is it appropriate to keep Nicole in from recess as a punishment for not completing her classwork?

There is no clear right or wrong answer to this question. On the one hand, staying in at recess is a logical consequence for not completing classwork. On the other hand, recess would provide Nicole an opportunity to release pent-up energy and to interact with her classmates without censure.

4. When Ms. Johnson moves Nicole next to Raul who initially a very shy, quiet student Raul soon begins talking and laughing instead of doing his schoolwork. Ms. Johnson soon holds both students in at recess to finish their classwork, but Raul continues to talk and laugh in class instead of completing his work. Which one of the following phenomena best explains this change in Rauls behavior?

   a. Modeling

   b. Elaboration

   c. Vicarious punishment

   d. Reciprocal causation

The correct choice is a.
5. Explain the effectiveness of the checkmark strategy with regard to components of self-regulation it may foster.

Self-regulation is the process of setting goals for oneself and engaging in behaviors and cognitive processes that lead to goal completion. Components possibly related to the strategies effectiveness include the following:

Self-monitoring: Nicole is observing and keeping track of her own behavior.

Goal-setting: Possibly Nicole sets a goal she tries to meet each day (e.g., Im going to try to get no more than five checkmarks today).

Self-evaluation: As Nicole monitors her behavior, she may also be judging it (Hurrah, I have fewer checkmarks today than I did yesterday!).

Self-imposed contingency: Nicole may feel good about herself on days when she shows improvement, and she may feel bad on days when shes off task a lot.

6. Is it appropriate for Ms. Johnson to ask her students to read their scores in the checkmark exercise aloud to the class?

Probably not, because shes previously said that your cards are your own business. Even though she tells the children that they dont have to share their scores if they dont want to, there may be some degree of social pressure to do so.

7. Characterize Nicoles self-efficacy with regard to academic tasks.

She clearly has low self-efficacy: She shows little effort or persistence in her work, and she says that shes always thought she wasnt smart enough to get her work done.

8. Nicole erroneously believes that she has been staying in during recess because of a lack of intelligence. Explain this belief using what you know about childrens attributions.

Nicole tells Ms. Johnson that ever since first grade, it seems as if Ive always missed recess, or at least part of it, every day. When children encounter frequent failure that they dont think they can control, they are apt to attribute their failure to an internal, stable, uncontrollable quality, such as lack of intelligence. When keeping Nicole in
from recess on future occasions, it would be important for her teacher to explain why
she is staying in, i.e., because she has gotten off task so much that she hasn’t finished
her assignments. Nicole is more likely to change her behavior if she attributes her
failure to such an internal but unstable and controllable cause.

9. If you had a student like Nicole, what other strategies might you use?

There are many possibilities here. One possible strategy is to accommodate Nicole’s
need to socialize by having those children not working in a reading group work
quietly in pairs, reading portions of their books to each other or jointly responding to
questions about what they’re reading.

**Topic: A Silent World**

**Topic Objective:**

At the end of this topic students will be able to understand:

- A Silent World

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 18 - A Silent World**

1. What instances of modeling are evident in the case study?

Becky nods when she sees her classmates nodding, and she raises her hand when she
sees some of the others raising theirs. In addition, she begins to get out of her seat
when she sees the rest of the class heading toward the back door.
2. On what occasion does Becky's behavior illustrate that she is accustomed to somewhat different standards for classroom behavior than exist in Mr. Matherson's class?

Perhaps Becky's California teachers encouraged cooperative group work and other helping behaviors fairly regularly. In contrast, Mr. Matherson is obviously expecting that his students will do their work without others' assistance.

3. Before Miss Hunter joins her in the classroom, Becky has difficulty getting the attention of her teacher and classmates. She soon learns that hitting and pinching her classmates gains that attention. Mr. Matherson tries to discourage this behavior by keeping her in from recess, shaking his head, and scolding her, but her aggressive behaviors increase rather than decrease. Looking at the situation as an instance of operant conditioning, you can reasonably conclude that Mr. Matherson's reactions to Becky's aggressive behavior are serving as which one of the following?

a. Punishment
b. Positive reinforcement
c. Negative reinforcement
d. Vicarious reinforcement

The correct choice is b.

4. Why are Mr. Matherson's attempts to punish Becky not being effective?

There are at least two possible explanations:

Being uncertain about what she is expected to do in this new environment, Becky craves her teacher's attention and guidance. In her eyes, any form of attention is better than none at all.

Becky is not aware of the contingencies between her behaviors and the consequences her teacher administers.
5. In the first few days after Beckys arrival, how might Mr. Matherson and other school staff better help Becky make the transition to her new school and classroom?

Following are several advisable strategies:

The school principal should definitely give Mr. Matherson advance notice that a student with a hearing impairment will be joining his classroom.

Mr. Matherson should write information and instructions on the chalkboard more frequently than he does.

Mr. Matherson might supplement his auditory presentations with visual aids (e.g., pictures, maps) and hands-on experiences.

The case study doesn't tell us whether Becky has the ability to read lips (i.e., to speechread). If she does, Mr. Matherson should regularly position himself in locations where Becky can easily see his face. (For instance, he should not stand in front of a window, where his face would be in shadow.) And he should speak a bit more slowly than usual and be careful to enunciate each word.

Mr. Matherson should regularly check to be sure Becky understands what he is asking students to do.

Mr. Matherson might assign a peer partner to Becky perhaps a high-achieving student who can quickly and easily translate his oral remarks into written form.

Mr. Matherson might ask one of his students to be a companion to Becky at recess each day.

6. In the United States, which component of Public Law 94-142 (IDEA) grants Becky the right to have an interpreter with her in the classroom?

   a. Due process

   b. A free and appropriate education

   c. The least restrictive environment
d. Fair and nondiscriminatory evaluation

The correct choice is b.

7. What are the potential benefits of teaching the other students American Sign Language and finger spelling?

Such instruction will not only help Becky feel more a part of the classroom but will also give her classmates an increased awareness of the heterogeneity of the human race, and to discover that individuals with special needs, apart from some obvious disabilities, are in many respects very much like themselves.

**Topic : Topography**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Topography

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 19 - Topography**

1. Why is Ms. Steinbach so discouraged when she looks at the textbook and teachers manual that Mr. Richardson ordered?

   The textbook and teachers manual appear to emphasize isolated facts, yet Ms. Steinbach wants her students to learn general geographic principles that are applicable
to a variety of situations. In other words, Ms. Steinbach is hoping that her students will be able to transfer geography in their efforts to interpret what they see in the world around them. In a nutshell, Ms. Steinbach doesn't believe that the textbook and teachers manual are consistent with her instructional objectives.

2. What strategies does Ms. Steinbach use to help her students learn effectively?

She uses concrete, visual materials (e.g., slides, relief maps, a classroom demonstration of rainfall) to portray ideas that might otherwise be fairly abstract for her students. On one occasion, she activates prior knowledge for at least one of her students (Kenneth).

3. What strategies does Ms. Steinbach use to motivate her students and keep their attention?

She uses hands-on activities (e.g., going on a scavenger hunt, plotting the course of hurricanes in the Atlantic). She also incorporates novelty into the lesson on rainfall and elevation by using students to represent parts of California, the wind, and a cloud.

4. Ms. Steinbach intentionally chooses some of the more reserved students to participate in the rainfall demonstration. What might be her rationale for doing so?

In this particular case, the teacher is aware that some students tend to dominate classroom discussions. She wants to spread attention around to a wider range of students.

5. Which one of the following incidents in the case most clearly illustrates the process of elaboration?

   a. Dee soaks up water in the sponge.

   b. Kenneth recalls what Barstow's terrain is like.

   c. Kathleen correctly predicts that the rain will stop.

   d. Miguel positions himself to represent the San Gabriel Mountains.

The correct choice is c.
6. Ms. Steinbach uses some rather creative strategies for making geography come alive for her students. What resources might you use to identify and develop equally creative strategies for teaching your own students?

Possible resources include experienced teachers, subject matter experts, continuing education, professional journals, and the Internet.

**Topic : Consequences**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Consequences

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 20 - Consequences**

1. What inconsistencies do you see in how Ms. Wyatt responds to her students behavior?

Ms. Wyatts inconsistencies include these:

She imposes different consequences when the students dont finish their work. She asks Nick and Derek to finish their crossword puzzles during free time, but insists that Molly, Helen, and Lori miss music.

She responds differently when Eldrick and Samantha tease their classmates: She responds to Eldricks comment by teasing Nick and Derek as well, yet she chastises Samantha for a similar teasing remark.
She promises free time for Meeshas group, then reneges on her promise.

2. What might be Ms. Wyatts rationale for offering free time to the group that finishes its map first?

She is probably assuming that her students will work harder to complete their maps if they are given reinforcement for doing so.

3. Is the free time incentive an effective one?

Probably not. Ms. Wyatt offers it when most students are almost finished with their maps, and those who have been off-task for any length of time wont be able to catch up sufficiently to be in the running for the free time. Furthermore, by offering the free time to only one group, she is encouraging her students to complete the task quickly rather than to complete it well.

4. In which of the following examples does vicarious reinforcement probably occur, at least for the short run?

a. When Ms. Wyatt makes Molly, Helen, and Lori miss music to finish their project

b. When Ms. Wyatt flicks the lights and tells the students about a bonus for finishing first

c. When Molly, Helen, and Lori dont finish their relief maps because theyve been talking

d. When Ms. Wyatt tells the class that Meeshas group has earned free time for finishing first

The correct choice is d.

5. On what other occasions might Ms. Wyatt be vicariously reinforcing students?

Social cognitive theorists propose that the nonoccurrence of expected punishment can actually be reinforcing. On two occasions, Ms. Wyatt ignores what is, for her, inappropriate behavior: Nick and Derek do not suffer any serious consequences when
they choose to talk instead of completing their spelling crossword puzzles, nor does Eldrick when he teases the other two boys. Other students, who have witnessed the lack of punishment on these occasions, may believe that such behaviors are quite acceptable.

6. Draw from social cognitive theory to explain how Ms. Wyatt eventually punishes Meeshas group.

She promises Meeshas group that it will have free time for being the first to complete its relief map, then reneges on her promise later in the day. From the perspective of social cognitive theory, the nonoccurrence of expected reinforcement is a form of punishment.

7. Ms. Wyatt doesnt allow Mollys group to attend music class. What message might this action send about music?

The students may conclude that music is unimportant that it has little academic value.

8. Ms. Wyatt teases Nick and Derek about their budding interest in the opposite sex. Is it appropriate for teachers to tease students in this way? Why or why not?

Teasing in a way that fosters teacher-student relationships is acceptable, but teasing in a way that undermines self-esteem is clearly inappropriate. In this situation, Ms. Wyatt seems to be using teasing to foster a friendly relationship with the boys. She should do so only if shes confident that the boys will not find her comments embarrassing.

9. How might Ms. Wyatts inconsistent behavior be affecting the overall psychological climate of the classroom?

Students may become anxious or frustrated when they get inconsistent messages as to what behaviors are acceptable and/or will be reinforced in the classroom.

In Section 3 of this course you will cover these topics:
- Keeping Track Of Business
- Solving Problems
- First Aid
Topic: Keeping Track Of Business

**Topic Objective:**

At the end of this topic students will be able to understand:

- Keeping Track of Business

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 21 - Keeping Track of Business**

1. What classic symptoms of a learning disability does Nathan exhibit?

   He apparently has average or above-average general intelligence (Nathan, I know you are a bright young man...) but is achieving at a low level in at least one of his classes. He is easily distracted and has exceptional difficulty keeping track of his assignments.

2. In what ways does Ms. Cecere accommodate Nathans special educational needs?

   Her strategies include the following:

   She teaches him a strategy for organizing and keeping track of his assignments.
She arranges to meet with him after class on quiz and test days.

To reduce distractions, she moves him to the front of the classroom; she also finds a quiet place where he can take quizzes and tests undisturbed.

She seats him near a friend who can help to keep him on task.

3. Which practice suggested by Ms. Cecere is most consistent with principles of self-regulated learning?

   a. Asking that Forrest look over Nathans work

   b. Meeting with Nathan after each test and quiz

   c. Encouraging Nathan to keep a notebook for assignments

   d. Involving Nathans parents in a discussion of how to help him improve his classroom performance

The correct choice is c.

4. Judging from how Ms. Cecere assesses her students achievement, both formally and informally, infer her view of what high achievement is in her class.

   She bases her evaluations of students achievement on the extent to which they complete tests and assignments and on the number of correct answers that they give.

5. What other strategies might you use to assess students achievement in a foreign language class?

   We see no evidence that Ms. Cecere is assigning any complex or lengthy tasks; all of her assessment tools seem to involve specific answers to specific questions. Authentic activities (e.g., carrying on lengthy conversations or reading short stories in German) might be especially valuable in this context.

6. What effective strategies does Ms. Cecere use during the meeting?

   Following are examples of things Ms. Cecere does well:
She expresses concern rather than blame with respect to Nathans failure to complete several assignments.

She communicates high regard for Nathans ability (I know you are a bright young man, because you always seem to have the right answer when I call on you).

She makes it clear that she has Nathans best interests at heart.

She expresses a desire to help Nathan in any way she can.

She seeks insights from Nathans parents about strategies that have worked in the past.

She explores a variety of options with an open mind.

She seeks consensus about future strategies and, more generally, establishes a collaborative relationship with the parents.

**Topic : Solving Problems**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Solving Problems

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 22 - Solving Problems**
1. Many math teachers use word problems to help students transfer mathematical concepts and procedures to real-world contexts. Do you think word problems are an effective way of doing that? Why or why not?

Word problems are one step in the right direction, in that they relate mathematical concepts and procedures to situations that resemble real-life events. However, word problems have at least two limitations:

They are usually well-defined problems that present all the information that students need to solve them nothing more, nothing less. In contrast, real-life problems are often ill-defined; for instance, people must actively seek out all the necessary information, and they must discriminate between relevant and irrelevant data.

Notice how Ms. Fieseler assigns word problems related to whatever topics are currently under discussion. Many students learn to apply the mathematical procedures they have most recently learned when they solve word problems a strategy that is often quite effective within the context of a math class. But as a result, the students do not learn to discriminate among different kinds of problems and the procedures that each one requires.

2. Leo and Olivia laugh when Seth puts two pencils up his nose, but none of the group members laugh when he puts the pencils in his ears. Which one of the following concepts from behaviorism best describes what has occurred in the group?

a. Generalization
b. Primary reinforcement
c. Vicarious reinforcement
d. Intermittent reinforcement

The correct choice is d.

3. Why does Seths group conclude that it doesnt have all the information it needs to solve the third problem?
Some of the necessary information (the length and width of the room) is presented in the preceding problem. The students are probably accustomed to word problems that are stand-alone entities, as word problems typically are.

4. Which one of the following cognitive factors is most likely to be hindering Seth’s group from solving the third problem?

   a. Limited working memory capacity
   b. Incorrect encoding of the problem
   c. Nonretrieval of relevant prior knowledge
   d. Inappropriate attributions to an external cause

   The correct choice is c.

5. What are the potential benefits of assigning cooperative group activities as a way of helping the students learn how to solve challenging word problems?

   Possible benefits include the following:
   
   The problems encourage students to learn class material meaningfully and transfer it to real-world situations.

   Students are apt to have higher self-efficacy for successfully solving the problems if they have the assistance of a few peers.

   Students scaffold one another’s efforts.

   Different students may bring different knowledge and skills to a problem (distributed cognition), thus increasing their chances of solving the problem successfully.

   By verbalizing their internal cognitive strategies, group members model their strategies for one another.
By discussing various strategies and problem solutions, students may elaborate on and better integrate mathematical concepts and principles; they may also discover errors in their own thinking.

6. Why do you think Seth is not participating productively in the group task?

Given the information presented in the case, there is no way to know for sure. There are at least three possible reasons:

Perhaps Seths family does not value academic achievement, in which case good grades are not an incentive for Seth.

Seth may have poor mathematical skills that he is trying to hide by pretending he doesn't care about the assigned problems.

Individual accountability for learning is often critical for the success of cooperative learning activities: All group members should individually demonstrate that they have mastered the material. In this case, we see no individual accountability. A single sheet of paper is turned in that gives all group members equal credit for problem solutions.

7. There will often be students who, like Seth, hope to get a free ride during cooperative group time. Does Ms. Fieseler resolve the free rider situation?

No. She tells the students that they are basically stuck with one another, and she points out that it is difficult to define enough work. Yet she contradicts these statements when she proposes that someone who refuses to help should not get the group reward.

8. How might Ms. Fieseler encourage Seth to participate in the cooperative learning activity?

Following are examples of possible strategies:

Put Seth in a group with which he has worked productively in the past.

Continually monitor group interactions to ensure that everyone is on task.
Assign a different task to each group member, assuring individual accountability.

If Seth has poor math skills, give him a task within the group that he can successfully accomplish (e.g., he might be the group's recorder, writing down strategies and answers that other group members offer).

9. At the end of the case study, Ms. Fieseler tells her students, The group with the most points at the end of the month doesn't have to do any homework for a week. Is this a good idea? Why or why not?

No. It communicates the message that homework is an unpleasant event. Furthermore, it deprives the winning group of potentially valuable practice for an entire week.

10. Members of Seth's group complain that they are at a disadvantage in earning the group reward because one of its members (Seth) refuses to do any work. If only this group has such a disadvantage, then Ms. Fieselers strategy is lacking which important quality of a good assessment?

   a. Validity
   b. Reliability
   c. Practicality
   d. Standardization

The correct choice is d.

11. Ms. Fieseler informs her students that their performance on the group problem-solving exercises is worth one-third of their final grade. Is this an appropriate assessment practice? Why or why not?

There is no easy answer to this question. Following are two important considerations:

On the pro side: If application of mathematical concepts and procedures is an important objective for the class, then word problems provide one means of assessing whether students have achieved this objective.
On the con side: Especially in the case of free riders such as Seth, the performance of the group is not an accurate reflection of how much each group member has learned. Students final grades are usually assumed to reflect what they have achieved as individuals, not what they can do in cooperation with their peers.

**Topic : First Aid**

**Topic Objective:**

At the end of this topic students will be able to understand:

- First Aid

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 23 - First Aid**

1. In which of the following instances does Mr. Mandabach clearly show withitness?

   a. He sees Ruth and Marisa passing notes.

   b. He encourages Malcolm to expand on his answer.

   c. He realizes that a school dance is coming up soon.

   d. He provides practical examples to encourage meaningful learning.

   The correct choice is a.
2. Early in his teaching career, Mr. Mandabach always confiscated any notes he saw students passing in class. But now he usually ignores such note passing. Does his change reflect sound teaching practice? Why or why not?

His decision to ignore the note passing in this situation is probably a good one. Ignoring student misbehavior is most appropriate in instances in which the behavior is typical for the age group, is unlikely to spread to other students, and does not seriously affect classroom learning. Although the note passing may be a bit contagious, it does not seem to be affecting classroom learning, as the students are clearly engaged in the lesson. Had Mr. Mandabach chosen to stop instruction to deal with the note passing, he may have disrupted the momentum of the activity, drawing students attention away from instruction and perhaps reinforcing off-task behavior.

3. What would you do if students were passing notes during a lesson?

Answers are likely to vary here. The crux of the issue is the extent to which the notes are distracting students attention away from the topic at hand. A quick note from one student to another may be relatively harmless. However, a lengthy exchange of notes back and forth indicates that students probably aren't paying attention to the lesson.

4. How does Mr. Mandabach finally focus his students' attention on the topic of first aid?

He introduces an emotionally-laden story—a story about an accident victim. In doing so, he is encouraging hot cognition.

5. Examine Mr. Mandabach's teaching practices during the lesson. Do they encourage rote learning or meaningful learning? Support your answer with two or more specific strategies from the case.

Throughout the lesson, Mr. Mandabach employs teaching practices that encourage meaningful learning. Following are examples:

- He asks students to apply what they've learned to a specific scenario.
- He asks students to justify their reasoning (Why do you think we should do this?).
He teaches students a mnemonic (A B C for airway, breathing, circulation) to help them remember what would otherwise be a seemingly arbitrary sequence of steps.

6. Lower-level questions require students to recall information in essentially the same form that they initially learned it. Higher-level questions require students to do something new with what they have learned perhaps analyzing it, integrating it, or applying it. What types of questions does Mr. Mandabach ask?

His questions are predominantly higher-level ones: He asks his students to apply what they have learned to a new situation.

7. Retrieval cues are hints that help students recall previously learned information from long-term memory. On what two occasions does Mr. Mandabach give his students retrieval cues to help them remember things they have previously learned?

He says, Think about what we did with the mannequins last week when the person from the Red Cross came to visit. He also provides the A-B-C mnemonic to help students remember the order in which first aid procedures should be administered.

8. Mr. Mandabach introduces the mnemonic A-B-C as a simple way for students to remember the order of first aid responses: airway, breathing, circulation. Which one of the following terms best describes the mnemonic technique he is encouraging his students to use?

a. Keyword method
b. Verbal mediation
c. Distributed cognition
d. Superimposed meaningful structure

The correct choice is d.

9. What evidence do you see that students are constructing new understandings in response to Mr. Mandabach's questions rather than simply retrieving the responses from long-term memory?
The students must decide what they would do if they witnessed an accident. In essence, they must create their own solutions to the victims problems.

10. How frequently does Mr. Mandabach give students feedback about their responses?

When they are correct, he usually tells them so. When they are incorrect, he either ignores them or asks a question to steer their reasoning in another direction. (You may want to discuss the advantages and disadvantages of ignoring incorrect responses.)

11. From Piaget's perspective, at what stage of cognitive development must students be in order to understand this lesson?

To the extent that hypothetical reasoning is involved (e.g., What would you do if...), formal operational thinking is required.

12. In Vygotsky's theory, the zone of proximal development (ZPD) is the range of tasks that a student can perform only with the assistance of a more capable individual. Is Mr. Mandabach teaching within students ZPD?

Yes. When he provides some guidance and retrieval cues, students can successfully answer his questions and address the problem he presents.

**Topic: The Respiratory System**

**Topic Objective:**

At the end of this topic students will be able to understand:

- The Respiratory System

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**
Case 24 - The Respiratory System

1. How might a computer simulation facilitate students ability to construct an understanding of physiological systems?

   Following are possible advantages:

   Students can watch a system in actionsomething they obviously cannot do on a cadaver.

   Many computer simulations can be put in a slow-motion mode or speeded-up mode.

   Different parts of a system can be made more distinguishable (e.g., they might be depicted in different colors).

2. Do you think that computer software that provides models and simulations of real-life systems and events can reasonably replace actual physical objects in high school science courses?

   By having students experiment with a computer model or simulation, real-life ethical or safety concerns (e.g., operating on living animals, combining toxic chemicals) are minimized. Yet teachers must be aware that some computer software packages are better designed than others. Any software should be carefully scrutinized before it is used in the classroom to be sure that it provides a realistic depiction or simulation of the system or event in question.

3. Ms. McNaught ignores the students bickering during their laboratory time. Is this a good strategy? Why or why not?

   There is no easy answer to this question. On the one hand, a teacher can promote social development by letting students resolve their own conflicts. On the other hand, the argument between Keith and Carol indicate that Carol is probably learning very little from the activity.

4. Which one of the following questions is the best example of a higher-level question?

   a. So who can tell me ... what do the diaphragm and rib cage do when we breathe?
b. Now which process are we talking about here inhaling or exhaling?

c. Can you explain why you know it's inhaling?

d. Which muscle does most of the work when we breathe?

The correct choice is c.

5. Identify specific examples of how Ms. McNaught expands on her students' answers. Explain how doing so may facilitate students' learning.

By embellishing on a student's answer, she may be helping students to elaborate on the information. Following are two examples of what she does:

After she asks, What do the diaphragm and rib cage do when we breathe?, she expands on Diana's answers by describing the diaphragm's domelike shape and the direction in which the rib cage moves.

After Oliver gives a range describing the rate of inhaling and exhaling, she asks, Is that when we're resting or working hard?

6. In what ways are the male and female students in Ms. McNaught's class having different educational experiences?

At least two differences should be noted:

The males control the computers while the females serve primarily as secretaries, recording answers on the worksheets. Joan and Carol have little direct contact with the computer models; they are merely writing down what their lab partners are telling them.

When males respond to Ms. McNaught's questions, she encourages them to elaborate on their answers. When females respond, however, she acknowledges that they are correct but then either provides a more detailed explanation herself or asks a different student to do so.
7. Under the circumstances, why are the male students likely to learn and remember more than the female students about how the human respiratory system works?

Following are two possible reasons:

By actively working with the computers, the males are more likely to learn about what causes what with regard to both how the computer software works and how the respiratory system functions. In their roles as secretaries recording terminology, the females are more likely to learn isolated facts.

Ms. McNaught encourages the males to elaborate on their responses. Students are likely to learn information more effectively when they engage in elaboration.

8. Like most teachers, Ms. McNaught probably has no idea that her female students are having a different educational experience from the males. As a teacher, how might you minimize gender bias in your classroom?

Following are some of the many possibilities:

Have students work in same-sex pairs.

When putting students in mixed-sex pairs, assign specific roles (e.g., computer operator, secretary) to each student, rotating the roles from one occasion to the next.

When calling on students, alternate between males and females.

Ensure that higher-level questions are addressed equally often to boys and to girls (perhaps by using a self-monitoring checklist).

Increase wait time after students responses as a way of encouraging students to explain their reasoning.

**Topic : The Concept Maps**

**Topic Objective:**

At the end of this topic students will be able to understand:
The Concept Maps

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 25 - The Concept Maps**

1. Which one of the following principles of classroom management did Mr. Kessinger most clearly violate?

   a. Create a warm, respectful classroom climate.  
   
   b. Give students some control over classroom activities.  
   
   c. Communicate appropriate messages about school subject matter.  
   
   d. Include students in decision making about classroom procedures.

   The correct choice is a.

2. Psychologists often distinguish between two general kinds of punishment: presentation punishment (in which an aversive stimulus is presented after a response) and removal punishment (in which a desired stimulus is taken away after a response). Which kind of punishment does Mr. Kessinger give Robin?

   His yelling, which Robin finds quite unpleasant, is an instance of presentation punishment.

3. Explain Robin's reaction in Ms. Yamashita's class from the perspective of classical conditioning.
Classical conditioning occurs in Mr. Kessingers class. Mr. Kessingers harsh words (an unconditioned stimulus) elicit a great deal of anxiety (an unconditioned response). Associated with the harsh words are two stimuli: teacher standing over her and a concept map in front of her (conditioned stimuli). Later in the day, when Robin is in Ms. Yamashitas class, her concept map elicits some anxiety (a conditioned response), and Ms. Yamashitas presence beside her elicits even more.

4. What possible benefits might concept maps have?

They help students to identify interrelationships (e.g., hierarchies, cause-effect relationships) in the content they are studying. In Robins case, the concept maps also serve as retrieval cues during class.

5. What important role do Jane and Cami play in the events that transpire?

They provide emotional support when Robin is upset. Such support characterizes many youngsters close friendships, especially in adolescence.

**Topic : Coming Back To School**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Coming Back to School

**Definition/Overview:**

[none]

**Key Points:**

[none]
Example/Case Study:

Case 26 - Coming Back to School

1. What mistakes do Ms. Wiggins and Ms. Seaver make when they interpret the test scores that the psychologist has reported?

They make three mistakes:

They overlook the fact that a student with a traumatic brain injury would need more time to process information and so would do poorly on a timed test.

They fail to recognize that eight-month-old test results may not accurately reflect Wesley's current level of functioning.

They fail to consider the fact that Wesley's difficulty in reading may influence his performance on any paper-pencil tests that are not intended to assess reading per se.

2. In questioning Ms. Wiggins and Ms. Seaver's interpretation of Wesley's test scores, which one of the following characteristics of a good assessment instrument is Mrs. Karasov calling into question?

a. Validity
b. Reliability
c. Practicality
d. Standardization

The correct choice is a.

3. Wesley's father assures the group that Wesley is capable of doing grade-level work. To demonstrate this point, he asks Wesley to read a chapter in a history book in the school library; upon his return, Mr. Hermanowitz quizzes him on its content. Are the results of this assessment a good indicator of Wesley's ability to do grade-level work? Why or why not?
Although this is an unsystematic, informal assessment, it may more accurately assess Wesley's current ability level than the paper-pencil tests he has previously taken. (In other words, the assessment may have more validity than the paper-pencil tests.) Such a view is consistent with the fact that Wesley eventually earns mostly As in his classes.

4. As a result of his injuries, Wesley's teachers bend over backwards to help him succeed. Are the accommodations they provide for Wesley fair to the other students at West Hills High School? Why or why not?

The accommodations are consistent with the intent of Public Law 94-142 (IDEA) and so are appropriate and fair: They ensure that Wesley receives a free and appropriate educational program designed specifically to meet his unique educational needs.

5. What accommodations do school personnel make for Wesley's disability?

Their accommodations include the following:

- They give him extra time to perform cognitive tasks (e.g., tests, math problems).
- They allow him to take a nap during third and fourth periods.
- The English teacher gives him directions in both written and oral forms.
- The French teacher assigns work commensurate with Wesley's ability.
- The history teacher cues him about key ideas (This is important, so put it in your notes).

6. If you had Wesley in your classroom, what other strategies might you use to help him succeed?

There are numerous possibilities; here are three examples:

- Give him additional wait time to answer questions in class.
- Provide general outlines that can facilitate note taking.
Identify peer tutors who can work with him in areas in which he is struggling (e.g., in French).

7. Vygotsky proposed that cognitive development is most likely to occur when children and adolescents work within their zone of proximal development—that is, when they tackle tasks that they can accomplish only with the help of a more advanced individual. What strategies does the French teacher use to make sure that Wesley is working within his ZPD?

She encourages him to speak during class discussions, but she provides assistance whenever he needs it. And she uses a French I textbook, which is apparently more appropriate for his current ability level.

8. Should Wesley be officially enrolled in French IV? Why or why not?

Probably not. Someone who looks at his transcript will assume that he has mastered French at a fourth-level level, which is not accurate.

9. Under the circumstances, should the school waive some of the graduation requirements in Wesley's case? Why or why not?

Probably not. A high school diploma should be a rough indicator that certain knowledge and skills have been mastered. It is the school's obligation to help Wesley master the required knowledge and skills, rather than to waive some of its graduation requirements.

**Topic: Animal Shelters**

**Topic Objective:**

At the end of this topic students will be able to understand:

Animal Shelters

**Definition/Overview:**

[none]
Key Points:

[none]

Example/Case Study:

Case 27 - Animal Shelters

1. Which one of the following principles of human motivation best explains Sashas control issue?

   a. Human beings appear to have a basic need for self-determination.

   b. Children often internalize the standards that adults have for their behavior.

   c. Children are more likely to pursue a task for which they have high self-efficacy.

   d. Situational interest is often evoked by an event that is novel, unusual, or puzzling.

The correct choice is a.

2. When drawing pictures in the blank picture books, most of Sashas classmates have trouble sticking to a single theme. Given what you have learned about cognitive development, would you guess that such difficulty is typical or atypical for this age group?

   It is typical. Young children have trouble keeping their attention on a single topic for any length of time, and so they turn frequently from one topic to another. In addition, making a book with a single theme requires some planning. The area of the cortex largely responsible for planning (the prefrontal cortex) continues to develop throughout childhood and adolescence.

3. What are some possible reasons why Sasha initially resists coming to the Round Table?

   Following are several hypotheses:

   She wants to feel self-determined.
She perceives Round Table activities as unnecessarily interrupting her from other, more interesting and rewarding tasks.

She gets overly anxious when circumstances are unpredictable. (Such is true for children with autism, but to a lesser extent it can also be true for some nondisabled children.)

She feels uncomfortable working side by side with other children (perhaps because of low self-efficacy regarding her ability to interact effectively with them).

4. In the early weeks of the school year, the teachers strongly encourage Sasha to come to the Round Table, but they never force her to do so. Is this approach appropriate? Justify your answer.

There is no clear-cut right or wrong answer to this question. Certainly children need to learn that some behaviors are acceptable and others will not be tolerated. However, although Sasha is being disobedient, her behavior doesn’t cause physical or psychological harm to any of her peers, nor is it apt to seriously jeopardize her own cognitive development. By enticing rather than forcing Sasha to the Round Table, her teachers foster intrinsic rather than extrinsic motivation. Intrinsic motivation is more likely to sustain Sashas interest in Round Table activities over the long run.

**Topic : I Bit My Tongue**

**Topic Objective:**

At the end of this topic students will be able to understand:

- I Bit My Tongue

**Definition/Overview:**

[none]

**Key Points:**

[none]
Example/Case Study:

Case 28 - I Bit My Tongue

1. Children vary considerably in their ability to restrain their behaviors when they have a strong emotional reaction to an event. Such restraint is an example of which one of the following?

   a. Skinners concept of shaping

   b. Piagets concept of assimilation

   c. Banduras concept of self-regulation

   d. Vygotskys concept of internalization

   The correct choice is c.

2. If you were a preschool teacher, would you allow children to bring objects of comfort from home? Why or why not?

   Most preschool teachers let children bring blankets, teddy bears, and other personal comfort objects from home, and for good reason. As the case study illustrates, such objects provide an important means through which the children can begin to regulate their behaviors in the face of failure or frustration.

3. Why does Austin say, I bit my tongue?

   He undoubtedly suspects that crying at the drop of a hat is not socially acceptable, especially for boys. Crying about physical pain is more acceptable than crying about emotional matters, and so he is trying to save face in the eyes of his peers.

4. Why does Ms. Chang limit the number of children who can be at the dramatic play area at once? What are the advantages of dramatic play for young children?

   In limiting the number of children, Ms. Chang increases the likelihood that all of the children who are there can play an active role in whatever scenario is being enacted at the time. Dramatic play has many benefits. For instance, it:
Allows children to practice a variety of adult roles

Gives children practice in planning and carrying out an extended activity

Encourages children to behave in accordance with certain standards for behavior

Enhances children's perspective-taking ability

Provides a context in which children learn skills in negotiation, compromise, and conflict resolution

5. Would you have handled Austin's response to the doctor situation as Ms. Chang did? Why or why not?

Ms. Chang's approach is quite effective. She doesn't embarrass Austin by calling him on his lie in front of his peers. She also gives him good reason to believe that the source of his frustration will probably be short-lived. And by reading a story with him, she provides an opportunity for him to calm down and regroup.

**Topic : Letters**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Letters

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 29 - Letters**
1. Ms. Bernstein says, Riddlyriddly ree, I see something you don't see. It has the colors red, white, and blue. It begins with the letter F. What is it? Lena's answer is fan, referring to a fan that is only white. How might you explain her error using the idea that working memory has a limited capacity?

Perhaps Lena doesn't have room in working memory to simultaneously hold all four items (i.e., three colors and an object that begins with F).

2. Why might Billy believe that the word electric begins with the letter L?

There are at least two possible explanations:

Perhaps other people in his life consistently pronounce the word lectric, omitting the initial syllable.

Perhaps he has constructed the misconception that because the letter L is pronounced el, all words that begin with an el sound (e.g., electric, elevator, elementary) must begin with L.

3. How does Ms. Bernstein respond to Billy's erroneous belief that electric begins with the letter L?

She provides correct information without making a big deal of his error. In fact, she acknowledges that a lot of children pronounce the word that way, thereby presumably helping Billy save face.

4. Three of the following behaviors would reflect the typical development of attention in 5- and 6-year-old children. Which one of the following behaviors, if observed in Ms. Bernstein's class, would be least typical?

a. Two children work together to form a letter V on the floor.

b. A child looks out the window during instructions for an art project.

c. A child works for almost 2 hours to make Valentine cards for her family.

d. A child listens for his name during the morning attendance song routine.
The correct choice is c.

5. What strategies does Ms. Bernstein use to keep her children's attention during various activities?

She uses several strategies:

She reads an exciting story at the beginning of the day.

She engages the children in a song as a way of taking attendance.

She incorporates the task of learning letter sounds into a game.

She has a physical activity in which the children make Vs on the floor.

She uses the red circle as a place to keep the children's attention when she gives instructions for a new activity (making valentines).

She suggests that the children make a second valentine if they finish the first one early.

6. In which of the following instances is Ms. Bernstein using cueing as a classroom management strategy?

a. When she puts her hand on Joshuas shoulder

b. When she corrects Billys spelling of electric

c. When she reads a storybook to begin the school day

d. When she tells her students about the days art project

The correct choice is a.

7. What classroom management strategies does Ms. Bernstein use to keep her students on-task throughout the morning?

Her strategies fall into several general categories:
Motivating activities: The high-interest story, attendance song, and active physical tasks (construction of large letter Vs and valentine cards) keep the children interested and engaged in classroom subject matter.

Pacing: She keeps activities moving at a reasonably rapid pace all morning; thus, there is no downtime in which there is nothing for the children to do.

Planning for transitions: As the children first arrive in the morning, she reads a story at the red circle. She also uses the red circle as a place for students to convene when she wants to focus their attention on a new activity.

Withitness: She seems to be aware of what her students are doing at all times; for example, she notices when Josh is looking out the window.

Cueing: She puts a hand on Josh's shoulder to regain his attention, rings a bell to signal clean-up time, and briefly turns the lights off to indicate that the class is getting too noisy. She also reminds the children that they should walk quietly to your tote trays... and quietly to your seats....

Praise: She compliments students on their appropriate behavior (I like how you used your indoor voices to finish cleaning up your mess. My, aren't your tables spotless!).

8. In what ways does Ms. Bernstein take diversity in children's backgrounds into account?

Recognizing that many of the children may not live in a traditional two-parent home, she suggests a variety of people for whom they might make a valentine card. And knowing that some of the children may not be familiar with what a valentine is, she shows the class examples of valentine cards that other children have made.

Topic: The Star Chart

Topic Objective:

At the end of this topic students will be able to understand

o The Star Chart
Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 30 - The Star Chart

1. Is Mr. Collinss star chart a good idea? Why or why not?

   Although the star chart may be motivating for some of the children, its probably not a good idea for several reasons:

   It rewards students for the quantity of books that they read, possibly encouraging many of them to read short, easy books rather than lengthier, more challenging ones.

   The competitive spirit that the chart creates may be counterproductive to establishing a cooperative atmosphere in the classroom. It encourages the children to focus on their own reading, possibly to the exclusion of helping one another read.

   Although some children may like having their achievements publicly acknowledged, others (especially low achievers) may not. In fact, students have a right to privacy with regard to their academic performance.

2. Mr. Collins is trying to motivate his students to read by giving them gold stars for each book that theyve read and then awarding special privileges to the student who reads the greatest number of books each month. For which children is this approach likely to be motivating?

   Students who like to be the first in line and/or the center of attention are likely to be motivated. Also, completing reading tasks successfully may enhance childrens self-
efficacy for such tasks, and some children may realize that the gold stars are a symbol of that success.

3. For which children is Mr. Collinss approach not likely to be motivating?

Several groups of children may be unmotivated by the star chart:

Some students may have no interest in being at the front of the line all the time.

Some students (like Courtney) may feel uncomfortable performing in front of peers.

Some students (e.g., poor readers) may realize that they are unlikely to win the competition no matter what they do.

4. Is the star chart likely to promote the development of self-regulation? Why or why not?

It may have a small positive effect on self-regulation. The children choose their own books (allowing them to set their own goals for a reading project), and they put a star beside their name each time they complete a book (giving them an opportunity to monitor their own progress and administer self-reinforcement).

5. Is Mr. Collins wise to let his students make their own choices about what they read?

On the positive side, choices promote a sense of self-determination and also enable students to read books in which they are interested; as a result of both of these effects, choices foster intrinsic motivation. On the negative side, some children may be reading easy books books that don't challenge them and help them develop their reading competence. Probably a better course of action would be to give students a narrow range of choices of books that are all at an appropriate reading level that is, books that they can read successfully yet will introduce new vocabulary words and challenge them to acquire greater reading proficiency.

6. Is Courtney experiencing state anxiety or trait anxiety? Is it facilitating anxiety or debilitating anxiety?
Courtney experiences state anxiety, a temporary reaction elicited by being asked (perhaps unexpectedly) to read in front of the class. Her anxiety is debilitating, in that she has difficulty with a task she can usually do easily.

7. How would a behaviorist be most likely to explain Courtney's anxiety while reading in front of the class?

a. Courtney may have seen other students make mistakes while reading and be ridiculed by their peers.

b. Courtney was probably born with an anxious temperament, and so she is easily rattled by unexpected events.

c. At some point in Courtney's past, a bad experience caused her to associate reading with unpleasant circumstances.

d. Courtney attributes her success on the star chart to luck, and she doubts whether she will be so lucky when reading to her peers.

The correct choice is c.

8. How would a social cognitive theorist be most likely to explain Courtney's anxiety while reading in front of the class?

a. Courtney may have seen other students make mistakes while reading and be ridiculed by their peers.

b. Courtney was probably born with an anxious temperament, and so she is easily rattled by unexpected events.

c. At some point in Courtney's past, a bad experience caused her to associate reading with unpleasant circumstances.

d. Courtney attributes her success on the star chart to luck, and she doubts whether she will be so lucky when reading to her peers.

The correct choice is a.
9. What additional strategies might Mr. Collins employ to address Courtneys anxiety?

Following are three examples of what he might do:

Have her read to a small group of peers rather than to the entire class.

Have her read a short selection rather than an entire book.

Have her first read a book that is quite easy for her, rather than one at her current reading level.

In Section 4 of this course you will cover these topics:

' The Bulletin Board
' Halloween
' Culture Shock
' Getting A Drink
' Summer School
' Math Baseball
' The Stand-Up Comic
' The Perfectionist
' The Unmotivated Student

**Topic : The Bulletin Board**

**Topic Objective:**

At the end of this topic students will be able to understand:

- The Bulletin Board

**Definition/Overview:**

[none]

**Key Points:**

[none]
Example/Case Study:

Case 31 - The Bulletin Board

1. What might be Mr. Wilsons rationale for posting good papers on the bulletin board?

   He is probably using it as a means of reinforcing high performance.

2. The concept of self-efficacy refers to a learners belief about his or her ability to perform a certain task successfully. How might the original bulletin board (i.e., the one that displays only the A papers) affect the self-efficacy of Mr. Wilsons students?

   It should enhance the self-efficacy of students who consistently have their papers posted there. However, it is likely to decrease the self-efficacy of students who never have their papers posted.

3. What problems do you see in Mr. Wilsons practice of posting good papers on the bulletin board?

   Problems include the following:
   
   Some students never have their papers posted and so are never reinforced for their work.
   
   By displaying students work (including test papers) without their permission, Mr. Wilson is violating the students right to confidentiality.
   
   The practice promotes performance goals. It encourages students to perform in a manner that looks good to others and may discourage them from making the mistakes that are a normal and often inevitable part of the learning process.

4. Xias says, No matter how hard I try, Im just not good enough for the bulletin board. From this statement, you might reasonably suspect that which one of the following is true about Xias?

   a. He has facilitating anxiety.
   
   b. He has learned helplessness.
c. He is manifesting a self-fulfilling prophecy.

d. He is exhibiting a phenomenon commonly known as the personal fable.

The correct choice is b.

5. What kind of attribution is Xias making when he says, No matter how hard I try, Im just not good enough for the bulletin board? How is such an attribution likely to affect his future performance?

Xias is attributing his performance to low ability an attribution that in his eyes is internal, stable, and uncontrollable. This attribution is likely to have the following effects:

Xias may set low goals for himself regarding classroom subject matter.

Xias may avoid challenging academic tasks.

Xias will give up easily on challenging tasks that he cant avoid.

Xias may engage in self-handicapping (e.g., by not exerting much effort) as a way of helping him explain his low achievement.

6. Describe two different strategies Mr. Wilson might use to help Xias form more productive attributions for his performance.

Following are some possibilities:

He can communicate optimism about Xias ability to produce something good enough for the bulletin board.

He can engage Xias in experiences that show him how effort and/or better learning strategies lead to success.

He can scaffold Xias efforts to make frequent success within his reach.

7. To what does Mr. Wilson attribute some students consistently poor performance? Is his attribution an accurate one?
He attributes it to study habits. Although it's difficult to tell exactly what he means by this comment, it's clear that he's attributing poor performance to things that the students are doing incorrectly rather than to things that he himself might do differently.

8. Is it appropriate for Mr. Wilson to give stickers when his students show progress, even if their performance is only marginally satisfactory?

It probably is appropriate. For a variety of reasons, most experts argue against assigning grades on the basis of improvement. However, teachers typically use stickers more as reinforcers than as indications of overall achievement, and it is certainly appropriate to reinforce improvement.

9. By showcasing students' best work on a bulletin board, Mr. Wilson is promoting performance goals. Describe two different strategies Mr. Wilson might use to encourage students to develop mastery goals instead.

Following are examples of what he might do:

Present subject matter that students find valuable in and of itself.

Show how topics and skills are relevant to students' lives and future goals.

Insist that students understand, rather than simply memorize, classroom material.

Communicate the belief that effective learning requires exerting effort and making mistakes.

Show students that they are making significant progress.

Give specific feedback on how students can improve.

Encourage students to use their peers not as a reference point for their own progress, but rather, as a source of ideas and help.

Have students work toward self-chosen goals.
Topic: Halloween

Topic Objective:

At the end of this topic students will be able to understand:

- Halloween

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 32 - Halloween

1. What are potential strengths and weaknesses of the letter that Ms. Gonzales sends home to parents and guardians? In your analysis, draw on principles of effective parent-teacher communication.

   Possible strengths and weaknesses include these:

   1.1 Strengths

   It communicates that parents/guardians are welcome in the classroom.

   It alerts parents/guardians to an upcoming classroom activity that may require their involvement (at a minimum, in helping their children obtain costumes).

   It provides concrete suggestions about how parents/guardians can help.

   It takes some student diversity into account (i.e., food allergies, health problems).

   1.2 Weaknesses
It does not provide specific details about the party; for instance, what time the party will take place and whether certain kinds of costumes are off limits.

It doesn't include a phone number or good times to telephone the teacher.

It does not make allowances for the fact that some children may not want to participate. For example, the teacher might say, If you do not celebrate Halloween or want your child to participate, your child will go to the library and have an enjoyable activity there. In this way, the teacher acknowledges that not everyone celebrates Halloween and that there is an alternative for those who do not.

2. Ms. Gonzales gives some children a stern look to get them back on task. Her strategy can best be described as an example of which one of the following?
   a. Cueing
   b. Operant conditioning
   c. Vicarious punishment
   d. Negative reinforcement

   The correct choice is a.

3. What classroom management strategies does Ms. Gonzales implement prior to the Halloween celebration?

   She gives children a stern look when they are off task in their reading group. She also calls out the names of children who are off task. However, she seems to accept the fact that her students are going to be more distractible on Halloween than they typically are and takes their hyperactivity in stride.

4. Should teachers try to teach academics on the day of a class party?

   An argument in favor of doing so is the fact that students' academic achievement is related to the amount of time they spend engaged in academic tasks. On the other
hand, a teacher must recognize that students will probably get less accomplished when they are distracted by upcoming events.

5. Is it a good idea for Ms. Gonzales to focus the weeks spelling list on words related to Halloween?

On the pro side, the children may be more motivated to study words in keeping with an upcoming holiday. On the con side, the words may be unrelated to the teachers instructional objectives for the year, and a Halloween theme is likely to offend those with certain religious beliefs.

6. Some parents prefer that their children not celebrate Halloween, often for religious reasons. Is it appropriate to ask such parents to keep their children home on Halloween? Why or why not?

This question has no easy answer. On the one hand, asking students to stay home means that they may miss important academic activities. Furthermore, the Halloween holiday has origins in both early pagan traditions and in Christianity. In the United States, then, celebrating the holiday might be viewed as violating the Constitutional mandate for separation of church and state. On the other hand, most people view Halloween as a nonreligious holiday that is simply fun, and Halloween parades and parties at school have become a tradition that many children look forward to.

7. What would you do with the math assignments that were handed in on the day of the party? Would you grade them as usual, even though some of the children did not complete them?

Answers will vary here. At the crux of the issue is the validity of the assignments as a measure of children's math achievement.
Topic : Culture Shock

Topic Objective:

At the end of this topic students will be able to understand:

- Culture Shock

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 33 - Culture Shock

1. In Navajo culture, an older child may often assist a younger child with a new task. The benefits of such assistance are most easily explained using ________ view of cognitive development.

   - a. Piagets
   - b. Vygotskys
   - c. behaviorists
   - d. information processing theorists

   The correct choice is b.

2. Should Mr. Beezley change his expectations for students classroom behavior in his new teaching situation? Why or why not?

   Mr. Beezley obviously thinks that his students cooperative behavior is a form of cheating. However, cooperative behavior is typical of Navajo children, who are
brought up to value the achievement of the entire community over the achievement of specific individuals. In this situation, the students are clearly helping one another learn a situation that is probably in everyone’s best interest.

3. In general, to what extent is it appropriate for teachers to adjust their expectations and teaching practices to the cultural backgrounds of their students?

Central to the discussion of this question is the idea that students’ learning is paramount, and any accommodation to students’ cultural backgrounds that promotes such learning is desirable.

4. Describe at least two different strategies Mr. Beezley might use that would be compatible with the children’s cultural background.

Such strategies as cooperative learning, peer tutoring, and reciprocal teaching are compatible with the cooperative spirit of Navajo culture. Mr. Beezleymight also relate classroom subject matter to typical day-to-day tasks in children’s lives in other words, to tasks that are authentic.

5. Identify at least two different ways in which Mr. Beezley might assess his students learning in a manner consistent with their culture.

Following are several possible strategies:

He could give assignments that students complete in small groups.

He could have students give group presentations on specific topics, with each group member taking responsibility for a certain aspect of the topic.

He could have students read their essays, short stories, and poems to one another in order to get constructive feedback.

He could have students proofread one another’s papers and offer suggestions for improvement.

6. Might there be occasions in which Mr. Beezley should insist that his students work independently?
Probably so. Mr. Beezley must make sure that each student has mastered essential skills (e.g., in reading and math), and some form of individual assessment may therefore be necessary to determine such mastery.

7. If you were Mr. Beezley, how might you structure classroom tasks so that students acquire the ability to work independently as well as cooperatively?

Following are examples of possible strategies:

Encourage students to work together in the early stages of a paper or other assignment but require them to submit a final product they have completed on their own.

Have students learn a topic in cooperative groups, but then quiz them individually to make sure they have all mastered the topic.

In cooperative activities, give each group member a different role to play (e.g., recorder, data checker), and rotate assigned roles from one activity to the next.

8. Mr. Beezley has difficulty making sense of the dinner invitation from his students parents. Explain his difficulty using the concept of knowledge construction.

He's lacking basic knowledge regarding customs of the Navajo Nation he needs to make sense of what the parents are saying to him.

9. Beginning teachers are often so busy preparing their daily lessons and familiarizing themselves with school procedures that they lose sight of the larger community within which they work. As a new teacher, how might you get to know something about the culture or cultures in which your students have been raised?

There are many possible strategies here. A few examples are these:

Attend local social events.

Subscribe to the local newspaper.

On the first day of school, have students draw pictures of themselves and their community, then create a bulletin board displaying their work.
Have students write autobiographies. In addition to providing a vehicle through which students can develop their writing skills, such autobiographies can provide insights about students families and life experiences.

**Topic : Getting A Drink**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Getting a Drink

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 34 - Getting a Drink**

1. Ms. Patterson lets Dari use the water fountain because of her special medical needs, knowing that Dari will not abuse the privilege. Dari feels uncomfortable about the situation because, as she is well aware, her classmates resent her preferential treatment. If she had a choice, Dari wouldnt use the water fountain at all. The privilege of using the water fountain during class is, for Dari, most consistent with which one of the following behaviorist concepts?

   a. Extinction

   b. Punishment

   c. Negative reinforcement

   d. Secondary reinforcement
The correct choice is b.

2. What basic student needs may not be being met in Ms. Pattersons classroom?

One physiological need (the need for water) may not be being met. Also, to the extent that Ms. Pattersons preferential treatment may be interfering with Darisability to make friends, Dari may have trouble satisfying her need for relatedness. (If your students have studied Maslowshierarchy of needs, you may want to relate this question to his physiological and love-and-belongingness needs.)

3. Some motivation theorists propose that two conditions are essential for intrinsic motivation: a sense of competence (i.e., self-efficacy) and a sense of self-determination (i.e., a belief that one has some control over the course of ones own life). With these conditions in mind, decide whether Ms. Patterson is promoting intrinsic motivation to behave appropriately in her classroom.

She is clearly not promoting intrinsic motivation. By implying that she cannot trust her students to behave responsibly, she may be reducing their self-efficacy with regard to their ability to make reasonable decisions about their own classroom behavior. By imposing restrictions on when they can get a drink of water, she is minimizing their sense of self-determination.

4. Is Ms. Pattersons decision not to allow students to get a drink during class a reasonable one? Why or why not?

In refusing to allow her students to get a drink when theyre thirsty, she creates a classroom environment that is highly autocratic. Ultimately this is not an effective instructional strategy, in large part because it undermines students sense of self-determination. A more effective approach might be to engage her students in a discussion of the pros and cons of getting drinks during class time and have the class as a whole establish a procedure that will not disrupt learning. Such an approach will help students understand the reasons for, and thereby help them to adhere to, any limits on their classroom behavior.

5. Ms. Patterson continually drinks coffee in front of her students. Should teachers be allowed to enjoy classroom rights forbidden to students? Why or why not?
Although there will inevitably be situations in which classroom teachers have rights forbidden to students, teachers would do well to not flaunt such rights. Ms. Patterson adheres to a double standard here: She and Dari can have a drink whenever they want, but the others cannot. Classroom teachers can be influential models that have a significant impact on students behaviors. A teacher who exhibits a consistent disregard for rules may communicate the idea that ignoring rules is acceptable behavior. Instead, a teacher who finds that he or she must violate a certain rule should acknowledge the importance of the rule and provide a brief explanation of the uniqueness of the situation that warrants the transgression.

6. Many psychologists believe that human beings have a basic need for relatedness—a need to feel socially connected to others and have others love and respect. Students with special medical conditions may, like Dari, sometimes have difficulty making friends at school. What strategies might a teacher use to help Dari meet her need for relatedness?

Following are some of the many possibilities:

Conduct cooperative learning activities in which Dari works regularly with two or three of her classmates.

Engage students in peer tutoring activities.

Frequently rearrange students seat assignments.

Teach social skills (e.g., effective ways of initiating conversations with a peer).

Encourage participation in extracurricular activities.

**Topic : Summer School**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Summer School
**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 35- Summer School**

1. At the beginning of the summer, which student most clearly shows a deficit in perspective-taking ability?
   
   a. Arnold
   
   b. Ben
   
   c. Cameron
   
   d. Hannah
   
   The correct choice is c.

2. Arnold has Down syndrome. Three of the following instructional strategies are appropriate for children with this condition. Which one is least likely to be appropriate?

   a. Explain assigned tasks in specific, concrete terms.
   
   b. Assign the same academic tasks that you give nondisabled classmates.
   
   c. Present new material more slowly than you would for other students.
   
   d. Provide considerable scaffolding to facilitate successful performance.
   
   The correct choice is b.
3. When Cameron curses (What the hell is that?), his teacher ignores him. Is this an appropriate reaction to Cameron's inappropriate behavior?

There's no clear right or wrong answer here. She may be correct in focusing on more serious misbehaviors, such as his physical aggression. Furthermore, trying to discourage his cursing may be a lost cause, given that his family regularly models such behavior at home. Yet if the other students see that Cameron is not being punished for cursing, they might conclude that cursing is appropriate. As social cognitive theorists point out, lack of expected punishment can actually be reinforcing.

4. At one point, the teacher concludes that Steven doesn't have mental retardation. Is her conclusion an accurate one?

Yes. Traditional intelligence tests often have items that assess children's general knowledge about the world, and Steven clearly lacks some of the basic facts and concepts that most children his age have acquired (he had less than a year of formal schooling and little other contact with the outside world). Furthermore, he learns quickly (like a sponge), and he earns a 3.2 GPA in high school.

5. What benefits might the daily hockey games have?

In addition to providing an outlet for the children's energy, the games might foster cooperation among members of the same team. Furthermore, accomplishing such a new and challenging task might promote increased self-efficacy for athletic activities and increased self-esteem more generally.

**Topic: Math Baseball**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Math Baseball:

  **Definition/Overview:**

  [none]
Key Points:

[none]

Example/Case Study:

Case 36 - Math Baseball

1. Corey is most likely experiencing which one of the following?

   a. Hot cognition
   b. Stereotype threat
   c. Facilitating anxiety
   d. Debilitating anxiety

   The correct choice is d.

2. What conditions are contributing to Corey's feelings of discomfort during the math baseball game?

   Corey must reveal his deficient math skills to the entire class. Furthermore, if the White Sox lose the game, his teammates are likely to blame him for the loss.

3. Mr. Balcom says several things to Corey, presumably in an attempt to motivate him. Are his statements likely to be effective in this respect?

   No. Given the very public nature of the students performance in the math game, Corey probably wants to do as well as he can. Yet Mr. Balcom insults him (I can't believe you haven't figured it out yet) and implies that he is not putting forth his best effort (No goofing around this time). Not only are Mr. Balcom's statements not motivating, they are probably decreasing Corey's self-efficacy with regard to his math ability.

4. How is Corey's experience in this class apt to affect his self-efficacy?
Corey's self-efficacy for math appears to be fairly low anyway, but his poor performance and his teachers and peers negative comments are undoubtedly making matters worse.

5. Is the baseball game likely to help Corey improve his math skills?

No. He watches the clock while he is waiting in line, and he gets no help or guidance from Mr. Balcom when he is at bat.

6. To what extent is the baseball game likely to be motivating to the other students in the class?

Several perspectives are relevant here:

The game focuses students attention on performance goals rather than on mastery goals: The students are more concerned about looking good in front of their classmates than about developing their math skills per se.

Students need for relatedness is at stake. Students who do well at the problems and improve their teams score will be praised by their classmates. Those who do poorly and jeopardize their teams chances of success may be taunted, as Corey is, and possibly rejected.

Students feelings of self-efficacy are also at stake. Those who beat students from the opposing team when its their turn at bat may gain increased self-efficacy, whereas those who lose may have decreased self-efficacy. Given the competitive nature of the task, students can, on average, beat their opponents only 50% of the time.

7. Why does Corey's math performance drop from A-level achievement one year to failure in Mr. Balcom's class the following year?

It is impossible to know for sure, but hypotheses include the following:

Perhaps the subject matter has become significantly more abstract or in other ways more challenging. (You might want to bring up Piagets theory herein particular, the transition to formal operations, accompanied by such things as abstract thought and proportional reasoning.)
Perhaps Corey had difficulty with some key mathematical concepts or procedures early in his sixth-grade year. In a discipline as hierarchical as mathematics, failure to master basic concepts can negatively impact future learning.

Perhaps the fifth-grade teachers instructional strategies were much more effective than Mr. Balcom's are.

Perhaps the fifth-grade teacher was willing to provide extra help as needed, whereas Mr. Balcom is not.

Perhaps grading criteria are very different in the two classes.

Perhaps the fifth-grade teacher assigned criterion-referenced grades, whereas Mr. Balcom assigns norm-referenced grades.

Perhaps public performance comprises a major part of the grade in Mr. Balcom's class, whereas evaluation was more private in Corey's fifth-grade class.

8. If you were Corey's math teacher the following year (i.e., in seventh grade), what strategies might you use to improve Corey's self-efficacy and math performance?

Following are just a few of the many possibilities:

Identify specific concepts and skills that Corey has not yet mastered, and provide instruction (perhaps in the form of computer software that he can use independently) to help him make up his deficiencies.

Define success in terms of improvement or task accomplishment, rather than in terms of performance relative to others.

Provide competence-promoting feedback (e.g., point out what Corey does well, give Corey suggestions on how he might improve on weak areas).

9. How might you change the baseball game so that it doesn't have such a negative impact on some students?

Following are examples of possible improvements:
Have students go up to the board in pairs.

Rather than going up to the board, let students work on the problems in small groups.

Give runs for correct responses or effective strategies rather than for rapid performance. In some instances, this might mean awarding runs to both teams at once.

**Topic : The Stand-Up Comic**

**Topic Objective:**

At the end of this topic students will be able to understand:

- The Stand-Up Comic

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 37 - The Stand-Up Comic**

1. Many young adolescents believe that certain kinds of clothes are desirable and other kinds are definitely not desirable. They are apt to try to conform to these perceptions of what's cool and what's not even if adults and peers never talk about clothes. Which one of the following concepts best explains this phenomenon?

   a. Attachment

   b. Peer pressure

   c. Self-socialization
d. Social information processing

The correct choice is c.

2. To what extent does Mr. DeVenney display withitness at the beginning of the case study?

He shows little withitness at first. He is distracted by a note from the office, to the point where he doesn't hear the initial exchange between Zach and Connor.

3. Connors joke telling increases once he discovers that his jokes make his classmates laugh. This change can best be explained using which one of the following concepts?

a. Induction
b. Personal fable
c. Operant conditioning
d. Vicarious reinforcement

The correct choice is c.

4. When Mr. DeVenney keeps Connor after class to discuss the problem behavior, what does he do to preserve Connors self-esteem?

He acknowledges the value of Connors joke-telling behavior by allowing him to tell a joke to the class each day. Mr. DeVenney also communicates his belief that Connor is trustworthy by giving him an opportunity to keep his word (i.e., by limiting himself to one joke per day).

5. Is Mr. DeVenney's strategy for addressing Connors distracting influence an effective one? Why or why not?

It appears to be effective. Aside from the few minutes devoted to Connors stand-up routine each day, the class is on task for most of the hour. Furthermore, Mr. DeVenney avoids a possible power struggle with Connor. By allowing Connor to tell jokes within specific constraints (e.g., ...no religious, racial, ethnic, sexist, or sexual
orientation put-downs), he creates a win-win situation: Connor can get the attention he wants, and Mr. DeVenney can have his students attention for the rest of the period.

6. Would it have been better for Mr. DeVenney to let Connor tell his joke at the end of class rather than at the beginning? Why or why not?

Arguments can be made for either approach. An important issue to consider here is how each of the two approaches is likely to affect the other students ability to focus on the history lesson during the class period.

7. How might Mr. DeVenney act differently in the fall to prevent the out-of-control situation he has in December?

Following are examples of things he might do differently:

Recognize Connor's lack of friends early in the school year and take active steps to remedy the situation.

When the message arrives from the main office, keep one eye on what students are doing while reading it.

Recognize early in the game that the punishments he is administering (e.g., reprimands, sending Connor to the office) are ineffective and identifying alternatives that might be more effective; schedule a conference with Connor within a week or two if there is no improvement in his behavior.

8. If you discover that a student is being ostracized by his or her classmates, as Connor initially is, what might you do to help?

Teachers can rarely orchestrate the friendships that their students make. However, they can set up situations in which their students get to know one another a little better for example, by having students work on projects in pairs or cooperative groups.
Topic: The Perfectionist

Topic Objective:

At the end of this topic students will be able to understand:

- The Perfectionist

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 38 - The Perfectionist

1. A mastery goal is a desire to gain new information or skills; a performance goal is a desire to be judged favorably for one's achievements. Does William have a mastery goal or a performance goal in his art class?

   He has a performance goal: He doesn't want to appear stupid in front of his classmates.

2. William seems to believe that artistic ability is an inherited quality. How would you best characterize his attribution?

   a. Internal, controllable, unstable
   b. Internal, uncontrollable, stable
   c. External, uncontrollable, stable
   d. External, controllable, unstable

   The correct choice is b.
3. Are Mr. Mercurio's teaching strategies likely to promote performance goals or mastery goals?

Mr. Mercurio appears to be focusing on mastery goals. For instance:

He says, In my class, the most important things are to do your best and to work at improving your skills as the year progresses.

By pointing out that other students work has imperfections, he implies that making mistakes is a normal part of acquiring skill in art.

He says, You can get better only if you practice and then let me give you feedback.

4. Three of the following behaviors suggest that William may have learned helplessness. Which behavior is not indicative of learned helplessness?

a. He dislikes being reprimanded in class.

b. He underestimates his artistic ability.

c. He quickly gives up despite Mr. Mercurio's encouragement.

d. He doesn't turn in any work the following morning.

The correct choice is a.

5. What evidence do you see that William may need to be referred to the school counselor?

William holds unrealistically high expectations for his own performance. In addition, he seems to have few if any positive relationships with his peers; he doesn't seem to be joining in during the friendly interchanges among the other students during class, and he eats lunch alone.

6. If you were Mr. Mercurio, what strategies might you use to help William?

Possible strategies include these:
Identify an artistic skill at which William feels relatively proficient and encourage him to develop that skill.

Document the progress that William is making, even on uncompleted pieces, during the school year.

**Topic : The Unmotivated Student**

**Topic Objective:**

At the end of this topic students will be able to understand:

- The Unmotivated Student

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 39 - The Unmotivated Student**

1. What weaknesses do you see in Marcias classroom management?

   Weaknesses include the following:

   The line of students in front of Marcias desk prevents her from seeing what other students are doing. Ideally Marcia should display withitness, conveying the impression that she knows what all of her students are doing at all times.

   The students who are waiting in line cannot work on their seatwork assignment. Especially if they must wait in line for an extended period, they may get noisy or unruly.
Marcia should either provide an assignment appropriate for Jodie's reading level or else provide sufficient scaffolding that would enable Jodie to complete the assignment that other students are doing. Marcia does neither.

Marcia ignores Jodie's noncompliance with requests to get back to work.

Because of the window between the classroom and the corridor, sending Jodie outside the classroom does not eliminate her distracting influence.

2. Imagine you are Marcia's university supervisor. If you want to help Marcia minimize behavior problems in future lessons, which one of the following would you be most likely to tell her?

a. Put all visual aids (posters, models, and so forth) out of sight.

b. Make sure you can see all of your students at all times.

c. Ask your students to do all of their reading assignments at home.

d. Never give your students more than three questions to answer in a single sitting.

The correct choice is b.

3. Why is Jodie misbehaving? Identify two or more hypotheses.

Here are some likely possibilities:

Jodie does not have the reading skills to accomplish the assigned seatwork task successfully, and so she must find something else to do to pass the time.

Perhaps because she has learned that she is unlikely to be academically successful, she places greater priority on social relationships (and perhaps on social reinforcers from peers) than on academic subject matter.

Marcia rarely holds Jodie to reasonable standards for classroom behavior. Over the course of the school year Jodie has learned that she can do whatever she pleases without negative repercussions.
4. Is Jodie an unmotivated student? Draw on what you know about human motivation to defend your answer.

Virtually all human beings, including Jodie, are motivated in one way or another. However, students’ motivation to achieve academic success depends on a variety of factors, including self-efficacy, sense of self-determination, personal interests, internalized values, and attributions. Many of these are the products of students’ prior classroom experiences and are apt to change only slowly over time.

5. What things would you do differently from Marcia in the days lesson?

Following are several possible strategies:

Give students feedback about their lab reports in a way that (a) enables you to see the entire class at all times and (b) minimizes downtime in which students have nothing to do. For example, rather than having students wait in line at your desk, you might meet with students at their desks as they are working on their seatwork.

Give Marcia an assignment appropriate for her reading level.

Put Jodie in a small cooperative group that responds to the textbook questions as a group.

Monitor Jodie’s behavior to be sure that she immediately complies with your instructions.

Have Jodie work in a spot where she cannot see and distract other students (e.g., have her work at a desk off by itself, perhaps facing the wall).

In Section 5 of this course you will cover these topics:
' Proofreading
' Cheerleading Tryouts
' The Morning Routine
' Horses And Aliens
' Endangered Species
' Climate
' The Research Paper
Topic : Proofreading

Topic Objective:

At the end of this topic students will be able to understand:

- Proofreading

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 40 - Proofreading

1. What strategies does Mr. Kalantari use to create a productive classroom climate and promote intrinsic motivation?

   His strategies include these:

   He creates a businesslike yet nonthreatening atmosphere.

   He creates a general sense of community that students are all working together to help one another learn.

   He plans activities that encourage on-task behavior.

   He enhances students sense of self-determination by letting them choose their own proofreaders.
He enhances students self-efficacy with occasional praise about the quality of their work.

He provides sufficient scaffolding to enable students to be successful.

2. Which one of the following classroom management strategies is the best example of planning for transitions?

   a. Mr. Kalantari has a task for students to do as soon as they come to class.
   b. Mr. Kalantari asks, Does anyone disagree with Katie?
   c. Mr. Kalantari explains why he has students correct two new sentences every day.
   d. Mr. Kalantari circulates around the room as his students proofread one another's stories.

   The correct choice is a.

3. What strategies does Mr. Kalantari use to keep students on task?

   His strategies include these:

   He has an activity (correcting sentences) that students know they should do as soon as they come to class.

   He asks questions frequently.

   He keeps the lesson moving at a steady pace; for example, he moves immediately from the sentence-correcting activity to the proofreading activity.

   He cues two girls who are off-task (Jamie and Marla) by tapping on one of their desks.

4. On what occasions does Mr. Kalantari use positive reinforcement?

   He praises their performance on numerous occasions. Some of this praise is directed at individual students (e.g., Thanks, Gretchen, I think you've given Kathleen some
good ideas about she might strengthen her story, Todd). Other praise is directed at the entire class (e.g., Im looking at a bright bunch of teenagers today, All of you did a fine job correcting todays sentences). In addition, the 2 that Mr. Kalantari writes on the board provides positive feedback that the noise level in the classroom is acceptable.

5. What strategies does Mr. Kalantari use to cue students about inappropriate behavior?

He does the following:

He taps Jamies desk when she and Marla are talking about their after-school plans.

He touches Gretchen on the shoulder when she is leaning too far back in her chair.

He looks Kathleen in the eye when he hears her trying to short-circuit the proofreading activity.

6. The students proofread one anothers writing. If you consider Vygotskys concept of internalization, you would be most likely to predict that the students will become _____.

a. more willing to accept constructive criticism from others
b. increasingly resentful of other peoples opinions of their work
c. increasingly dependent on others to find errors in their writing
d. better able to proofread their own writing when they work independently

The correct choice is d.

7. Is Mr. Kalantaris lesson developmentally appropriate for his students? Why or why not?

Yes, it is developmentally appropriate. His students appear to be working in their zone of proximal development, as they can be successful when they have the assistance of their teacher and peers. In addition, the interactive nature of the lesson can help address the social needs that most adolescents have.
Topic: Cheerleading Tryouts

Topic Objective:

At the end of this topic students will be able to understand:

- Cheerleading Tryouts

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 41 - Cheerleading Tryouts

1. A mastery goal is a desire to gain new information or skills; a performance goal is a desire to be judged favorably for one's achievements. Does Tina have mastery goals or performance goals when trying out for the cheerleading squad? Justify your response with examples from the case study.

   She is first concerned about looking good and then later worried that she will look bad; in both instances, she has performance goals. Competitive tryouts are likely to induce performance goals in just about everyone, because being selected is the ultimate goal. Tryouts are usually not the time to develop new skills.

2. Tina's behavior toward Kara can best be categorized as which one of the following?

   a. Self-handicapping
   
   b. Reactive aggression
   
   c. Relational aggression
   
   d. Negative reinforcement
The correct choice is c.

3. What evidence in the case suggests that Tina has deficits in perspective taking? What evidence suggests that on some occasions she can take other peoples perspectives?

Evidence includes the following:

3.1 Evidence for perspective-taking deficits

As she walks to the bleachers, she temporarily blocks the judges view of Kara.

She ridicules Karas legs without any regard for how her comments might affect Kara.

She calls her geometry teacher a jerk and a roach without considering how her teacher might respond, either now or in the future.

3.2 Evidence for perspective-taking ability

She realizes that the judges are not responding favorably to her performance.

She sees several students in the bleachers apparently taking pleasure in her discomfort.

4. Characterize Tinas attributions regarding her failure to make the varsity cheerleading squad.

She attributes her failure to an external cause beyond her control: The judges were biased, and no one informed her about the required moves for the tryout routines.

5. How does Ms. Roche respond to Tinas disruptive behaviors? Are her strategies effective?

At first, Ms. Roche tries to ignore Tinas misbehavior. But when the behavior escalates, she announces that Tina is having a bad day today, thereby drawing the classs attention to the misbehaving student and possibly creating a power struggle between the two of them. Finally, she sends Tina to the counseling office. The sequence of strategies does not seem to be effective, because Tinas behavior gets worse rather than better.
6. Is it a good idea to send Tina to the office? Why or why not?

There is no easy answer to this question. Issues to consider include these:

6.1 Advantages

The disruptive influence is removed from the classroom.

Sending Tina to the counseling office may give her a chance to settle down and/or to talk with the school counselor about what she believes to be an unfair situation.

6.2 Disadvantages

By missing the geometry lesson, Tina may fall further behind in her studies, thereby possibly increasing her sense of frustration.

As Tinas teacher, Ms. Roche should address the problem more assertively. By sending Tina to the counseling office, Ms. Roche is, in essence, saying that the misbehaving student is someone elses problem rather than hers.

First- and second-year teachers that continually send students to the office are often not rehired the following year. Such a pattern demonstrates to school administrators that the teachers in question are not capable of managing their classrooms.

7. If you had a student like Tina, what strategies might you use to deal with her behavior?

There are numerous possible answers to this question. Strategies should relate to:

Minimizing the likelihood that Tinas behavior will attract further attention from her classmates.

Giving Tina a chance to settle down.

Providing an opportunity for a private, one-on-one discussion between Tina and Ms. Roche.

Addressing the inappropriateness of Tinas derogatory remarks about her teacher.
Brainstorming possible alternative activities for Tina now that she has not made the cheerleading squad.

8. How might a teacher or counselor enhance Tina's perspective-taking ability?

Following are examples of possible strategies:

Ask Tina to speculate about how Kara and Ms. Roche might feel and act in response to her behaviors.

Ask Tina to speculate about how her peers might view her inconsiderate behaviors.

Ask Tina to put herself in the shoes of cheerleading judges who must apply certain criteria in an unbiased manner.

Have Tina and her classmates explore possible origins of people's perspectives and motives in discussions of real and fictional events in various classes.

Engage Tina and her classmates in debates in which they must present arguments for perspectives opposite to their own.

**Topic: The Morning Routine**

**Topic Objective:**

At the end of this topic students will be able to understand:

- "The Morning Routine"

**Definition/Overview:**

[none]

**Key Points:**

[none]
Example/Case Study:

Case 42 - The Morning Routine

1. Using ideas from cognitive theories of learning, evaluate the effectiveness of Ms. Parkers morning routine.

   It focuses on drill and practice in a rote, meaningless fashion. Thus, rehearsal is likely to be the predominant learning strategy. Furthermore, the assigned exercises have little relevance to real-world situations (i.e., they are not authentic). It appears that Seeley has mastered some tasks (e.g., completing the following-directions worksheets) to a level of automaticity and so is unlikely to be benefiting from them. Ms. Parker would do better to assign activities in which the students can relate new information and skills to things they already know and to authentic tasks.

2. How might Ms. Parker place each of the skills sets she wants her students to learn—spelling, phonics, following directions, and addition facts—within more authentic contexts?

   Answers are likely to vary widely. Correct answers should involve activities that are in some way similar to real-world tasks.

3. Seeley continues to be confused after two explanations of the silent e rule. What strategies might Ms. Parker use to make sure that her students do understand the rule?

   Examples of possible strategies are these:

   Have students repeat the rule in their own words.

   Give both examples (tape, hate) and nonexamples (tap, hat) of the rule and ask students to distinguish between them.

   Ask students to identify an example of their own and share it with the class.

4. What evidence do you see that Seeley is a self-regulating learner?

   The following behaviors reflect self-regulation:

   She stays on task without prompting from her teacher.
She proceeds from one assigned task to the next without prompting.

She reprimands herself for her lack of understanding of the silent e rule.

After finishing her seatwork, she pursues an acceptable option for spending her free time: going to the Listening Center and listening to a book on tape.

5. Which one of the following strategies is most likely to help Ms. Parkers students become more self-regulating?

   a. Asking students if they understand the silent e rule
   
   b. Patiently correcting each word that a student reads incorrectly
   
   c. Providing learning centers at which students can work independently
   
   d. Providing following-directions worksheets that students can complete quickly and easily

   The correct choice is c.

6. Why do you think Seeley is falling asleep in class?

   There are at least three possible hypotheses:

   She may be bored with the sedentary and monotonous nature of the mornings activities.

   She may not be getting enough sleep at night.

   She may have a medical condition that requires a morning snack to give her energy, or she may be on medication that slows her down.
Topic: Horses And Aliens

Topic Objective:

At the end of this topic students will be able to understand:

Horses and Aliens

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 43 - Horses and Aliens

1. What instructional objectives might Mr. Fredrickson be trying to accomplish through the group story-writing activities?

   He may have objectives in the cognitive domain, such as those related to both spelling and writing. He may also have objectives related to his students social development, possibly including effective social interaction skills, perspective taking, and such prosocial behaviors as helping and cooperation.

2. Many fourth graders have trouble writing short stories. With this point in mind, identify several benefits that a cooperative story-writing task might have.

   Joint story-writing might have benefits such as these:

   Students can scaffold one anothers efforts; for instance, more skilled students can assist those less skilled.

   Students can model effective strategies for one another.
Different students might bring different skills to the task. For example, one student may have a particularly creative story line, whereas a second has expertise in punctuation and a third is a careful proofreader.

The combined efforts of the group are likely to yield a more sophisticated story than individual group members can write on their own; as a result, the self-efficacy of all group members may be enhanced.

3. In what ways does Mr. Fredrickson try to follow generally recommended guidelines for facilitating productive cooperative groups?

His strategies include these:

Through the weekly spelling quizzes, he makes sure that all students master the assigned spelling words.

He rewards group success by providing free time to the group with the highest number of points at the end of each week.

He forms heterogeneous groups, at least with respect to gender.

He talks about appropriate group behaviors.

4. Which one of the following concepts related to cooperative learning is Mr. Fredrickson applying in his classroom?

   a. Base groups
   
   b. Peer tutoring
   
   c. Jigsaw technique
   
   d. Scripted cooperation

The correct choice is a.

5. Following are four different strategies that Mr. Fredrickson uses to motivate his students. Which one is most consistent with a cognitive perspective of motivation?
a. He says, Good idea, Emily.

b. He gives both individual and group grades in spelling.

c. He gives the groups some autonomy about how to write their stories.

d. He awards 10 minutes of free time to the group with the most points.

The correct choice is c.

6. Mr. Fredrickson creates competition by having the groups compete for free time—a reward that will be awarded to only one group. Is this a good idea? Why or why not?

Most theorists argue against creating competitive situations among individual students; however, they disagree about the value of competition among groups. On the one hand, the competition may be motivating, though only to the extent that each group believes it has a reasonable chance of winning. On the other hand, competition will minimize the extent to which cross-group helping occurs, and it may interfere with any sense of overall community that a teacher is trying to create.

7. Mr. Fredrickson intervenes when Kim and Cecily disagree about a topic for the groups story. Is this a good idea? Why or why not?

It is probably a wise decision. Although children often benefit from resolving their own conflicts, here the girls are at a stalemate, preventing the group from accomplishing its assigned task.

8. How might a teacher keep bossy children such as Kim and Cecily from dominating group discussions?

One possibility is to assign a specific role to each group member (e.g., topic chooser, recorder, proofreader) that are rotated from one week to the next. There are undoubtedly other workable strategies as well.
**Topic : Endangered Species**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Endangered Species

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 44 - Endangered Species**

1. What strategies does Ms. Dennison use to promote students learning? In what way is each strategy beneficial?

She uses a variety of strategies:

1.1 To promote meaningful learning and elaboration

She asks students to relate the size of manatees to the size of people.

Knowing that her students, who have grown up in Wisconsin (dairy country), have seen many cows over the years, she tells them that a manatee is also known as a water cow or sea cow.

When beginning the discussion of the habitat of loggerhead turtles, she activates students prior knowledge about the habitat of manatees.

1.2 To promote organization

She creates a matrix to help the students organize the information they are learning.
1.3 To promote visual imagery

She shows videotapes that illustrate the characteristics and behaviors of the species under discussion.

She provides maps that the students can use to depict the habitats of various species.

1.4 To promote the development of study skills:

She reminds the students to write down the new vocabulary word and its definition.

2. Which one of the following is the best example of an authentic activity?

a. Watching a videotape about loggerhead turtles

b. Comparing the sizes of manatees versus people

c. Adopting a whale and raising money for its care

d. Filling in blank cells in the matrix on the board

The correct choice is c.

3. In responding to a question about the habitat of loggerhead turtles, Jon says, Loggerheads live where the manatees live. Around Florida, in the Caribbean Sea, and as far north as Canada. Why does Ms. Dennison ask the other students to comment on this response?

Jon possibly has a misconception that manatees can live in cold water. By asking the other students to comment, she is hoping that one or more of them will correct the misconception.

**Topic: Climate**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Climate
**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 45 - Climate**

1. If you had to categorize Ms. Marotto’s instructional method, which one of the following labels would you be most likely to use?
   
   a. Mastery learning
   
   b. Discovery learning
   
   c. Reciprocal teaching
   
   d. Expository instruction

   The correct choice is d.

2. If you were to apply Howard Gardners theory of multiple intelligences in analyzing the lesson, on which intelligence would you conclude the lesson most heavily depends?

   a. Linguistic
   
   b. Naturalist
   
   c. Intrapersonal
   
   d. Interpersonal

   The correct choice is a.
3. If you were to look at the lesson from the perspective of Blooms taxonomy, on which two levels does Ms. Marotta focus most of her efforts?

Ms. Marotta focuses largely on the first two levels, which are called knowledge and comprehension (in Bloom’s original taxonomy) or remember and understand (in the 2001 revision).

4. What strengths do you see in Ms. Marotta’s lesson?

Strengths include the following:

She activates prior knowledge (e.g., about air conditioning and about Fridays lesson).

She provides a retrieval cue (What’s the difference between where we are and Long’s Peak?) when students have trouble retrieving the concept of elevation.

On at least two occasions, she asks the students to relate the material to their own lives (How many of you have air conditioning? How do you think you might feel [living in Alaska]?).

She asks Jackson to write important elements of the discussion on the chalkboard, thereby presumably scaffolding students note taking.

At one point, she asks students to elaborate on a response (Why isn’t there much precipitation?).

5. What weaknesses do you see in Ms. Marotta’s lesson?

Weaknesses include the following:

She doesn’t relate her introductory questions about air conditioning to the subsequent discussion of climate.

She says that, Water makes things cooler in the summer and warmer in the winter, but does not provide any explanation as to why this might be so; hence, she doesn’t facilitate students conceptual understanding of the phenomenon.
The characteristics of the polar region are treated as separate entities that are simply listed on the board; there is no attempt to pull them together.

She doesn't explain why someone living in Alaska might feel depressed, once again missing an opportunity to promote conceptual understanding.

6. Ms. Marotta inadvertently asks Kevin, a poor reader, to read a section of the chapter aloud. Is this a good idea? Why or why not?

It's a bad idea. Some students, like Kevin, are quite self-conscious about their poor reading skills (notice how Kevin mumbles). There is certainly no advantage in bringing their low skill levels to peers attention.

7. Why do the students not take notes even though Jackson has made it easy for them to do so?

There are at least two possible reasons:

In the middle school grades, students are still relatively naive about the things they need to do to learn and remember information. The students in Ms. Marotta's class have probably had little opportunity to observe the advantages of note taking for their own learning.

The goals toward which the students should be striving (i.e., the short- and long-term instructional objectives of the class) may be unclear, or the students may not see the relevance of the lesson for those objectives.

8. Good teachers reflect on how their lessons have gone. Was Ms. Marotta's post-class reflection like to be helpful to her? Why or why not?

The case reveals little reflection about the lesson. Ms. Marotta observes that she has a lot to learn about teaching middle school students but doesn't identify factors that might have affected students learning or specific things that she might have done differently. Without more focused attention to such issues, her reflection would not have much of an impact on her future teaching effectiveness.
9. Suggest two alternative approaches Ms. Marotta might use in teaching one or more concepts related to climate.

Following are a few of the many possibilities:

She could provide a list of questions for students to answer as they read each section of the textbook.

She could use a jigsaw approach to cooperative learning, having one member of each group study one aspect of climate in depth. Each student would then teach what he or she has learned to the other group members.

She could apply a jigsaw approach on a grander scale, similar to what is often done in a community of learners. In particular, different groups of students would pick different aspects of climate on which to specialize. After learning about their topic, new groups would form that each include a member from each of the previous groups. The experts on various topics would teach their topics to the other group members.

10. Most middle school students are poor note takers and have few other effective study skills. Suggest three different things Ms. Marotta might do to foster more effective learning and studying.

Examples are:

Provide a list of objectives for the lesson.

Point out how new concepts relate to things in students everyday lives.

Explicitly teach students how they might elaborate on things they learn.

Teach mnemonics for hard-to-remember facts.

Scaffold note taking, perhaps by telling students what to write down or by providing an outline or other structure to fill in.
Give students a set of questions to guide their reading and help them self-assess their learning and comprehension.

11. Describe three different assessment techniques Ms. Marotta might use to assess students understanding of what they have learned. Base your response on principles of effective assessment.

Here are just a few of the many possibilities:

Have students write a summary at the end of the lesson.

Give a short quiz at the end of the lesson.

Have students make a concept map of the material covered.

Have small groups of students give oral presentations on different aspects of climate.

**Topic : The Research Paper**

**Topic Objective:**

At the end of this topic students will be able to understand:

The Research Paper

**Definition/Overview:**

[none]

**Key Points:**

[none]
Example/Case Study:

Case 46 - The Research Paper

1. Mr. Van Holten uses some strategies that are consistent with Vygotskystheory of cognitive development and others that are not. Which one of the following is least consistent with Vygotskys ideas?

   a. Assisting students as they work on their papers in class

   b. Giving credit for early assignments regardless of their quality

   c. Asking students to exchange papers and check one anothers work for mechanical errors

   d. Easing students into the writing process with a series of increasingly complex writing assignments

   The correct choice is b.

2. What mistakes does Mr. Van Holten make?

   His mistakes include the following:

   He erroneously assumes that writing five-paragraph themes will be adequate preparation for writing a ten-page research paper the following semester.

   Although most seventh graders may be capable of writing ten-page research papers, they are likely to need considerable scaffolding in doing so; scaffolding that Mr. Van Holten does not provide.

   He fails to identify in his own mind what the objectives of the research paper assignment are. Had he thought about his objectives ahead of time, he might have realized that he needed to provide instruction related to topics such as plagiarism and referencing techniques.

   He gives his students a single long-term goal: to write a lengthy paper that is due three or four months in the future. Many seventh graders are likely to be more productive...
when they are working toward smaller short-term goals. For example, Mr. Van Holten might specify separate due dates for each of the following goals: (1) to complete the library research, (2) to organize the acquired information into subtopics, (3) to develop an outline for the paper, (4) to complete a first draft, (5) to proofreading the first draft for errors in content and mechanics, and (6) to produce a final draft in either written or typewritten form.

He takes no action when he sees that some students are off task. Because his students have never written such a lengthy paper before, some of them are undoubtedly underestimating how long the task will take them and so do not realize that their off-task behavior is likely to cost them over the long run.

He does not identify his scoring criteria in advance. Not only should he have done so, he should also have shared those criteria with his students so that they could evaluate their own work.

3. In the early weeks of the school year, Mr. Van Holten gives his students no feedback about grammar and spelling. Is this decision a good one? Why or why not?

An advantage of this no-feedback strategy is that students may be more willing to experiment with sophisticated vocabulary and complex grammatical structures if they know they will not be penalized for using these things incorrectly. Even so, Mr. Van Holten’s decision is almost certainly a bad one, for several reasons:

Students grammar and spelling is less likely to improve in the absence of feedback.

By giving full credit for written work with grammatical and spelling errors, Mr. Van Holten may be communicating the message that such errors are quite acceptable in students written work.

Students are apt to be blindsided by the stiff penalty (a 10% reduction in grade) imposed on such errors later in the semester.

An alternative strategy might be to (a) give feedback but not penalize errors when assigning grades to work written early in the semester and (b) tell students that they will be penalized for errors in later assignments.
4. What strategies might Mr. Van Holten use to scaffold the difficult task that he has assigned?

There are numerous possibilities; here are three examples:

Provide models of what a good paper might look like.

Teach students strategies for organizing the information they obtain (e.g., by using an index card to record each piece of information and then sorting the cards into piles by topics).

Divide the task into a series of smaller tasks and impose reasonable completion dates for each one.

5. What strategies might Mr. Van Holten use to keep students on-task during the second semester?

Possible strategies include the following:

Cue off-task students about what they should be doing.

Separate students who are socializing rather than working on the assignment.

Teach self-regulation strategies.

Describe concrete expectations regarding what should be accomplished during each class period.

Reinforce students for on-task behavior, perhaps by giving them free time if they are consistently on task during the class sessions that have been set aside for working on the research papers.

6. How might students with cognitive disabilities and other special educational needs have performed on Mr. Van Holten's assignment?

Following are some possibilities:
Some students may have exceptional difficulty managing their time in such a way that they can complete the assignment by the due date.

Some students, especially those with poor reading and writing skills, may quickly become discouraged and give up on the task long before it is due. A few may feel so overwhelmed by the enormity of the project that they don’t even begin it.

Some gifted students may respond positively to the challenge of the task and to the noncontrolling (i.e., self-determining) conditions that Mr. Van Holten has provided.

7. How should Mr. Van Holten evaluate his students’ papers?

Because Mr. Van Holten has not identified specific criteria in advance, he is going to have a difficult time evaluating them in a consistent, reliable fashion. He should probably limit his grading criteria to those that have been implicitly clear from the start (the paper must be at least ten pages long, it must incorporate information obtained from the library, each paragraph should have a topic sentence and one or more supporting sentences, etc.). At the same time, he should provide feedback regarding other errors that students have made (e.g., copying word for word, referencing the ideas obtained from library resources) so that his students know that such errors will be unacceptable in their future writing.

8. In criterion-referenced assessment, a teacher evaluates a student’s performance relative to predetermined standards or criteria. In norm-referenced assessment, a teacher evaluates a student’s performance in terms of how it compares with that of the students’ peers. Should Mr. Van Holten take a criterion-referenced or a norm-referenced approach in grading the research papers? Justify your choice.

Mr. Van Holten should probably use a criterion-referenced approach, because he wants to determine what writing and research skills his students have mastered and where their individual weaknesses lie. In other words, students’ grades should reflect the extent to which they’ve accomplished the instructional goals and objectives for the class.
Topic: The Pearl

Topic Objective:

At the end of this topic students will be able to understand:

- The Pearl

Definition/Overview:

[none]

Key Points:

[none]

Example/Case Study:

Case 47 - The Pearl

1. Given how Mr. Hartman conducts his lesson on Steinbeck’s The Pearl, he appears to be assuming that his students have capabilities consistent with which one of Piaget’s stages?

   a. Concrete operations
   
   b. Formal operations
   
   c. Preoperational
   
   d. Sensorimotor

   The correct choice is b.

2. What effective instructional strategies does Mr. Hartman use during his lesson?

   Following are examples of things he does well:
He introduces the four main topics of discussion (setting, theme, conflict, and symbolism) at the beginning of class, providing an advance organizer for the lesson.

He uses a series of questions to elicit important points about each of the four topics.

He summarizes discussion by writing short phrases on the board.

3. On what occasions does either Mr. Hartman or a student encourage elaboration as a cognitive process?

Following are examples:

When Loraine says, Its mans inhumanity to man, Jean-Luc adds, Theres more to it than that. Steinbeck was talking about why materialism is so bad. I think he was warning us that we only hurt ourselves when we get greedy.

Daniel explains what he means by dark and light imagery: Light symbolizes good, and darkness symbolizes evil.

Mr. Hartman asks, What about the title of the book? What do you think the pearl is a symbol of?

4. Why does Rusty have trouble remembering the word crux?

Mr. Hartman may have used the word when speaking yet not written it for the students to see. Some students may have difficulty encoding a new word accurately if they dont know how it appears in print.

5. In what way does Rob contribute to the class's understanding of The Pearl?

By comparing Kinos finding of the pearl to winning the lottery, he provides a means through which he and his classmates can relate events in the story to something in modern-day life with which everyone is familiar. In other words, Robs analogy facilitates meaningful learning.
6. Which one of the following terms best describes the kind of assessment Mr. Hartman uses to assess his students mastery of content related to The Pearl?

   a. Informal

   b. Authentic

   c. Formative

   d. Summative

   The correct choice is d.

7. The validity of an assessment instrument is the extent to which it actually assesses what it is intended to assess. Is Mr. Hartman’s test a valid one? Why or why not?

   No, it lacks content validity for Mr. Hartman’s classroom. It does not reflect the way in which The Pearl has been discussed and interpreted in class (e.g., with a focus on setting, theme, conflict, and symbolism).

8. The reliability of an assessment instrument is the extent to which it consistently yields similar results. Is Mr. Hartman’s test a reliable one? Why or why not?

   It is reliable in the sense that all the question formats (matching, true-false, and multiple choice) can be scored objectively. However, to the extent that students are guessing randomly at the answers (which some of them are likely to be doing under the circumstances), their answers to the same questions may be inconsistent over time.

9. The students complain that the test does not reflect the things they’ve learned in class. What other problems do you see in Mr. Hartman’s test?

   Other problems include the following:

   He imposes time constraints that may or may not allow all students to finish the test.

   He discourages questions when students are confused.

   He insists on including bad test items when he computes the overall test scores.
10. If you were Mr. Hartman, what other strategies might you use to have students demonstrate their understanding of The Pearl?

Possibilities include:

A teacher-constructed exam that focuses on topics covered in class

Essays that analyze the novel in terms of one or more themes

Daily journals in which students react to various parts of the book

Class debates regarding central themes in the book (e.g., the corruptive influence of materialism)

Role-playing certain scenarios in the book

**Topic: Under The Bleachers**

**Topic Objective:**

At the end of this topic students will be able to understand:

- Under the Bleachers

**Definition/Overview:**

[none]

**Key Points:**

[none]

**Example/Case Study:**

**Case 48 - Under the Bleachers**

1. Thad will be the first person in his family to attend college. Describe strategies Ms. Ihlenfeldt uses to encourage and support Thad in his efforts in her class. Also identify other strategies teachers might use with future first-generation college students.
Following are several beneficial strategies, some of which Ms. Ihlenfeldt uses:

Create a generally warm, supportive classroom atmosphere.

Get to know students at a more personal level; for instance, know something about their families, their interests, and their future goals.

Provide extra support for academic success.

Communicate high expectations for students performance (e.g., Thad, you have proven to me time after time that you understand calculus very well; I know you were ready for the test).

2. Quinton says, Ms. Ihlenfeldt grades her tests on a curve. Which one of the following statements most accurately describes her approach?

   a. She engages in formative (rather than summative) evaluation.
   
   b. She engages in norm-referenced (rather than criterion-referenced) evaluation.
   
   c. She places higher priority on validity than on reliability in her assessment techniques.
   
   d. She places higher priority on reliability than on validity in her assessment techniques.

   The correct choice is b.

3. Ms. Ihlenfeldt tells Thad, I wonder if maybe you actually set yourself up to fail here. In this statement, she is suggesting that Thad _______.

   a. engaged in self-handicapping
   
   b. has a low sense of self-worth
   
   c. was a victim of self-socialization
   
   d. has a poorly developed theory of mind
The correct choice is a.

4. If you were Thad's teacher, would you allow him to retake the test? Why or why not?

This is a difficult question to answer. School policy is quite explicit regarding the consequences to be applied when a student is caught cheating; furthermore, it is unfair for Thad not to be punished when Stewart was punished for a similar offense. On the other hand, Thad's grade in calculus should be based primarily on what he has achieved, and he has achieved at a high level.

5. In general, what are the advantages and disadvantages of allowing students to retake an exam?

Advantages and disadvantages include the following:

5.1 Advantages

The opportunity for retakes decreases the likelihood of debilitating test anxiety.

Retakes are more consistent with a mastery approach to instruction.

5.2 Disadvantages

If students know that they can retake any test on which they do poorly, they may not prepare adequately the first time.

If the retake is a repeat of the first test, then students will study only the material they know is specifically covered on the test.

6. Is it appropriate for schools to punish cheating in the way that Monroe High School does (i.e., by awarding an automatic F to all offenders)? Why or why not?

This is a difficult question to answer one way or the other. Again we must consider that grades should ultimately be a reflection of students' achievement. At the same time, consequences for cheating should be severe enough to discourage students from doing so.