

 This work is protected by
US copyright laws and is for
instructors' use only.

Test Bank
for

Human Learning

Seventh Edition

Jeanne Ellis Ormrod

Seventh Edition Test Bank Revised and Expanded by

Elizabeth Goldenberg

PEARSON

Boston Columbus Indianapolis New York San Francisco Hoboken

Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto

Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Copyright © 2016, 2012, 2008, 2004, 1999 by Pearson Education, Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, New Jersey 07458, or you may fax your request to 201-236-3290.

Instructors of classes using Ormrod's *Human Learning* 6e may reproduce material from the test bank for classroom use.

10 9 8 7 6 5 4 3 2 1
013357928X

ISBN-10:

ISBN-13: 9780133579284

PEARSON

www.pearsonhighered.com

CONTENTS

Introduction to the Test Bank	1
1. Perspectives on Learning	2
2. Learning and the Brain	7
3. Behaviorist Principles and Theories.....	
14	
4. Applications of Behaviorist Principles	35
5. Social Cognitive Theory	52
6. Introduction to Cognitivism	69
7. Basic Components of Memory	78
8. Long-Term Memory Store and Retrieval Processes.....	90
9. The Nature of Knowledge.....	109
10. Cognitive-Developmental Perspectives	125
11. Sociocultural Theory and Other Contextual Perspectives	135
12. Metacognition, Self-Regulated Learning, and Study Strategies	154
13. Transfer, Problem Solving, and Critical Thinking	168
14. Motivation and Affect	187
15. Cognitive Factors in Motivation	205
1-15. Integrative Essay Questions	223

INTRODUCTION TO THE TEST BANK

The items in this test bank include many items that appear in test banks for previous editions of *Human Learning*. Items that are no longer relevant to the book's content have been deleted. Other items have been revised to enhance clarity or reflect new research in the field. And there are numerous new items that reflect modifications and additions to the sixth edition of the book. For the most part, items are written to emphasize comprehension and application, rather than knowledge learned in a rote manner.

Separate sets of multiple-choice and essay questions are presented for each chapter of the book. In a final section are additional essay questions that require integration of material from two or more chapters.

Multiple-Choice Questions

Each multiple choice question has only one correct answer. Students sometimes like to have an opportunity to defend the alternatives they choose. Jeanne Ormrod recommends that you may want to consider allowing students to write defenses on the back of the answer sheet; in her experience, this procedure minimizes the extent to which students try to make after-the-fact arguments for incorrect choices.

Essay Questions

Some essay questions are relatively structured; others are more open-ended. You may wish to provide additional structure for responses—for example, by specifying maximum or minimum response lengths or by describing grading criteria. Ormrod usually tells students that she will not read between the lines: They must present a logical train of thought and be precise in their statements. For many students, such logic and precision are skills that take time to develop.

Request for Feedback

We appreciate hearing from you if you find certain items problematic. You can reach us at kevin.davis@pearson.com.

CHAPTER 1
PERSPECTIVES ON LEARNING

Multiple Choice Questions

1. Human beings undoubtedly learn more during the course of a lifetime than any other species on earth. The major result of this capacity to learn is that:
 - a. New instincts begin to emerge.
 - b. Human thought becomes less logical with each generation.
 - c. Humans can benefit from their experiences.
 - d. Humans are the only species whose behavior cannot be analyzed in terms of stimuli and responses.

2. Three of the following are examples of *learning*. Which one is *not*?
 - a. Abigail cries when she steps on a sharp pebble.
 - b. After many hours of heated debate, Brian begins to advocate political practices he has previously opposed.
 - c. Cara suddenly recognizes how the division fact “ $24 \div 4 = 6$ ” is related to the multiplication fact “ $6 \times 4 = 24$.”
 - d. David has been running away from German shepherds ever since he was bitten by a German shepherd two years ago.

3. Reynelda has trouble tracing a complex shape with a pencil when she is in kindergarten, but she can do it quite well by the time she is in second grade. Is this an instance of *learning*?
 - a. Yes, because her behavior has changed.
 - b. No, because the circumstances are too dissimilar.
 - c. Maybe, although the change may simply be due to physiological maturation.
 - d. Maybe, but only if she is being reinforced for tracing accurately.

4. Three of the following illustrate various ways that learning might be reflected in a person's behavior. Which one of the following changes does *not* necessarily reflect learning?
 - a. Although it's a school night, Dean plays video games until well past his usual bedtime. As he becomes more tired, he finds it increasingly difficult to concentrate on what he's doing.
 - b. Even as a young child, Jerry could tell you that his grandparents immigrated to the United States from Ireland. But after a conversation with his grandmother, he can now describe the circumstances of the family's immigration in considerable detail.
 - c. Day after day, Martin practices his basketball skills (shooting, dribbling, etc.) on a basketball court at a local park. With each practice session, his movements become faster and smoother.
 - d. Lewis occasionally asks for help when he has difficulty with his classwork, but most of the time he just struggles quietly on his own. After his teacher assures him that asking for help is not a sign of weakness or inability, he begins asking for help much more frequently.

5. _____ research examines learning in tightly controlled settings and _____ research examines learning in real-world settings.
 - a. Applied; Basic
 - b. Basic; Qualitative
 - c. Qualitative; Applied
 - d. Basic; Applied

6. A *principle* of learning can best be characterized as:
 - a. A description of the results of a particular research study
 - b. A statement that describes how a particular factor affects learning
 - c. The measurement of how much learning has occurred in a particular situation
 - d. An explanation of the underlying processes through which learning occurs

7. A *theory* of learning can best be characterized as:
 - a. A description of the results of a particular research study
 - b. A statement that describes how a particular factor affects learning
 - c. The measurement of how much learning has occurred in a particular situation
 - d. An explanation of the underlying processes through which learning occurs

8. Three of the following are *principles* of learning. Which one is a *theory* of learning rather than a principle?
 - a. A behavior that is followed by punishment decreases in frequency.
 - b. People learn by making mental associations between new information and their existing knowledge.
 - c. A response that is rewarded every time it occurs increases more rapidly than a response that is only occasionally rewarded.
 - d. Students tend to remember more of a lecture if they take notes on the lecture's content.

9. Which one of the following common sayings best reflects the concept of *introspection*?
 - a. "Where there's a will, there's a way."
 - b. "Nothing ventured, nothing gained."
 - c. "A penny for your thoughts."
 - d. "Old habits die hard."

10. Which one of the following common sayings best reflects the basic premise underlying *social learning theory*?
 - a. "Monkey see, monkey do."
 - b. "Spare the rod and spoil the child."
 - c. "A friend in need is a friend indeed."
 - d. "A rolling stone gathers no moss."

11. Which one of the following statements provides the most credible explanation for the fact that human beings seem to surpass all other animal species in their thinking and learning capacities?
 - a. Only human beings have the capability to make tools.
 - b. Humans communicate regularly with one another and, in doing so, pass along what they've learned to future generations.
 - c. Human beings have a huge repertoire of instinctual behaviors from which they can draw when they encounter new experiences.
 - d. Human brains are smaller than those of other intelligent species (e.g., elephants, dolphins) and therefore can transmit messages more quickly and efficiently.

12. Behaviorists and cognitivists tend to focus on different aspects of learning. Which one of the following statements best describes this difference?
- Behaviorism focuses on temporary changes; cognitivism focuses on relatively permanent changes.
 - Behaviorism focuses on relatively permanent changes; cognitivism focuses on temporary changes.
 - Behaviorism focuses on internal mental changes; cognitivism focuses on external behavioral changes.
 - Behaviorism focuses on external behavioral changes; cognitivism focuses on internal mental changes.
13. Theories are advantageous in several ways. Three of the following describe advantages of learning theories. Which one does *not*?
- Theories enable objective, unbiased reporting of research findings.
 - Theories help to condense large bodies of information.
 - Theories help practitioners design interventions that facilitate learning.
 - Theories provide an impetus for new research.
14. Which one of the following statements is most accurate statement regarding *theories* of learning?
- They have been proven to be true.
 - They will eventually be replaced by physiological explanations of how learning occurs.
 - They are often modified as new data emerge.
 - Any theory can be used to explain virtually every instance of learning.
15. The textbook’s perspective regarding various *theories* of learning is that:
- Behaviorist theories are probably more accurate.
 - Cognitivist theories are probably more accurate.
 - There is currently no “right” theory, but one will eventually be developed.
 - Different theories may be applicable in different situations.

Essay Questions

- Sometimes we know learning has occurred because the learner engages in a new behavior—one that he or she has never before exhibited. But other kinds of behavior changes may also indicate that learning has taken place. Describe three additional ways in which behavior might change as a result of learning. Give a concrete example to illustrate each one.

2. Distinguish between *principles* and *theories* of learning, and give a specific example of each.
3. Theories of learning have both advantages and disadvantages. Describe at least two advantages and one disadvantage; in each case, explain the particular effect that the advantage or disadvantage has on the advancement of our understanding of human learning.