

Knowledge Survey

Psychology 211 Survey of Psychology (Cognition and Learning)

This is a knowledge survey rather than a test. The purpose of this survey is to serve as a study guide and to help you and the instructor evaluate the change produced in your knowledge by this course. In this knowledge survey, you won't actually try to answer any of the questions provided. Instead, you will rate (on a three-point scale) your confidence to answer the items based on your present knowledge. Read each question and then respond by clicking the appropriate response button on Web in accord with the following rating.

SURVEY INSTRUCTIONS

Mark an "A" as response ONLY if you feel confident that you can now answer the question sufficiently for graded test purposes. Mark a "B" response to the question if you can now answer at least 50% of it or if you know precisely where you could quickly get the information needed and could return here in 20 minutes or less to provide a complete answer for graded test purposes. Mark a "C" as response to the question if you are not confident that you could adequately answer the question for graded test purposes at this time. These marking of an "A" "B" or "C" will go quickly after you get the hang of responding based on confidence.

Accurate self-assessment is a practical skill that is more important than even current content knowledge. It is important to make an accurate self-assessment so that you can obtain the best learning enhancement from a knowledge survey. What constitutes a successful response to this survey is an accurate self-assessment, one that neither overestimates nor underestimates the knowledge that you now currently have. Do your best to provide a very honest assessment of your present knowledge. If you mark an "A" or a "B" that states you have significant background to answer a question, you should be confident that if your professor asks you to demonstrate that ability by actually answering the so-designated questions, that you could actually respond for graded test purposes.

This survey will be given again at the end of the semester. Save/print the survey and refer to the items as we progress through the course in order to monitor your increasing mastery of the material as we proceed through the semester.

Learning Objectives for this Course

- 1 I can demonstrate knowledge and understanding of theory and research in learning, perception, and cognition.
- 2 I can evaluate the appropriateness of conclusions presented in disseminated research relevant to psychology.
- 3 I can construct examples of how psychological theories and principles relate to everyday life.

- 4 I can explain and defend against common thinking fallacies.
- 5 I can explain behavior using different cognitive and learning theories or models.

Chapter 1 Human Learning: Science and Theory

- 6 I can explain what is meant by the term, “learning.”
- 7 I can explain what theories are, and how are they developed and evaluated.
- 8 I can use the five rules of the scientific method to analyze my past or present classroom situations.
- 9 If I were to conduct inventories or surveys, I would be able to determine the validity of the responses.
- 10 I can define what is meant by “interactive dualism.”
- 11 I can give an example of how to be sure that a relationship between an independent variable and a dependent variable does indeed exist.
- 12 I can formulate an operational definition.
- 13 I can formulate a double blind procedure.
- 14 I can explain what a control group is.
- 15 I can determine whether the nominal fallacy has been committed.

Chapter 2 Early Behaviorism: Pavlov, Watson, and Guthrie

- 16 I can explain what classical conditioning is.
- 17 I can explain the meanings of US, UR, CS, CR, extinction, spontaneous recovery, generalization, discrimination, and transfer.
- 18 I can distinguish the difference between contiguity and reinforcement.
- 19 Based on Pavlov’s classical conditioning, I can explain what impact a classroom climate or a teacher’s caring attitude potentially would have on student learning.
- 20 I can appraise the ethical implications concerning Watson’s statement claiming that he could make anything he wished out of healthy infants, providing he had control of their environment.
- 21 I can explain what reflexes are.

- 22 I can explain the process of acquisition according to Pavlov's theory.
- 23 I can give an example of absolute threshold.
- 24 I can explain the difference between nature and nurture.
- 25 I can compare systematic desensitization to the threshold method.

Chapter 3 The Effects of Behavior: Thorndike and Hull

- 26 I can describe Thorndike's laws of effect and readiness.
- 27 I can explain the nature of Hull's system.
- 28 I can explain how behavioristic learning theories address external environmental influences.
- 29 I can explain Thorndike's conclusion from the use of the puzzle box.
- 30 I can apply Thorndike's theory to an academic learning situation.
- 31 I can describe the similarities of Thorndike and Hull's approaches.
- 32 I can explain how satisfiers and annoyers are associated with Thorndike's laws.
- 33 I can give an example of deductive reasoning.
- 34 I can describe what a habit-family hierarchy is.
- 35 I can explain the relationship between antecedent conditions and input variables.

Chapter 4 Operant Conditioning: Skinner's Radical Behaviorism

- 36 I can describe the basics of operant learning.
- 37 I can explain the effects of different schedules of reinforcement.
- 38 I can compare and contrast classical conditioning and operant conditioning.
- 39 I can evaluate the uses of positive and negative reinforcement as means of social control.
- 40 I can predict the relevant speed of learning depending on the reinforcement schedule.

- 41 I can explain the differences between positive and negative reinforcement, and punishment.
- 42 When teaching students how to play tennis, an instructor decides to break down the skill into its component parts and teach each in turn. I can explain the theoretical approach being used by this coach.
- 43 I can explain the implications of the Skinner box.
- 44 I can give an example of counterconditioning.
- 45 I can give an example of the differences between generalization and discrimination.

Chapter 5 Evolutionary Psychology: Learning, Biology, and the Brain

- 46 I can describe what is meant by “evolutionary psychology.”
- 47 I can explain the meaning of biological constraints and preparedness.
- 48 Based on studies with animals that have been deprived of light, toys, and interactions with others, I can use that information to hypothesize about the implications for education and early child rearing practices for children from impoverished environments.
- 49 Should teachers cater to learners’ preferences or should teachers also address the learners’ least preferred hemisphere? I can explain my answer.
- 50 I can explain what is “blocked” when blocking occurs.
- 51 I can explain which skills “right brained” individuals would not be expected to do better than “left brained” individuals.
- 52 I can design an experiment that would make use of biofeedback information.
- 53 Who argued that humans are biologically prepared to acquire language?
- 54 I can explain an important function of taste aversion.
- 55 Given brain-based approaches to human behavior, I can identify where the actual processing of information for meaning and associations occurs.

Chapter 6 A Transition to Modern Cognitivism: Hebb, Tolman, and the Gestaltists

- 56 I can explain Tolman’s purposive behaviorism.

- 57 I can describe the basic laws of Gestalt psychology.
- 58 Tolman talks about linking students' desirable, growth-enhancing behaviors with positive outcomes. I can use this information to describe how teachers can ensure that what they are doing in a classroom is meaningful, so that the students see a positive outcome for what they are learning.
- 59 According to Gestaltists, people learn by insight, not by trial and error. I can use this information to explain the implications for parents and teachers.
- 60 I can describe what a synapse is.
- 61 I can explain what neural transmission involves.
- 62 I can explain the necessity for plasticity.
- 63 What are dopamine and serotonin?
- 64 I can explain what cognitive maps do.
- 65 According to Tolman, purposes guide _____. I can explain my answer.

Chapter 7 Three Cognitive Theories: Bruner, Piaget, and Vygotsky

- 66 I can explain what Piaget meant by adaptation, assimilation, and accommodation.
- 67 I can describe the differences between Piaget's sensorimotor, preoperational, concrete, and formal operational stages.
- 68 I can describe the meaning of Vygotsky's zone of proximal development and scaffolding, and discuss the related educational implications.
- 69 I can describe some instructional approaches resulting from Piaget's theory.
- 70 According to Bruner, what is the best cognitive strategy for concept attainment?
- 71 When subjects are aware that they are a part of an experimental group, they often behave in a way they think the experimenter would like them to behave. I can identify and explain this phenomenon.
- 72 What does Bruner think the central concept of psychology should be?
- 73 I can describe the relationship between categories and rules.

74 I can identify, according to Piaget’s theory, the stage at which children perceive all men as “Daddy.”

75 I can describe what Piaget meant by “equilibration.”

Chapter 8 Neural Networks: The New Connectionism

76 I can explain the significance of artificial intelligence and computer simulation to learning theory.

77 I can explain some of the fallacies of assuming that a human brain is like a computer.

78 I can describe the ways in which the computer-based symbolic and connectionist models of information processing align with behaviorist or cognitivist learning theories.

79 I can describe the symbolic model used for computer-based study of human cognitive processes.

80 I can describe a heuristic approach to problem solving.

81 I can describe what chess masters and computers have in common with regard to chess strategy.

82 Though sometimes referred to as a myth, computers are indeed dependent on (slaves to) their programmers. I can explain this statement.

83 I can explain what is implied by the “Black Box” in psychology.

84 What kind of computer might most closely resemble the human brain?

85 I can explain how neural network models are different from the conventional computer.

Chapter 9 Learning and Remembering

86 I can describe the differences among sensory, short-term and long-term memories.

87 I can explain the difference between explicit and implicit memory, and between semantic and episodic memory.

88 I can describe how various chemicals affect the human brain (i.e., caffeine, marijuana, tobacco, alcohol, anti-depressants, and herbs).

89 I can describe the pros and cons of various memory aids used to help remember concepts or facts.

90 According to Miller's (1956) research, I can describe the average adult's short-term memory (STM) capacity.

91 I can explain what the Cocktail Party Phenomenon involves.

92 I can explain what the deepest level of information processing is.

93 I can demonstrate the process of chunking.

94 I can give an example of elaboration.

95 I can describe one of the main cognitive processes for moving information from short-term memory to long-term memory.

Chapter 10 Motivation

96 I can explain the meaning of motivation, and describe the differences between intrinsic and extrinsic motivation.

97 I can explain the meaning and importance of arousal.

98 I can describe Maslow's Hierarchy of Needs.

99 I can describe ways that educators can help enhance the learning experiences of a student with low-level self-efficacy.

100 I can explain how and when deficiency needs lead to behavior.

101 I can explain drive reduction.

102 I can explain the inverted U-shaped function described by Yerkes-Dodson.

103 Given Attribution Theory, I can explain what locus of control refers to.

104 I can describe the influences of high self efficacy.

105 I can describe ways in which feedback can serve to build self-efficacy.

Chapter 11 Social Learning: Bandura's Social Cognitive Theory

106 I can explain the concept of social learning and how imitation and modeling work.

107 I can describe the importance of a sense of personal power and effectiveness.

108 I can articulate my thoughts about how an adult's self-efficacy beliefs affect those whom they teach.

109 Frequently, people imitate influential role models. Could this approach be helpful? Could this approach be harmful? I can provide examples of each consequence.

110 I can explain how Bandura's social cognitive theory is based on a model of operant conditioning.

111 I can describe the features of the agentic perspective and explain their benefits.

112 I can provide an example of a behavior that would not result in low self-efficacy.

113 I can describe the relationship between low evaluation of personal competencies and self-esteem.

114 I can describe ways in which to facilitate the development of a sense of personal power (agency) in children.

115 I can describe the benefits of cooperative learning in an academic setting.