

PSY 3960: Make-up Exam 2 Study Objectives

- 1) Memorize the five basic steps for development of a well-designed instructional program. This simple (but very time consuming and difficult) process is how instructional programs such as Direct Instruction and Headsprout were created. If you trace the development of any highly effective instructional program, you'll see similar development steps. Engelmann doesn't explicitly name the steps, so I'll provide them here:
 - a. Lay out a series of activities
 - b. Test with the target audience
 - c. Collect data on where errors are being made
 - d. Revise instructional program
 - e. Continue repeating previous 3 steps until **all** learners with prerequisite skills perform well
- 2) From a behavioral perspective, what is meant by conceptual learning? (Johnson summary)
- 3) What is a critical attribute? What is a variable attribute? (Johnson summary)
- 4) What is a close-in nonexample? (Johnson summary)
- 5) If given a concept with a list of critical and variable attributes, be able to construct a Minimum Rational Set of Close-In Nonexamples. (Johnson summary)
- 6) If given a concept with a list of critical and variable attributes, also be able to construct a Minimum Rational Set of Examples. (Johnson summary)
- 7) How do you test whether or not you have established conceptual stimulus control? (Johnson summary)
- 8) What kind of comprehension indicators does Headsprout utilize after each reading exercise? (Layng, p. 175)
- 9) How much time and money did Headsprout spend on major research and development? During that time, how many data based program revisions were made? (Layng, p. 171 & 179)
- 10) What is the peculiar difficulty in teaching analytical skill? How can this difficulty be reduced? Also, what does TAPS stand for? (Whimbey, 21-22; lecture)
- 11) What does "adduction" mean and why was the term "contingency adduction" chosen over the term "adduction"? (Johnson & Street, 27)
- 12) How does Epstein define Generativity Theory? (Epstein, 41)
- 13) According to the Kulik et al. review, what kind of testing frequency best stimulates student performance? (Fox, p. 213)
- 14) How do PSI and traditional classes compare in terms of student workloads? Note that student workload is not the same thing as amount of material covered. (Fox, p. 207)

- 15) Why are lectures discouraged for course content in a PSI system? (Fox, p. 214)
- 16) What was the difference between PSI and traditional courses in terms of retention on exams given several months after the end of a course? (Fox, p. 207)
- 17) From a whole language perspective, how is language acquired? From the same perspective, how is language not acquired? What are a couple of common whole language approaches to teaching language? (War, p. 28)
- 18) Why is it that no natural hierarchy has been discovered for reading? Does it follow then that reading programs should be un-hierarchical? (War, p. 39)
- 19) Be able to define guided observation, guided practice, and demonstration of mastery. (Brethower, Chp 2, p. 16-19)
- 20) Why aren't expert performers always good to select as trainers? (Brethower, Chp 2, p. 22)
- 21) According to many educators learning should be fun and easy, and therefore discipline and regular practice should be avoided. Lindsley disagrees with this notion. According to him, which part of learning is fun and what part of learning is stressful and painful? (Lindsley, p. 22-23)
- 22) Why does Lindsley consider it irresponsible to continue investing public funds in educational research? How did Project Follow Through demonstrate that increasing school funding will not fix education? (Lindsley, p. 21; War, p. 177)
- 23) What does the story of the roofing partners illustrate regarding the general public? (Lindsley, p. 23)
- 24) Memorize the six basic restrictions that school districts must honor to promote significant reform. (War, p. 180-181)

THE END OF MAKEUP STUDY OBJECTIVES