

MUHAMMAD IMRAN		EDU302 Human Development and Learning			
PAST MCQs AND QUESTIONS				FINAL TERM	
QUIZ NO 1	QUIZ NO 2	QUIZ NO 3	GRAND QUIZ	MID TERM	FINAL TERM
FINAL TERM PAST SOLVED PAPER					



MUHAMMAD IMRAN	EDU302 - Human Development and Learning			
Quiz no 2	QUIZ 2021			

1. According to Bandura interaction of cognitive. Behavioral and environmental factors is known as _____ **Reciprocal Determinism**
2. Maturation involves qualitative change. _____ **true**
3. At which stage of development task theory individual will be able to achieve personal independence, _____ **Middle Childhood**
4. According to Erikson's Psychosocial theory which crisis and describes that child needs to learn cognitive abilities for the completion of tasks _____ **industriousness vs Inferiority**
5. According to Erikson, psychosocial theory, the age level of Intimacy vs. Isolation stage is: ___ **18-35**
6. Who was called as "the Mozart of Psychology, _____ **Vygotsky**
7. In which year Vygotsky graduated from Moscow University? _____ **1917**
8. The ability to act purposefully, think rationally, and deal effectively with the environment is called? _____ **Intelligence**
9. Vygotsky was born in which of the following year? _____ **1896**
10. According to Kohlberg's Theory, what is the age group of 'Postconventional Morality'? _____ **0-9 years**
11. The big criticism on Gilligan theory is that she collected data from: _____ **Females only**
12. "Thinking about Thinking" is _____ **Meta-cognition**
13. "Skills that depend on accumulated knowledge and experience, good judgment, and mastery of social customs-abilities acquired because they are valued by the individual's culture" are known as _____ **Crystallized Intelligence**
14. According to Piaget children at which of the following stage tend to be egocentric and struggle to see things from the perspective of others? _____ **Concrete Operational**
15. In which of the following year Vygotsky took admission in Moscow University through lottery? _____ **1913**
16. At which stage a child develops new and more mature relationships with age mates of both genders? _____ **Adolescence**
17. "The earliest emotional responses of the new born are generally diffused excitement and this slowly gives way to specific emotional patterns of anger, joy, fear, etc" is the example of which principle? _____ **Development proceeds from general to specific**
18. According to Bandura interaction of cognitive, behavioural and environmental factors is known as _____ **Reciprocal Determinism**
19. When was Vygotsky died? _____ **1934**
20. How many years did Gilligan teach at Harvard University? _____ **30 years**
21. Which one of the following is NOT a form of intelligence, according to Gardner's Multiple Intelligence Theory? _____ **The visual-auditory dimension**

22. Which theory assumes that people learn from one another, via observation, imitation, and modeling? _____ **Social learning Theory**
23. In which discipline Vygotsky received graduation degree, _____ **Law**
24. In which year Bandura and Richard Walters published their work oil "social learning and personality development'? _____ **1963**
25. According to Erikson. What conflict is experienced during fifth stage (13-21 years)? _____ **Identity versus Role confusion**
26. The ability to thinking about abstract ideas and situations is the key symbol of _____ **The Formal Operational Stage**
27. The Rorschach Ink Blot and Thematic Apperception Tests are examples of which personality assessment technique _____ **Projective methods**
28. According to Erikson. what conflict is experienced during seventh stage (40-65 years)? _____ **Generativity versus Stagnation**
29. In which type of learning behavior is strengthened by reinforcement and weakened by the punishment? _____ **Operant Conditioning**
30. When Vygotsky was died? _____ **1934**
31. Understanding other people's emotions. social etiquettes and norms of the different situations is: _____ **Interpersonal Intelligence**
32. Both category of knowledge and the process of obtaining that knowledge includes in _____ **Schemas**
33. According to Erikson's Psychosocial theory which crisis describe that person shows active involvement in teaching and guiding the youngsters? _____ **Generatively vs. Stagnation**
34. Which one of the psychologists is the founder of Behaviourism? _____ **J. B. Watson**
35. According to Erikson, what conflict is experienced during sixth stage (21-39 years)? _____ **Intimacy versus Isolation**
36. Type theorists hold that personality differences are due to an imbalance of humors or body fluids: _____ **FOUR**
37. In humanistic approach Maslow arranged human needs in hierarchies: _____ **Five**
38. The difference between what a child can do independently and what the child needs help from a more knowledgeable person to do is known as _____ **Zone of proximal development**
39. According to Erikson, what conflict is experienced during eighth stage (65 years-older)? _____ **Ego Integrity versus Despair**
40. Who Proposed the Concept of Zone of Proximal Development? _____ **Vygotsky**
41. How many scientific articles Vygotsky has completed? _____ **270**
42. Who created the Multiple Intelligence Theory? _____ **Howard Gardner**
43. In classical conditioning, an unlearned, inborn reaction to an unconditioned stimulus is an? _____ **Unconditioned response**
44. Vygotsky was born in: _____ **1896**
45. According to Skinner a behavior is strengthened when it's followed by: _____ **Reinforcement**
46. A person's belief that he is capable of performing certain behaviour to attain a certain goal is known as _____ **Self-Efficacy**
47. Vygotsky's work did not become known in the West until 1958, and was not published there until: _____ **1962**
48. Ability to make and read graphs is: _____ **Logical Mathematical Intelligence**
49. In which year Vygotsky graduated from Moscow University? _____ **1917**
50. According to multiple intelligence theory, what characteristics people mostly have with naturalistic intelligence? _____ **Like animals and natural phenomena**
51. Role of teachers and others in supporting the learner's development and providing support structures to get to the next stage or level is: _____ **Scaffolding**

52. A seven-year-old who is developing necessary concepts and achieving personal independence is in _____ **Middle childhood**
53. 39. In Howard Gardner's theory of multiple intelligence, which intelligence is related with the capacity to use language _____ **Linguistic**
54. 40. Who introduce operant conditioning of behaviorism? _____ **B.F Skinner**
55. 41. Pavlov's initial interest in classical conditioning was stimulated when he observed his lab dogs salivating at the sight of _____ **Saliva**
56. 42. According to Vygotsky "role of teachers and others in supporting the learner's development and providing support to get to the next stage or level" is known as _____ **Scaffolding**
57. 43. Vygotsky completes his graduation from _____ **Moscow University**
58. 44. Piaget's theory of cognitive development suggests that mental development of children occurs in: _____ **Four stages**
59. 45. What intelligence particularly uses a poet? _____ **Verbal linguistic intelligence**
60. 46. According to Erikson, what conflict is experienced during second stage (18 months-3 years)? _____ **Autonomy versus Shame**
61. 47. During this stage, children begin to thinking logically about concrete events. _____ **The Concrete Operational Stage**
62. 48. The example of Individual test is: _____ **Stanford Binet Test**
63. 49. People with high ----- intelligence probably they are good at poems; _____ **Verbal Linguistic**
64. Maslow's hierarchy of needs is proposed in: _____ **1943**
65. Which one of the psychologist is the founder of Behaviourism? _____ **J B. Watson**
66. According to Vygotsky. knowledge is transferred: _____ **Personally**
67. What are the number of stages in developmental task theory? _____ **6**
68. Psychosocial theory of personality development by Erikson is divided into _____ **8 stages**
69. How many sources of developmental tasks are given by Havinghurst? _____ **3**
70. Ability to use the body purposefully is called: _____ **Bodily Kinesthetic Intelligence**
71. How Vygotsky took admission in Moscow University _____ **Lottery**
72. Maslow suggested that the first and most basic need people have is the need for: ____ **Survival**
73. At which stage child is learning to talk, walk and learning to take solid food? _____ **Infancy and Early Childhood**
74. The behaviorism theory was originated by American psychologist John B. Watson in: __ **1913**
75. At which stage a person is able to get married, starting a family and managing home? _____ **Early Adulthood**
76. The feeling people get when they know no harm will befall them, physically, mentally, or emotionally is: _____ **Safety**
77. Who proposed the developmental task theory? _____ **Robert J. Havinghurst**
78. According to Erikson, what conflict is experienced during fourth stage (5-13 years)? _____ **Industry versus Inferiority**
79. Thinking develops in recognizable stages which depend on natural maturation: _____ **Piaget**
80. According to Erikson's psychosocial theory. Which crisis describes that, a person evaluates his/her entire life either with satisfaction, anger or frustration? _____ **Ego Integrity vs. Despair**
81. Which type of thinking requires skill at analyzing the reliability and validity of information, as well as the attitude or temperament to do so is known as _____ **Critical thinking**
82. The ability to make or do something new that is also useful or valued by others is known as _____ **Creativity**
83. The ability in which analysis of complex and ambiguous situation is done and solution is found is known as _____ **Problem solving**

84. In stages of development what is the age group of senior high school students? _____ **15-18 years**
85. In stages of development what is the age group of elementary grade students? _____ **9-12 years**
86. In stages of development what is the age group of junior high school students? _____ **12-14 years**
87. In stages of development what is the age group preschool and kindergarten child? _____ **3-6 years**
88. In stages of development what is the age group of primary grade students? _____ **6-9 years**
89. What would be average age of girls in puberty? _____ **11 or 12**
90. What would be average age of boys in puberty? _____ **14 or 15**
91. In which type of positive transfer which is due to specific similarities between the two tasks, for example, similarities in French and Spanish language in vocabulary, structure sentence, etc. _____ **Specific transfer**
92. Who develop an alternative behavioral explanation how transfer of learning occurs? _____ **Thorndike and Woodworth**
93. When some students take time before they speak, evaluate alternative answers and give mostly correct responses are known as _____ **Reflective**
94. In 1990s which subject was taught to improve student's ability to memorize think and reason? _____ **Latin**
95. Telling or explaining previously organized information – usually to group is known as _____ **Lecture method**
96. Outlining is basically a form of the more general strategy of....., or writing down key ideas and terms from a reading or lecture. _____ **Taking notes**
97. A situation in which previous learning helps subsequent learning _____ **Positive transfer**
98. When some individuals give quick and often incorrect responses known as _____ **Impulsive**
99. The process in which something previously learnt influences current learning is known as _____ **Transfer of learning**
100. Which kind of thinking is stimulated by open-ended questions which have many possible answers? _____ **Divergent thinking**
101. At which grade depression is the most common type of emotional disorder? _____ **Senior high school 10, 11 and 12**
102. A situation is which previous learning has no effect on subsequent. New learning is known as _____ **Zero transfer**
103. In which type of positive transfer previously learnt capability helps in learning more complex material in the same area? _____ **Vertical transfer**
104. Which kind of students note details when they are exposed to the complex situation _____ **Thematic**
105. A type of positive transfer which is due to the use of some learning strategies such as elaboration, imagery and cues is known as _____ **General transfer**
106. Who is author of process of education? _____ **Jerome burner**
107. Conscious blocking of memory is known as: _____ **Suppression**
108. Development refers to a process of change in growth and capability over time, as function of both maturation and interaction with the environment. Is defined by _____ **Liebert, Paulo's and Marmor**
109. There are individual differences in development. _____ **True**
110. Do we indicate exactly in what proportion heredity and environment contribute to the development of an individual? _____ **No**
111. The human being is never static comes under the elaboration of which principle? _____ **Development involves change**
112. Carroll represented the structure of intelligence as having----- _____ **THREE Tiers**
113. Development occurs in orderly manner and follows a certain sequences is the principle that _____ **Development follows a pattern**
114. The ability to understand and deal with people, objects, and symbols _____ **Intelligence**
115. Third tier of Carroll three stratum is about the _____ **Narrow abilities**

116. "Any stimulus that assists the process of locating and recovering information stored in memory" _____ **Retrieval cue**
117. Who defined as: GROWTH is change in size, in proportion, disappearance of old features and acquisition of new ones. _____ **Hurlock**
118. The example of individual test is: _____ **Stanford Binet Test**
119. Second tier of Carroll three stratum theory is about the: _____ **Broad abilities**
120. Which aspect influence more on the emotional development of child? _____ **Learning**
121. To reduce the ----- the difference between the new and existing knowledge must be highlighted during instruction and students be encouraged to remember both. _____ **Interference**
122. refers to changes in a developed organism due to the unfolding ripening of abilities, characteristics, traits and potentialities present at birth. _____ **Maturation**
123. Development implies overall changes in the individual. _____ **True**
124. Which of following term is more broad and comprehensive and refers to overall changes in the individual? _____ **Development**
125. Ability to monitor and control our own behavior, emotions, thoughts and changing them according to the demand of situation is known as _____ **Intelligence**
126. Physical and intellectual development is not effected by genetic and environmental factors. _____ **False**
127. Forgetting old memories of your friends after learning their new numbers is the example of _____ **Retroactive interference**
128. Howard Gardner has divided intelligence in -----categories. _____ **8**
129. Forgetting information from short term memory can be explained using the theories of _____ **Trace decay**
130. Retrieval Failure Theory also known as: _____ **cue-dependent forgetting**
131. According to -----growth refers to structural and physiological changes. _____ **Crow and crow**
132.intelligence depends more heavily on basic information-processing skillsthe ability to detect relationships among stimuli, the speed with which the individual can analyze information, and the capacity of working memory. _____ **Fluid**
133. The ability to learn from experience, solve problems, and use our knowledge to adapt to new situations is known as: _____ **Intelligence**
134. Type of group Test in measurement of intelligence is _____ **Wechsler Test**
135. Motivated forgetting is based on _____ **Freud's Theory**
136. Growth cannot be measured _____ **False**
137. Most development lists recognize that every characteristics we possess is due _____ **to An interaction of nature and nature**
138. Growth is not different from development. _____ **False**
139. The formula of IQ is currently known as _____ **Derivation IQ**
140. Which aspect of human development relates to changes in the way an individual relates to others? _____ **Social development**
141. Photos, Music, Places, Smells and Objects are the example of _____ **Retrieval cues**
142. The inability to retrieve previously stored information is known as _____ **Forgetting**
143. -----denotes the changes in behavior due to training and or experiences _____ **Learning**
144. There may be a break in the continuity of growth due to _____ **Illness, starvation**
145. From the following which thing plays little role in physical development. _____ **Learning**
146. Development is concerned with growth as well as those changes in behavior which results from environmental situations was defined by _____ **J.E Anderson**
147. in 1916, ----- at Stanford University adapted Binet intelligence test for use with
148. English-speaking school children _____ **Lewis terman**
149. Understanding other people emotional, social etiquettes and norms of the different situation is _____ **Interpersonal intelligence**

150. Sternberg's (1997, 2001, and 2002) triarchic theory of successful intelligence identifies ...broad, interacting intelligences _____ **three**
151. The process of being mature is the concept of _____ **Growth**
152. Which aspect of development deals with a changes in the way individual becomes capable of understanding, expressing and controlling personal feelings? _____
_____ **Emotional development**
153. Which aspect of development deals with the change of mental processes become more complex and sophisticated? _____ **Intellectual development**
154. **Vygotsky** : he graduated from Moscow University with a degree in _____ **law**
155. **Social Learning Theory**: Bandura's Social Learning Theory postulates that people learn from one another, via observation, imitation, and modeling.
156. Not a form of intelligence, according to Garder multiple intelligence. _____
_____ **The visual auditory dimension.**
157. In December of **1917**, he graduated from Moscow University with a degree in **law**.
158. **Vygotsky** was called _____ **"The Mozart of Psychology"**
159. **Industriousness vs. Inferiority** Child develops cognitive abilities to enable in task completion.
160. **Middle Childhood** (6 to 12 years) Achieving personal independence.
161. According to Bandura, personality is shaped by an interaction among cognitive factors, behaviors and environmental factors. This interaction is termed _____
_____ **reciprocal determinism.**
162. In **1963**, they published Social Learning and Personality Development
163. According to Erikson what conflict is experienced during fifth stage (13-21)
_____ **identity versus role confusion**
164. According to Erikson what conflict is experienced during seventh stage (40-65)
_____ **generativist vs. stagnation?**
165. According to Erikson what conflict is experienced during sixth stage (21-39)
_____ **intimacy vs isolation**
166. According to Erikson what conflict is experienced during eighth stage(65)____
_____ **ego integrity vs despair**
167. According to Erikson what conflict is experienced during forth stage(5-13)____
_____ **industry vs inferiority**
168. a **schema** includes both a category of knowledge and the process of obtaining that knowledge.
169. The ability to thinking about abstract ideas and situations is the key symbol of the **formal operational stage** of cognitive development.
170. **Interpersonal intelligence** Understanding social etiquettes and norms are of the different situations
171. **ACCORDING TO HURLOCK** GROWTH is change in size, in proportion, disappearance of old features and acquisition of new ones
172. He died on June **10, 1934**, at the young age of thirty-seven after long battle with TB.
173. **Projective** techniques are: The Rorschach Ink Blot Test.
174. Development refers to a process of change in growth and capability over time, as function of both maturation and interaction with the environment, is defined by _____
_____ **Liebert, Poulos and Marmor (1979)**

175. **Operant Conditioning** is a type of learning in which a behavior is strengthened when it's followed by reinforcement, and weakened when followed by _____ **punishment**.
176. Teachers should, use visual aids and concrete examples during teaching and avoid teaching metaphors, idioms and proverbs? _____ **Primary grades: 1,2, and 3 (6-9 years)**
177. Another part of adaptation involves changing or altering our existing schemas in light of new information, a process known as _____ **accommodation**.
178. what does iq stand _____ for **intelligence quotient**.
179. Type theorists hold that personality differences are due to an imbalance of **FOUR** humors or body fluids: **blood, phlegm, yellow bile and black bile**.
180. Havighurs identifies **three** sources of developmental tasks (Havighurst, 1972
181. Vygotsky was born in _____ **1896**.
182. One may have difficulty in learning new phone numbers by finding oneself repeatedly dialing the old numbers. *Proactive or* **forward Interference**
183. **Early adulthood** (19 to 29 years) Managing a home
184. **Safety** is the feeling people get when they know no harm will befall them, physically, mentally, or emotionally
185. People with high **verbal linguistic** intelligence probably they are good at: Poems.
186. **Infancy - Early Childhood** (birth to 5 years) Learning to take solid foods.
187. Maslow suggested that the first and most basic need people have is the _____ **need for survival**.
188. **Naturalistic intelligence** You can recognize and classify all types _____ **of animals, plants and minerals in the real world**
189. In **1913** entered Moscow University through **lottery**. In December of **1917**, he graduated from Moscow University with a degree in **law**
190. Ability to use the body purposefully is called _____ **Body Kinesthetic Intelligence**
191. A big criticism in Gilligan theory is that she collected Data from **females ONLY**.
192. Howard Gardner theory of multiple intelligence which intelligence is related with the capacity to use language. _____ **Linguistic**
193. **Scaffolding** "role of teachers and others in supporting the learner's development and providing support structures to get to the next stage or level" Vygotsky.
194. **Esteem presents** the typical human desire to be accepted and valued by others
195. Multiple intelligence is created by _____ **Howard Gardner**.
196. The **first modern intelligence test** was constructed in _____ **1904**
197. Age group of identity vs role confusion stage _____ **6-11**
198. **Basic strength of Stage 5: Identity vs. Role Confusion** of erikson theory is _____ **faithfulness**
199. Piaget believed that all children try to strike a balance between assimilation and _____ **accommodation**.
200. Children begin to think symbolically and learn to use words and pictures to represent objects. _____ **Preoperational Stage**
201. Jean Piaget's theory of cognitive development suggests that children move through **four** different stages of mental development.

202. According to Erikson's psychological theory, which crisis describes that person shows active involvement in teaching and guiding the youngsters _____
_____ **generatively vs stagnation.**
203. Vygotsky belongs to Middle-class _____ **Jewish family.**
204. Intelligence is measured through intelligence tests that are **individual's tests**
205. (**Stanford Binet test**) as well as **group tests (Wechsler tests)**
206. Vygotsky's work did not become known in the West until 1958, and was not published there until _____ **1962.**
207. **Self efficacy**: Similar to confidence. The belief that one is capable of performing a certain behaviour to attain a certain goal
208. **Constructivism** is an approach to teaching and learning based on the idea that cognition is the result of "mental construction"
209. **Adolescence** (13 to 18 years) Achieving new and more mature relations with age-mates of both sexes.
210. Vygotsky completed **270** scientific articles.
211. **Growth** is the increase in overall body size with changes in muscle, bone and fat and this affects motor skills
212. Zone of Proximal Development (ZPD) proposed the concept _____ **Vygotsky**
213. **Zone of Proximal Development (ZPD)**. The difference between what a child can do independently and what the child needs help from a more knowledgeable person to do.
214. Behaviorism, which originated with the work of the American psychologist _____ **John B. Watson in 1913.**
215. In **1913**, Watson published an article also known as _____
_____ **"The Behaviorist Manifesto,"**
216. Ability to make and read graphs is _____ **Logical mathematical intelligence.**
217. **Operant Conditioning** introduced by _____ **B.F. Skinner**
218. In emotional development of child **maturation** and learning both play important role.
219. During this stage, children begin to think logically about concrete events. _____ **The Concrete Operational Stage**
220. Sources of development tasks are given by Piaget _____ **3**
221. Number of stages in Developmental task theory _____ **6**
222. According to Vygotsky Knowledge is not transferred **passively**, but is personally constructed.
223. How many stages are there in Kohlberg's theory _____ **Six Stages**
224. In humanistic approach Maslow arranged human needs in hierarchies _____ **Five**
225. **Interpersonal** reasoning is the ability to understand the relationship between intentions and actions of people.
226. It refers to the changes in a person's capacities for thinking, reasoning, judging as a result of growth and experience _____ **Intellectual development**
227. Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his **1943 paper** "A Theory of Human Motivation" in Psychological Review.
228. Children at this stage tend to be egocentric and struggle to see things from the perspective of others. _____ **The Preoperational Stage Ages: 2 to 7 Years**
229. Classical **Conditioning** – Pavlov

230. According to Skinner a behavior is strengthened when it's followed by: _____ **Reinforcement**
231. Good leader or manager and have to coordinate with employees then you might have good interpersonal intelligence _____ **Interpersonal intelligence**
232. 78. Psychosocial theory of personality development **by Erikson** is divided into _____ **8 stages.**
233. According to the erikson psychosocial stage of development what is the age group of Initiative vs. Guilt _____ **Ages 3-5**
234. **Unconsciously blocking of** a memory is called _____ **Repression**
235. **Identity vs. Role Confusion** _____ **Ages 12-18**
236. The ability to act purposefully, to think rationally and to deal effectively with his environment is called _____ **Intelligence.**
237. In stage of development what is the age group of Preschool and kindergarten _____ **(3-6 years)**
238. A car accident as a young child or other traumatic event. _____ **Motivated Forgetting**
239. "skills that depend on accumulated knowledge and experience, good judgment, and mastery of social customs-abilities acquired because they are valued by the individual's culture" are known as _____ **Crystallized intelligence"**
240. **Gilligan** was a **student** of Developmental Psychologist ____ **Lawrence Kohlberg**
241. Gilligan worked with the renowned developmental psychologists__ **Erik Erikson**
242. As per trait theory when a person is outgoing and like social gathering is categorized as _____ **extraversion.**
243. Motivated forgetting is based on _____ **Freud's theory**
244. Sternberg's (1997, 2001, 2002) triarchic theory of successful intelligence identifiesbroad, interacting intelligences _____ **THREE**
245. This stage of moral development is focused on living up to social expectations and roles. _____ **"good boy-good girl" orientation,**
246. "the process of being mature" is the concept of _____ **growth**
247. Overall Development is a product of interaction between _____ **heredity and environment**
248. Howard gardner has divided intelligene in _____ **8 categories.**
249. At which stage a person is able to get married, starting a family and managing home? _____ **Early Adulthood**
250. **Basic strength: Stage 5: Identity vs. Role Confusion** of erikson theory **Fidelity –** _____ **faithfulness.**
251. Maslow's hierarchy of needs is proposed in _____ **1943.**
252. The above formula of calculating IQ, presently known as **Ration IQ** is no longer used. Instead _____ **deviation IQ.**
253. Which of the following point is not the Contributions of Erikson ambiguous _____ **terms and concepts.**
254. Primary grades include: 1,2, and 3 _____ **(6-9 years)**
255. Junior high school: 7,8, and 9 _____ **(12-14 years)**
256. Senior high school: 10,11 and 12 _____ **(15-18 years)**
257. ...does not continue throughout life and stops when maturity has been attained. _____ **Growth**
258. Carroll represented the structure of intelligence as having _____ **three tiers**

259. Photos, Music, Places, Questions, Smells and Objects are _____
 _____ **Examples of retrieval cues**
260. in humans, the number of chromosome pairs that each cell usually contains
 _____ **23 pairs**
261. A seven-year-old who is developing necessary concepts and achieving personal independence is in _____ **Middle childhood**
262. New learning can interfere with old knowledge stored in the memory. is called *Retroactive or* _____ **Backward Interference.**
263. Metacognition refers to **higher order thinking** which involves active control over the cognitive processes engaged in learning.
264. we forget because we are not able to use the correct cues to retrieve or access information is _____ **Retrieval failure theory**
265. "Development is individualized process. Although the pattern of development is similar for all children, they follow the pattern at their own rate" is: _____
 _____ **Principle of uniqueness**
266. **Middle Childhood** (6 to 12 years) Learning physical skills necessary for ordinary games and developing basic skills in reading , writing and calculating.
267. **Infancy - Early Childhood** (birth to 5 years) Learning to take solid food
 Learning to walk Learning to talk
268. The Rorschach Ink Blot and Thematic Apperception Tests are examples of which personality assessment technique _____ **Projective methods**
269. The biological or psychological characteristics which are transmitted by the parents to their off-springs are known by the name of _____ **heredity.**
270. Trace decay theory suggests short term memory can only hold information for between _____ **15 and 30 seconds**
271. ability to access previously encoded information within memory is called _____
 _____ **Forgetting**
272. In classical conditioning, an unlearned, inborn reaction to an unconditioned stimulus is an? _____ **Unconditioned response**
273. Thinking develops in recognizable stages which depend on natural maturation:
 _____ **Piaget.**
274. The inability to retrieve previously stored information. _____ **Forgetting**
275. **123.** Maturation is the inner growth process unaffected _____ **by training**
276. **124.** Gilligan sees morality in girls developing in _____ **3 stages.**
277. In which stage Gilligan sees morality develops in girls? _____ **3 Stages**
278. "Any stimulus that assists the process of locating and recovering information stored in memory" is called _____ **Retrieval cue**
279. According to Kohlberg's theory what is the age group of Preconventional Morality
 _____ **0-9 years**
280. Which aspect of development deals with changes by which mental processes becomes more **complex** and sophisticated? _____ **Intellectual Development**
281. Alfred Binet was a **French** psychologist
282. **According to Crow and Crow (1962)** Growth refers to structural and physiological changes.
283. Lewis Terman at Stanford University adapted it for use with English speaking school children _____ **In 1916.**

284. It refers to changes in the way an individual relates to others. _____
Social Development
285. In Stages of Development (According to School Level) Elementary grades: 4, 5 and 6 _____
(9-12 years)
286. According to Gilligan Boys view morality primarily in terms of **justice** and fairness.
287. Forgetting from “Long Term Memory (LTM)” can be explained using the theories of “**Interference**” and “Lack of Association”
288. Forgetting information from “Short Term Memory (STM)” can be explained using the theories of “**Trace Decay**” and “Displacement”
289. **Interpersonal intelligence** Understanding other people’s emotions and social etiquettes and norms are of the different situations
290. There are **4** aspects of human development which are discussed in the course
291. According to Spearman what does ‘g’ stand for _____
general intelligence
292. The human being is never static come under the elaboration of which principal.
_____ **Development involves change**
293. Development proceeds from _____
general to specific responses.
294. Do we indicate exactly in what proportion heredity and environment contribute to the development of an individual. _____
NO
295. theory describes forgetting as a defense mechanism in which people are motivated or desire to forget unwanted or disturbing memories, either consciously (**suppression**) or unconsciously (**repression**) is known as___ **Motivated Forgetting**
296. Gilligan taught at Harvard University for: _____
30 Years
297. At which stage, person is able to earn and take social responsibilities?
_____ **Middle Adulthood (30-60 years)**
298. First intelligence test was constructed in _____ **1904**, by **Alfred Binet (1857-1911) and Theodore Simon (1873-1961).**
299. According to Erikson’s Psychosocial Stages of Development, What is the age group of ‘initiative vs. guilt’ stage? _____
3 to 5 Years
300. **The following are all examples of metacognitive strategies EXCEPT?**
_____ **Taking dictation from teacher**
301. In which stage Gilligan sees morality develops in girls? _____
3 Stages
302. When new information is not related and tied with previously learnt and relevant ideas, the new information remains floating here and there in the ocean of memory without proper anchors (cues or signals) is called as the theory: _____
Lack of Association
303. Most girls complete their growth spurt by the end of this period
_____ **Junior high School**
304. Growth cannot be measured. _____
False
305. Forgetting Car accident as a young child is the example of _____
Motivated Forgetting
306. Kohlberg’s theory of moral model development consists of: _____
Six Stages
307. The basic strength of “Stage 5: Identify vs. Role Confusion” of Erikson’s theory is;
_____ **Faithfulness**
308. Gender, nutrition and hormones factors are considered as?___ **Biological factors**
309. Process that humans use to explain the different degrees of adoptive success in people’s behavior is called as: _____
Intelligence

310. Primary grades include _____ **1-3 grades**
311. Who define intelligence as: “the aggregate or global captivity of the individual to act purposefully, to think rationally and to deal effectively with his environment”?
_____ **David Wechsler**
312. An increase in overall body size with changes in muscles bon and fat is called _____ **Growth**
313. Which aspect of the development deals with the changes in the way an individual becomes capable of understanding, expressing and controlling personal feelings
_____ **emotional Development.**
314. Development occur in orderly manner and follows a certain sequence” is the principle of that: _____ **Development follows a pattern**
315. Which aspect of development deals with the changes in body structure?
_____ **Physical Development**
316. Gilligan worked with the _____ **Erik Erickson**
317. Human development based on certain principles. Which of the following is not a principle of human development. _____ **Reversible**
318. Which approach is based on the idea that cognition is the result of “mental construction” _____ **Constructivism**
319. Development principle of uniqueness means ___ **Child develop at different rates**
320. In Pavlov’s classic experiment food was the _____ **unconditioned stimulus**
321. At which stage teachers should use visual aids and concrete examples during teaching and avoid teaching metaphors, idioms and proverbs? _____
_____ **Primary Grades 1,2 and 3 (6-9 Years)**
322. Creative intelligence in Sternberg’s Tri-archic theory is also referred as
_____ **experiential intelligence**
323. Direct and systematic teaching of grammar should be delayed till _____
_____ **second or third grade**
324. Preschool children are very _____ **active**
325. ..is an inferred process that humans use to explain the different degrees of adaptive success in people’s behavior _____ **Intelligence**
326. ...involves modifying existing schemas, or ideas, as a result of new information or new experiences. _____ **Accommodation**
327. Kohlberg’s final level of moral reasoning is based upon _____
_____ **universal ethical principles**
328. Gilligan Taught at Harvard for _____ **30 years**
329. ...may result from practice, which in due course of time may bring about a change in the individual’s behaviour. _____ **Learning**
330. Ability to monitor and control our own behavior, emotions, thoughts and changing them according to the demand of situation is known as: _____
_____ **intelligence**
331. ...refers to changes in a developed organism due to the unfolding ripening of abilities, characteristics, traits and potentialities present at birth.
_____ **Maturation**
332. based on the idea that cognition is the result of "mental construction" _____
_____ **Constructivism**
333. There are individual differences in development. _____ **True**
334. Gilligan was Born in _____ **1936**

335. There may be a break in the continuity of growth due to illness, starvation or malnutrition or other environmental factors or some abnormal conditions in the child's life. _____ **All of the option**

QUIZ NO 2

1. The age of individual at elementary grade is: _____ **9-12 year**
2. Primary grades include: _____ **1-3 grades**
3. In stages of development, what is the age group of primary grade students? _____
_____ **6-9 years**
4. Depression is the most common type of emotional disorder occurs in grades: _____
_____ **Senior high school (10-12)**
5. Which type of thinking refers to the thinking on the surface? _____ **Concrete**
6. At what stage girls seem to be stimulated to seek closeness in friendships due to their dependency on others: _____ **Adolescence**
7. A situation in which prior learning interferes with subsequent learning is known as: _____ **Negative Transfer**
8. Identify the characteristic of Preschool children: _____ **Active**

Quiz no 3

1. Differences among humans that distinguish or separate them from one another and makes one as a single unique individual is known as: _____ **Individual differences**
2. What is meant by environment? _____ - **Nurture**
3. Which one of the following is NOT a benefit of concept maps? _____
_____ **Aids in auditory Outcomes**
4. What are the two basics pattern of classifications of emotionally disturbed children? _____ **aggressive behavior and withdrawn behavior**
5. What should we do if students have difficulty in writing legibly? _____
_____ **use cut-out stencils**
6. Nip the evil in the bud' is the best way to teach which type of students? _____
_____ **Aggressive**
7. What are the causes of mental retardation? _____ **Physical or environmental**
8. Restless, uncooperative, negativistic, and disobedient, sometimes cruel define best which of the following attribute of students? _____ **Aggressive**
9. In the everyday sense of constantly criticizing someone or something, a critical thinker does not necessarily have which one of the following type of attitudes? _____
_____ **negative**
10. What should we do if students have short attention span? _____
_____ **give short assignments**
11. Learning disability is : _____ **heterogeneous group of disorders**
12. Attention, perceptual and metacognitive deficits are the causing difficulty in which of the following aspect? _____ **learning**
13. Students who retain easily what have been heard are: _____ **Gifted**
14. Psychomotor Skill is related to: _____ **Skill acquisition**
15. Most of the learning-disabled children have difficulties in _____
_____ **reading and mathematics**
16. What are the two approaches used to help students with hearing problems in communication and learning? _____ **Oral and manual**

17. The children who are unable to generalize from one situation to the other are consider as: _____ **Mentally retarded**
18. Which one of the following is NOT the way to foster creativity in the classroom? _____ **Discourage divergent thinking and trust**
19. Education must mold the mind of young generation to have a balance values between which of the two aspects? _____ **materialism and spiritualism**
20. What is the main limitation of lecture or reading? _____ **Students are too passive**
21. Shy, timid, anxious, often depressed, lack self-confidence define best which of the following attribute of students? _____ **Withdrawn**
22. Lectures and readings are also known as: _____ **Traditional staples of educators**
23. Telling or explaining previously organized information usually to a group is known as _____ **lecture method.**
24. A situation is which previous learning has no effect on subsequent, new learning is known as _____ **zero transfer.**
25. The ability in which analysis of complex and ambiguous situation is done and solution is found is known as _____ **problem solving.**
26. Who is the author of " process of education"? _____ **Jerome burner.**
27. Graphic depiction of relationship among a set of concept, terms ,or ideas , usually organized by the student, but not always _____ **concept map.**
28. A type of positive transfer which is due to the use of some learning strategies such as elaboration, imagery and cues is known as _____ **general transfer.**
29. A situation in which prior learning interfere with subsequent learning is known as _____ **negative transfer.**
30. The ability to make or do something new that is also useful or valued by others is known as _____ **creativity.**
31. In which test a person may be given a number of circles and asked to create a different drawing from reach circle _____ **Graphic test.**
32. In which type of positive transfer specific similarities between the two tasks occur? For example, similarities in French and Spanish language in vocabulary, sentence etc _____ **specific transfer.**
33. Which type of thinking require skill at analyzing the relatability and validity of information, as well as the attitude or temperament to do so is known as _____ **Critical thinking.**
34. In which test a person may be given a number of circles and asked to create a different drawing from reach circle: _____ **Graphic test.**
35. The ability to make or do something new that is also useful or valued by others is known as _____ **Problem solving.**
36. Which kind of thinking is stimulated by open ended questions which have many possible answers.. _____ **divergent thinking.**
37. The process in which previously learnt influences current learning is known as _____ **transfer of learning.**
38. The ability in which analysis of complex and ambiguous situation is done and solution is found is _____ **known as Problem solving.**
39. A type of positive transfer which is due to the use of some learning strategies such as elaboration imagery and cues is known as _____ **general transfer.**
40. Telling or explaining organized information usually to a group is known as _____ **Lecture method.**
41. Who developed an alternative behavioral Explanation of how transfer of learning occur _____ **Thorndike and woodsworth.**
42. The children who are unable to generalize from one situation to the other are consider as _____ **Mentally retarded.**

43. Approach which involves speech reading (lip reading) and training students with hearing Problem to use their limited hearing effectively is _____ **Oral approach.**
44. In which type of positive transfer of learning previously learnt capability is used in solving a similar problem in a different context _____ **Lateral transfer.**
45. Which kind of thinking is focused, logical about ideas and experience that lead to specific answer _____ **Convergent thinking!**
46. In which century tough subjects like Latin , Greek and geometry were thought to improve students ability memorize, think and reason? _____ **1900 s**

1. Definition of growth.

The term growth denotes a net increase in the size, or mass of the tissue. It is largely attributed to multiplication of cells and increase in the intracellular substance.

According to Crow and Crow (1962) Growth refers to structural and physiological changes.

2. Definition of development.

Development specify maturation of functions. It is related to the maturation and myelination of the nervous system and indicates acquisition of a variety of skills for optimal functioning of the individua

3. Difference between growth and development.

growth

1. Growth mainly focuses on quantitative improvement.
2. Growth ends at maturation.
3. Growth is dependent on cellular changes.
4. Growth is associated with the progressive physical change from one stage to another.
5. Growth is external

Development

1. development is associated with both qualitative and quantitative improvement.
2. Development is a consistent process and continues throughout life.
3. Development is dependent on organizational transformation.
4. development is the gradual transformation of behavioral and skill set changes
5. Development is an internal process.

4. General principles of development.

1. Development is a continues process
2. Development follows a pattern:
3. Development proceeds from general to specific responses
4. Development involves change
5. Development is a product of interaction of the heredity and environment
6. Principle of uniqueness
7. The Principle of Interaction of Maturation and Learning

5. Factors influence human development.

Factors influencing human development •

Environmental factors,

such as income and education, all affect a child's development. A safe community offers a chance to explore. Income affects nutrition, housing, clothing, toys and access to resources and programs. A parent's education may affect how often they read to the child.

- **Biological factors,**

including gender and health, affect development. Females and males develop at different rates. Children with health or mental issues develop differently. Nutrition and physical activity affect a child's growth and health.

- **A child's relationships are important.**

Children bond strongly with their parents and play and learn with siblings and peers at school. Some children are involved in Sunday school, daycare or other social groups.

- Early sensory experiences affect development. All five senses are involved in a child developing an understanding of the world.

5. Main phase of development.

There are two main phases of the process of development i.e the stage or phase of before Birth and the stage or phase of after Birth. The second phase of life has four stages, i.e. Infancy, childhood, Adolescence and Adulthood. The period of infancy covers the period from birth to 5 years, childhood from 6 to 12 years and adolescence from 12 to 18/19 years. Each stage of development has its own specific characteristics.

6. Human growth and maturation.

7. Human growth	Maturation.
Growth is the increase in overall body size with changes in muscle, bone and fat and this affects motor skills. Growth is complicated because: Different parts of the body grow at different rates; periods of growth start and stop at different times. Growth is one of the characteristics of living organisms. It is a process which involves to increase the size and complexity and change the shape of the bodies of living organisms. Growth is irreversible. Growth in humans is rapid at two stages- first, during the period of gestation and two years after the birth of a child and second, during adolescence (the age from 11 to 17 or 18).	Maturation refers to changes that occur naturally, spontaneously and automatically. These are to a large extent, genetically programmed which appear at certain period of age and are relatively unaffected by environment except in cases of malnutrition or severe illness. Maturation has diverse meanings. One meaning that is relevant to the topic of growth is "the process of being mature". This period starts by the end of the puberty in human.

7. What is intelligence?

Intelligence is an inferred process that humans use to explain the different degrees of adaptive success in people's behavior.

8. What are the forces which influence man's behavior?

Man's behavior is influenced by two forces: heredity and environment.

9. What is heredity?

The biological or psychological characteristics which are transmitted by the parents to their offsprings are known by the name of heredity. Heredity is, in other words, a biological process of transmission of certain traits of behavior of the parents to their children, by means of the fertilized egg. Heredity traits are innate; they are present at birth.

10. What kind of Nature-nurture is involves?

The nature-nurture issue involves the debate about whether development is primarily influenced by nature or by nurture.

11. Write the aspects of human development.

1. Physical Development

It deals with changes in body structure and functions mainly due to growth or maturation. Therefore, physical development can properly be called as physical growth rather than physical development. Learning plays little role in physical development.

2. Social Development

It refers to changes in the way an individual relates to others. A large part of these changes are due to learning.

3. Emotional Development

It means changes in the way individual becomes capable of understanding, expressing and controlling personal feelings, understanding feelings of others and responding to them. In emotional development maturation and learning both play important role. It is yet debatable that which plays a greater role.

4. Intellectual Development

It refers to changes by which mental processes becomes more complex and sophisticated. Intellectual development is also considered to be under the influence of both heredity (maturation) and environment (learning).

12. What is Meta cognition?

- Metacognition refers to awareness of one's own knowledge---what one does and doesn't know---and one's ability to understand, control, and manipulate one's cognitive processes (Meichenbaum, 1985). "Metacognition" is often simply defined as "thinking about thinking." Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning.

13. What is forgetting? Write theories of forgetting.

The loss of information or the inability to access previously encoded information within memory.

Two possible answers:

→Forgetting information from "Short Term Memory (STM)" can be explained using the theories of "Trace Decay" and "Displacement"

→Forgetting from "Long Term Memory (LTM)" can be explained using the theories of "Interference" and "Lack of Association"

14. What is retrieval cue?

"Any stimulus that assists the process of locating and recovering information stored in memory" (Grivas et al 2011).

Retrieval cues...

- Examples of retrieval cues include:
 - Questions
 - Emotional states such as happiness or depression
 - Physical states such as being intoxicated or in pain
 - Environmental cues such as sights, sounds and smells within that specific situation

15. What are tips of tongue phenome?

A type of retrieval failure is the tip of the tongue phenomenon (TOT).

Definition: The tip---of---the---tongue phenomenon is the term for the temporary inability to remember something you know, accompanied by a feeling that it is just out of reach.

16. Due to failure of retrieval cue why we forget sometimes?

According to this theory, we forget because we are not able to use the correct cues to retrieve or access information. Forgetting occurs when information is available in LTM but is not accessible.

17. Name the retrieval failure theory?

Cue-dependent forgetting.

18. What are strength and limitations of retrieval failure theory?

❖ STRENGTHS...

- There is research evidence to support it.
- Studies of recall versus recognition show that the amount of forgetting can be greatly reduced when retrieval cues are made available, e.g. Meyer & Hilterbrand (1984).
- The tip-of-the-tongue phenomenon is a frequent reminder that we have information stored in memory that we cannot access, until we find the right cue

LIMITATIONS

- The theory doesn't explain why there is a failure to retrieve some memories but not others.

19. Define the motivational forgetting.

This theory describes forgetting as a defense mechanism in which people are motivated or desire to forget unwanted or disturbing memories, either consciously (suppression) or unconsciously (repression). Motivated forgetting is based on Freud's theory that people create a defense mechanism to protect themselves from painful experiences. Motivated forgetting has been an aspect of psychological study relating to such traumatizing experiences as torture, war, natural disasters, rape and murder.

20. What are attributes of intelligence?

Three broad attributes:

Verbal ability, practical problem solving, and social competence

21. Difference between crystalized, fluid and creative intelligence.

Crystallized intelligence	Fluid intelligence	Creative intelligence
Crystallized intelligence refers to skills that depend on accumulated knowledge and experience, good judgment, and mastery of social customsabilities acquired because they are valued by the individual's culture. In other words crystallized intelligence involves knowledge and comprehension which is considered important in a specific culture but which varies from culture to culture	Fluid intelligence depends more heavily on basic information-processing skills- the ability to detect relationships among stimuli, the speed with which the individual can analyze information, and the capacity of working memory. Fluid intelligence is assumed to be influenced more by conditions in the brain and less by culture.	Try to solve new kinds of problems that require us to think about the problem and its elements in a new way (e.g., inventing, designing) • Creative intelligence relates to the way a person approaches new information or a new task. You may also hear creative intelligence referred to as experiential intelligence. It involves a person's ability to apply their existing knowledge to new problems.

22. What is three stratum theory of intelligence?

Using improved factor-analytic methods, John Carroll (1993, 1997) reanalyzed relationships between items in hundreds of studies.

His findings yielded a three-stratum theory of intelligence that elaborates the models proposed by Spearman, Thurstone, and Cattell. Carroll represented the structure of intelligence as having three tiers. In the second tier are an array of broad abilities, which Carroll considered to be the basic biological components of intelligence; they are arranged from left to right in terms of decreasing relationship with "g." In the third tier are narrow abilities-specific behaviors through which people display the second-tier factors.

Carroll's model is the most comprehensive factor-analytic classification of mental abilities to date. It provides a useful framework for researchers seeking to understand mental test performance in cognitive-processing terms. It also reminds us of the great diversity of intellectual factors. Currently, no test measures all of Carroll's factors.

Sternberg's (1997, 2001, and 2002) tri-archic theory of successful intelligence identifies THREE broad, interacting intelligences:

- analytical intelligence, or information-processing skills;
- creative intelligence, the capacity to solve novel problems
- practical intelligence, application of intellectual skills in everyday

23. What is Carroll model?

Carroll's model is the most comprehensive factor-analytic classification of mental abilities to date. It provides a useful framework for researchers seeking to understand mental test performance in cognitive-processing terms. It also reminds us of the great diversity of intellectual factors. Currently, no test measures all of Carroll's factors.

24. What is Sternberg triachic theory of intelligence?

Robert Sternberg defines intelligence as:

"The cognitive ability to learn from experience, to reason well, to remember important information, and to cope with the demands of daily living."

SUCCESSFUL INTELLIGENCE

Sternberg believes that intelligence has less to do with success in the classroom and more to do with success in the real world. He refers to the ability to achieve success in life as "successful intelligence." He believes that people have three types of intelligence and that "successfully intelligent" people learn to balance the three types of intelligence effectively

25. Gardner theory of intelligence.

When you think of intelligence you normally think of the one intelligence that must be preferred to and that is intellectual intelligence. Howard Gardner says there are actually multiple types of intelligences. Lets go through all these one by one

1. Logical mathematical intelligence

- Solving math and logic problems
- Taking tests in which high logical intelligence is required
- Ability to make and read graphs
- Organization of things

2. Verbal linguistic

- People with high verbal linguistic intelligence probably they are good at:
- Poems
- Rhyming words
- Reading and writing
- Story teller

3. Interpersonal intelligence

- Understanding other people's emotions
- Understanding social etiquettes and norms are of the different situations
- Good leader or manager and have to coordinate with employees then you might have good interpersonal intelligence

4. Body Kinesthetic Intelligence

- Ability to use the body purposefully

- People excellent in their bodily kinesthetic field are
- Dancers • Actors
- Solders
- Sports athletes

5. Musical Intelligence

- This is associated with rhythmic and harmonic music
- Being able to interpret sounds, rhythms and tones and pitches
- Probably compose or at least play an instrument

6. Visual Spatial

- Its basically is how well you visualize something in your mind's eye
- How well you can think about something in your mind

Example

- How well you get through a maze
- How you read a map?

7. Intrapersonal intelligence

- Different from interpersonal intelligence • This is more about how you understand your self
- Are you self aware or not?
- How well you can control your emotions and moods?
- You know your strengths and weaknesses?

8. Naturalistic intelligence

- You can recognize and classify all types of animals, plants and minerals in the real world
- Hunters and fisherman are pretty intelligent in naturalistic field Sheff's and botanists

26. What is the scale to measure the intelligence?

Intelligence is measured through intelligence testes that are individual's tests (Stanford-Binet test) as well as group tests (Wechsler tests). Intelligence testing began in early 1900's when Alferd Binet and Simon developed the first individual intelligence test to identify those children who could not profit from normal classroom instruction and required special education. This test, after four revisions, is still used to measure the intelligence. It consists of school related task and intellectual skills needed to do well in school. Initially, 'mental age' of the students was determined.

For example, if a child succeeded on all items meant for 6 years old, he was considered to have mental age of 6 whether the child was actually more or less in physical age. Later, the concept of 'intelligent quotient' (IQ) was added. The formula of calculating IQ, presently known as Ration IQ is no longer used. Instead deviation IQ is calculated these days by comparing the performance of the person with his age group. The value of IQ is used for predicting school achievement.

27. What is personality?

Shaffer defines personality as a broad collection of attributes and distinctive patterns of behavior or habits that seem to characterize an individual on temperament, traits, interests, attitudes and values .Personality is individual's characteristic pattern of perceiving, thinking, feeling and continuing over time.

28. Theories of personality.

- Type Theories
- Trait Theories
- Psychodynamic Theories
- Learning Theories
- Humanistic Theories
- Cognitive Theories • Erikson's Theory of Personality Development

29. What is extraversion?

High score on 'extraversion' indicates that the individual is oriented primarily towards the external world of people and experiences while low scores show him to be more

withdrawn and more concerned with his inner states of mind (a condition which Eysenck terms as 'introversion').

30. Neuroticism

High scores on 'neuroticism' indicate that the person is more inclined to anxiety and fear while low scores show good psychological balance (termed as stability).

31. Psychoticism

High 'psychoticism' scores indicate an individual who is relatively independent, tough-minded, aggressive and cold while low scores go with dependency and tender mindedness (loving or caring).

32. Psychodynamic theories

- Trace the development of personality and stress the unconscious determinants of human personality which lead to differing personality traits. These personality characteristics originate during early years of life due to inappropriate (too much or too less) need gratification that may result fixation at one stage which is reflected in adult personality traits.
- The individual is presently unaware of these traumatic, anxiety creating experiences because these have been pushed back into the unconscious part of human mind.
- Sigmund Freud is the founding father of psychodynamic theories whose explanations about personality development were later revised and extended by his students.
- Erik Erikson was one of his most distinguished students who disagreed with his teacher and believed that, instead of biological instincts, social aspects of culture shape human personality. Erikson's theory offers more promise than Freudian Theory in education

33. Personality assessment techniques

- Subjective Methods.
- Objective Methods.
- Projective Methods.
- Psycho-Analytical Methods.
- Physical Test Methods or Physiological Methods.

34. Miniature life situation

In miniature life situations, artificial situations resembling real life situations, are created and the subject's reactions and behavior are observed and evaluated. Situations involving honesty, cooperation, persistence, and team-work can be created and the subject's behavior may be noted and judged accordingly. For selection of leaders in the army, this method is often used with great advantage. Reactions to failure and success may also be evaluated by putting subjects in situations where they fail and get frustrated or gratified.

35. The thematic appreciation test

(TAT) developed by Murray and Morgan (1935) consists of a series of 20 pictures. The person is asked to tell the story that each one suggests to him. These pictures are arranged in appropriate groups for male and female adults and for children. On each picture, the subject tells the story by identifying the characters, explaining their relationships to each other, describing what preceded the situation shown in the picture, and stating an outcome. These theme projects implicit attitudes, habits of thought, ideals and drives of the subject, as well as the characteristics of the other characters- father, mother, brother, sister, husband and wife. The Rorschach test throws light on the structures of personality whereas the TAT throws light on the functioning of personality.

36. Children appreciation test

This test was constructed Bellack in 1948. It is used to assess the personality of children up to twelve years of age. Young children are very much interested in listening to stories about animals and in playing with animals. Before administering the test, Psychologist

establishes rapport with the chief so as to win his cooperation. CAT brings to light the child's repressed desires.

37. The psycho-analytic test

This method was propounded by Sigmund Freud, the father of the School of Psycho-analysis. Two types of tests, in the Psycho-analytic method of investigation of Personality are very popular viz.:

- (1) **Free Association Test.**
- (2) **Dream Analysis Method.**

Both these tests show the peculiarities of the Personality, in its unconscious aspect. In the dream analysis, the subject describes his dream and without using the mind, meaning thereby the unrestricted state of the mind associates freely the dream objects and activities. Because of the absence of the mental element, the truth of the unconscious mind is expressed by which the psycho analyst discovers many peculiarities of a character. Its main difficulty lies in the need for a skilled and experienced psycho-analyst. Often the psycho-analyst analyses his own mind in order to remove the possibility of any prejudice.

38. Physical test method

In physiological methods of assessment of personality following instruments are commonly used:

1. Pneumograph:

It is used for measuring the rate of respiratory activity of the individual.

2. Plethysmograph:

It is used for measuring the individual's Blood pressure.

3. Shymograph:

It is used for measuring the activity of heart.

4. Electrocardiograph:

It is used for measuring the activity-of-heart.

5. Electro-encephalograph:

It is used for measuring the electrical activity in the human brain,

6. Graphology:

The individual's personality is assessed through a study of his handwriting.

7. Electromyogram:

It is used for measuring muscular activity.

39. Developmental task theory

1. Although many theorists are responsible for contributing to the Developmental Tasks Theory, it was Robert J. Havighurst who elaborated this theory in a most systematic and extensive manner.
2. Havighurst main claim is that development is continuous throughout the entire lifespan, occurring in stages, where the individual moves from one stage to the next by means of successful resolution of problems or performance of developmental tasks.
3. These tasks are those that are typically encountered by most people in the culture where the individual belongs. If the person successfully accomplishes and masters the developmental task, he feels pride and satisfaction, and consequently earns his community or society's approval. This success provides a sound foundation which allows the individual to accomplish tasks to be encountered at later stages.
4. Conversely, if the individual is not successful at accomplishing a task, he is unhappy and is not accorded the desired approval by society, resulting in the subsequent experience of difficulty when

faced with succeeding developmental tasks. This theory presents the individual as an active learner who continually interacts with a similarly active social environment.

5. From examining the changes in your own life span you can see that critical tasks arise at certain times in our lives. Mastery of these tasks is satisfying and encourages us to go on to new challenges. Difficulty with them, slows progress toward future accomplishments and goals.

40. Developmental theory task

Three sources of developmental tasks (Havighurst, 1972)

1. **Tasks that arise from physical maturation.** For example, learning to walk, talk, and behave acceptably with the opposite gender during adolescence; and biological development
2. **Tasks that from personal sources.** For example, those that emerge from the maturing personality and take the form of personal values and aspirations, such as learning the necessary skills for job success.
3. **Tasks that have their source in the pressures of society.** For example, learning to read or learning the role of a responsible citizen.

42. Stages

Stage 1

Infancy - Early Childhood (birth to 5 years)

- Learning to take solid foods
- Learning to walk.
- Learning to talk
- Learning to control the elimination of body wastes
- Learning gender differences
- Forming concepts and learning language to describe social and physical reality.
- Getting ready to read

Stage 2

Middle Childhood (6 to 12 years)

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism
3. Learning to get along with age-mates
4. Learning an appropriate masculine or feminine social role
5. Developing fundamental skills in reading, writing, and calculating
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality, and a scale of values
8. Achieving personal independence
9. Developing attitudes toward social groups and institutions

Stage 3

Adolescence (13 to 18 years)

1. Achieving new and more mature relations with age-mates of both sexes
2. Achieving a masculine or feminine social role
3. Accepting one's physique and using the body effectively

4. Achieving emotional independence of parents and other adults
5. Preparing for marriage and family life preparing for an economic career
6. Acquiring a set of values and an ethical system as a guide to behavior; developing an ideology
7. Desiring and achieving socially responsible behavior

Stage 4

Early adulthood (19 to 29 years)

1. Selecting a mate
2. Achieving a masculine or feminine social role
3. Learning to live with a marriage partner
4. Starting a family
5. Rearing children
6. Managing a home
7. Getting started in an occupation
8. Taking on civic responsibility
9. Finding a congenial social group

Stage 5

Middle Adulthood (30-60 years)

1. Maintaining economic standard of living
2. Performing civic and social responsibilities
3. Relating to spouse as a person
4. Adjusting to physiological changes

Stage 6

Later Maturity (60>)

1. Adjusting to deteriorating health and physical strength
2. Adjusting to retirement
3. Meeting social and civil obligations
4. Adjusting to death or loss of spouse

41. Contributions of Erikson?

Contributions of Erikson

- Personality develops throughout the lifetime
- Identity crisis in adolescence
- Impact of social, cultural, personal and situational forces in forming personality

42. Criticism on Erikson

Criticisms of Erikson

- Ambiguous terms and concepts
- Lack of precision
- Some terms are not easily measured empirically
- Experiences in stage may only apply to males

- Stages are not mutually exclusive, neither do they fit in neatly packaged age intervals
- The order of the stages may not be same for every one e.g., gender difference etc.
- Identity crisis may only apply to those affluent enough to explore identities

43. What is learning?

“A persisting change in human performance or performance potential . . . (brought) about as a result of the learner’s interaction with the environment” (Driscoll, 1994, pp. 8-9).
 “The relatively permanent change in a person’s knowledge or behavior due to experience” (Mayer, 1982, p. 1040).

44. How do people learn?

A: Nobody really knows.

But there are 3 main theories:

- Behaviorism
- Social Learning Theory
- Cognitivism

45. Social learning theory

Bandura’s Social Learning Theory postulates that people learn from one another, via observation, imitation, and modeling; people learn through observing others’ behavior, attitudes, and outcomes of those behaviors. (Grusec, 1992) .

Social Learning Theory

- “Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.” (Bandura).
- Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. (Grusec, 1992)
- Bandura believed in “reciprocal determinism”
- The world and a person’s behavior cause each other
- One’s environment causes one’s behavior
- Behavior causes environment (Ormrod, 1999)

According to Bandura, personality is shaped by an interaction among cognitive factors, behaviors and environmental factors. This interaction is termed reciprocal determinism.

46. Learning comes through?

Learning comes from observing other’s behavior and observing the consequences of the behavior

1. Attention. The learner must attend the behavior
2. Retention. The learner must remember the behavior
3. Motor reproduction. The learner must be able to act what she has seen
4. Motivation. The learner must feel motivated to demonstrate what he/she has learned.

47. Factors which may influence learning

Factors that may influence learning

- **Consistency.** The model (the person the learner is imitating) behaves in a way that is consistent across situations

- **Identification:** The learner can identify with the model
- **Rewards/punishment.** We can learn from the consequences of the models' behaviour.
(Vicarious learning)
- **Liking:** The more we like the model, the more likely we are to imitate his or her behaviour.

48. Strengths of theory

Evaluation of theory – strengths

- Empirical support (e.g. studies, mirror neuron research, animal observations of social learning)
- Application (education, therapy)
- To understand learning, aggression, depression, to predict behaviour
- Interactionist – emphasizes dispositional (a person's inherent qualities of mind and character.), situational and sociocultural factors.

49. Piaget theory of cognitive learning

- Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence.
- Piaget believed that children took an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world.
- As kids interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

50. Stages of cognitive learning

The Sensorimotor Stage (Ages: Birth to 2 Years)

Major Characteristics and Developmental Changes:

- The infant knows the world through their movements and sensations
- Children learn about the world through basic actions such as sucking, grasping, looking, and listening
- Infants learn that things continue to exist even though they cannot be seen (object permanence)
- They are separate beings from the people and objects around them
- They realize that their actions can cause things to happen in the world around them

The Preoperational Stage (Ages: 2 to 7 Years)

Major Characteristics and Developmental Changes:

- Children begin to think symbolically and learn to use words and pictures to represent objects.
- Children at this stage tend to be egocentric and struggle to see things from the perspective of others.
- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

The Concrete Operational Stage (Ages: 7 to 11 Years)

Major Characteristics and Developmental Changes

- During this stage, children begin to think logically about concrete events
- They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example

- Their thinking becomes more logical and organized, but still very concrete
- Children begin using inductive logic, or reasoning from specific information to a general principle

The Formal Operational Stage (Ages: 12 and Up)

Major Characteristics and Developmental Changes: □

At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems

- Abstract thought emerges
- Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning
- Begin to use deductive logic, or reasoning from a general principle to specific information

51. What is schemas?

A schema describes both the mental and physical actions involved in understanding and knowing.

Schemas are categories of knowledge that help us to interpret and understand the world.

51. What is assimilation?

The process of taking in new information into our already existing schemas is known as assimilation. The process is somewhat subjective because we tend to modify experiences and information slightly to fit in with our preexisting beliefs. In the example above, seeing a dog and labeling it "dog" is a case of assimilating the animal into the child's dog schema.

53. What is accommodation?

Another part of adaptation involves changing or altering our existing schemas in light of new information, a process known as accommodation. Accommodation involves modifying existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process.

54. Equilibrium

Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration. As children progress through the stages of cognitive development, it is important to maintain a balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation). Equilibration helps explain how children can move from one stage of thought into the next.

55. What is constructivism?

Constructivism is an approach to teaching and learning based on the idea that cognition is the result of "mental construction". In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. The learner actively imposes organization and meaning on the surrounding environment and constructs knowledge in the process. The teacher's role is not only to observe and assess but to also engage with the students while they are completing activities, wondering aloud and posing questions to the students for promotion of reasoning.

56. Sociocultural theory

Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.

57. Zone of proximal development with context of theory

The difference between what a child can do independently and what the child needs help from a more knowledgeable person to do.

58. What is scaffolding?

“Role of teachers and others in supporting the learner’s development and providing support structures to get to the next stage or level” Vygotsky.

A knowledgeable participant can create by means of speech and supportive conditions in which the student (novice) can participate in and extend current skills and knowledge to a high level of competence. In an educational context, however, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the students.

- Provides support
- Extends the range of what a learner can do.
- Allows the learner to accomplish tasks otherwise impossible
- Used only when needed

59. Humanistic approach

The humanistic approach emphasizes the personal worth of the individual, the centrality of human values, and the creative, active nature of human beings. The approach is optimistic and focuses on the noble human capacity to overcome hardship, pain and despair.

60. Maslow hierarchical needs

Maslow's theory presents his hierarchy of needs in a pyramid shape, with basic needs at the bottom of the pyramid and more high-level, intangible needs at the top. A person can only move on to addressing the higher-level needs when their basic needs are adequately fulfilled.

- **Physiological needs:** The first of the id-driven lower needs on Maslow's hierarchy are physiological needs. These most basic human survival needs include food and water, sufficient rest, clothing and shelter, overall health, and reproduction. Maslow states that these basic physiological needs must be addressed before humans move on to the next level of fulfillment.
- **Safety needs:** Next among the lower-level needs is safety. Safety needs include protection from violence and theft, emotional stability and well-being, health security, and financial security.
- **Love and belonging needs:** The social needs on the third level of Maslow's hierarchy relate to human interaction and are the last of the so-called lower needs. Among these needs are friendships and family bonds—both with biological family (parents, siblings, and children) and chosen family (spouses and partners). Physical and emotional intimacy ranging from sexual relationships to intimate emotional bonds are important to achieving a feeling of elevated kinship. Additionally, membership in social groups contributes to meeting this need, from belonging to a team of coworkers to forging an identity in a union, club, or group of hobbyists.
- **Esteem needs:** The higher needs, beginning with esteem, are ego-driven needs. The primary elements of esteem are self-respect (the belief that you are valuable and deserving of dignity) and self-esteem (confidence in your potential for personal growth and accomplishments). Maslow specifically notes that self-esteem can be broken into two types: esteem which is based on respect and acknowledgment from others, and esteem which is based on your own self-assessment. Self-confidence and independence stem from this latter type of self-esteem.
- **Self-actualization needs:** Self-actualization describes the fulfillment of your full potential as a person. Sometimes called self-fulfillment needs, self-actualization needs occupy the highest spot on Maslow's pyramid. Self-actualization needs include education, skill development—the refining of talents in areas such as

music, athletics, design, cooking, and gardening—caring for others, and broader goals like learning a new language, traveling to new places, and winning awards.

61. What is moral development?

Moral development is the gradual development of an individual's concept of right or wrong – conscious, religious values, social attitudes and certain behaviour.

62. Kohlberg theory

This theory is a stage theory. In other words, everyone goes through the stages sequentially without skipping any stage. However, movement through these stages are not natural, that is people do not automatically move from one stage to the next as they mature. In stage development, movement occurs when a person notices inadequacies in his or her present way of coping with a given moral dilemma. According to stage theory, people cannot understand moral reasoning more than one stage ahead of their own. For example, a person in Stage 1 can understand Stage 2 reasoning but nothing beyond that

63. Gilligan's theory of moral development?

PIONEER OF GENDER STUDIES

- Born in 1936
- Student of Lawrence Kohlberg
- Worked with Erik Erikson
- Did research with Lawrence Kohlberg
- Criticized Kohlberg's Theory of Moral Development
- Famous for her work in psychological and moral development of girls
- Taught at Harvard for 30 years; was first professor of gender studies there

MORALITY AND GENDER

- Male approach is that individuals have basic rights and one must respect the rights of others
- Female approach is that people have responsibilities towards others
- Morality imposes restrictions on what one can do
- Morality is an imperative to care for others
- Justice orientation
- Responsibility orientation

64. Stages of moral development?

STAGES OF MORAL DEVELOPMENT

1. Selfish Stage
2. Belief in Conventional Morality
3. Post-Conventional Stage

MORE ABOUT STAGES

- Young girls start out with a selfish orientation; then learn to care for others
- Women learn that it is wrong to act in their own interests; others' interests are more important
- Learn that it is just as wrong to ignore their own interests as it is to ignore others' interests; learn this through connecting with others

65. Criticism of Gilligan's theory?

- Theory is based on moral decisions in an actual real life situation. Findings may not apply in ALL situations.

- Data was collected on women ONLY.
- Gilligan also never published her data in peer-reviewed journals.

66. Stages of development?

- Stages of Development (According to School Level)
 - o Preschool and kindergarten (3-6 years)
 - o Primary grades: 1,2, and 3 (6-9 years)
 - o Elementary grades: 4, 5 and 6 (9-12 years)
 - o Junior high school: 7,8, and 9 (12-14 years)
 - o Senior high school: 10,11 and 12 (15-18 years)
- **Preschool & Kindergarten (3-6 years)**

Children have the first exposure with school routine whereby they interact with more than a few peers. They get opportunities to prepare for initial academic experiences in group settings. It is important for them to learn to follow directions and get along with other.

- **Primary Grades 1, 2 & 3 (6-9 years)**

This age is the age of first experiences with school learning. Children are eager to learn reading and writing who are likely to be upset due to lack of progress in academics. They learn initial attitudes toward schooling. Initial roles in a group setting are formed. These roles may establish a lasting pattern, for instance as a leader, follower, athlete, underachiever etc.

- **Elementary Grades 4, 5 and 6 (9-12 years)**

During these grades, the initial enthusiasm and natural curiosity and eagerness for learning may generally fade away due to lack of success in perfecting more difficult academic skills. Differences in knowledge and skills of fastest and slowest learners become more visible. Automatic respect for teachers tends to decrease. Physical growth spurt and puberty lead to greater awareness in gender roles.

- **Junior High School 7, 8 and 9 (12-15 years)**

During their grades, growth spurt and puberty influence, many aspects of student's behaviour. Peers (age-follows) begin to influence them more than parents and teachers. Acceptance by peers becomes extremely important to them. Students showing poor school performance have feelings of bitterness, resentment and restlessness.

- **Senior High School; 10, 11, 12 (16-18 Years)**

During this stage, physical maturity is, by and large, achieved which influences many aspects of students' behaviour. Peer group and reactions of friends become extremely important for the adolescents. They are concerned about what will happen after they complete this stage, especially those not intending to pursue further education. They become aware of the importance of academic ability and grades for certain career patterns. They have to make certain value decisions about morality and ethics.

67. Concentrate abstract thinking?

Abstract thinking is the ability to understand concepts that are real, such as freedom or vulnerability, but which are not directly tied to concrete physical objects and experiences. Abstract thinking is the ability to absorb information from our senses and make connections to the wider world

68. Transfer of learning?

Transfer of learning has been defined by Mayer and Wittrock as "whenever something previously learnt influences current learning or when solving an earlier problem affects how you solve a new problem.

69. Theories of learning?

Theories of Transfer of Learning

(1) The Doctrine of Formal Discipline

- During early 1900s, such subjects as Latin, Greek and Geometry were taught because these were considered difficult to learn; It was expected that by learning these subjects, students would improve ability to memorize, think and reason.
- These enhanced abilities were then expected to facilitate learning less difficult subjects.
- The rationale behind this practice was that human mind could be made stronger with mental exercise like body muscles that are made stronger with physical exercise.
- The researchers lent limited support to this early explanation of transfer of learning. Studying Latin and Greek results in better subsequent learning in Latin and Greek (specific transfer) but does not contribute to learning other subjects (general transfer) which was claimed by it.

(2) The Theory of Identical Elements

- In early 1900s, Thorndike and Woodworth proposed an alternative behavioral explanation of how transfer occurs.
- They argued that the degree to which knowledge and skills acquired in learning one task can help depends on how similar the two tasks are.
- If the learner recognizes the similarities between task's stimulus and response elements as in riding a bicycle and a motorcycle, the greater will be the amount of transfer. This idea is known as the theory of identical Elements.

70. Types of transfer learning?

Types of Transfer of Learning

Thorndike and other psychologists have also identified different types of transfer and the conditions under which each type occurs. A useful distinction is made between positive transfer, negative transfer and zero transfer.

POSITIVE TRANSFER

- Positive transfer is defined as a situation in which previous learning helps subsequent learning.
- Positive transfer occurs when a new learning task calls for essentially the same response that was made to a similar, earlier learnt task stimulus.
- The person who is fluent in French, for instance, is likely to learn Spanish more easily.

General Transfer

- General transfer is that positive transfer which is due to use of some learning strategies such as elaboration, imagery and mnemonic devices.
- For example, learning a foreign language helps learning another foreign language because the general learning strategies are the same.
- Still another useful distinction is made by Gagne, that is, vertical transfer and lateral transfer.

Vertical Transfer

- Vertical transfer is that positive transfer which occurs when previously learnt capability helps in learning more complex material in the same area.
- For example, learning to determine different types of triangles helps in forming the concept of equilateral triangle, right angled triangle, etc.

Lateral Transfer

- Lateral transfer is that positive transfer when a previous learnt capability is used in solving a similar problem in a different context.
- For example, previously learnt rules and procedures for conducting experiments in Physics are used to conduct experiments in Biology. Lateral transfer is essentially the same as general transfer. Both involve using the cognitive strategies.

Negative Transfer

- Negative transfer is defined as a situation in which prior learning interferes with subsequent learning.

- Negative transfer occurs when two tasks are highly similar but require different responses, for example, pronouncing the words that spell alike but are pronounced differently.

Zero Transfer

- Zero transfer is defined as a situation in which previous learning has no effect on subsequent, new learning.
- Zero transfer occurs when two tasks have different stimuli and different responses

71. Cognitive view of transfer?

This view of transfer emphasizes the role of comprehension and memory in transfer of learning and is based on information processing theory of learning. According to information processing theory, we store and retrieve information in memory in a highly systematic fashion. The storage and retrieval processes are strongly influenced by comprehension. Comprehension is learner's ability to relate new information to previously acquired knowledge. Previously acquired knowledge exists in memory in the form of schemata (mental representations of relationships among objects and events). A schema is a structure with many slots for people, objects and events. In the cognitive view, transfer of learning involves activation of previously acquired schema when one encounters a new learning situation. If the activated schema is appropriate for the new task, learning could occur more readily. If the new information does not match one of slots in the schema, learning becomes difficult.

72. Forms of thinking?

The forms have distinctive educational purposes, even though they sometimes overlap, in the sense that one form may contribute to success with another form. Consider three somewhat complex forms of thinking that are commonly pursued in classroom learning:

- (1) **Critical Thinking,**
- (2) **Creative Thinking,**
- (3) **Problem-solving.**

73. Measurement of creativity?

Torrance has developed TWO types of creativity tests: verbal and graphic

- **Verbal Test**

In verbal tests, a child is asked how, for example, a toy can be changed to make it more fun to play with or think of many uses of a tin as possible.

- **Graphic Test**

In the graphic test, a person may be given a number of circles and asked to create a different drawing from each circle. The responses are then scored for originality (new responses), fluency (number of responses) and flexibility (different responses)

74. Creativity in classroom?

8. According to social psychologists, creativity is a function of social and psychological environment. Creativity must be fostered because many social, environmental and economic problems require creative solutions.
9. Teacher can promote creative thinking in their students by creating classroom environment for creative thinking.
10. Often teachers consciously or unconsciously discourage creative ideas of students without realizing that they are doing so.
11. Teachers are in excellent position to encourage or discourage creativity through acceptance or rejection of the unusual and the imaginative ideas of students.

75. Instructional strategies that stimulate complex thinking?

- Teacher-directed Instruction
- Lectures and Readings
- Advance Organizers
- Recalling and Relating Prior Knowledge

- Elaborating Information
- Organizing New Information
- Concept Map

76. Elaborating information?

- Elaborating new information means asking questions about the new material, inferring ideas and relationships among the new concepts.
- Such strategies are closely related to the strategy of recalling prior knowledge as discussed above: elaboration enriches the new information and connects it to other knowledge. In this sense elaboration makes the new learning more meaningful and less arbitrary or random.

77. Benefits of concept maps

- Aids in Creating a Presentation
- Concept mapping can help someone creating a presentation to organize it in a logical format.
- Allows for Quick Interpretation
- With a concept map, people can often grasp ideas much more quickly than by reading them in an article or book
- Illustrates the Hierarchy of Ideas
- A concept map helps people to understand the hierarchy of ideas, understanding how each component relates to the others.
- Aides in Visualizing Outcomes • It can also help people to understand the possible indirect results of an action or program.

78. What is individual differences?

According to the dictionary of education

- Individual differences stand for the variation or deviations among individuals in regard to a single characteristic or number of characteristics.
- It is stand for those differences which in their totality distinguish one individual from another. So, we can say that individual differences is the differences among humans that distinguish or separate them from one another and makes one as a single unique individual.

79. Types of individual differences?

Following are the types of individual differences

- **Differences in Interest**

Interest may refer as a motivating force that compels us to attend to a person, a thing, or an activity. So in educational field differences in interest means you observe some students like a particular subject, teacher, hobby or profession than other.

- **Difference in Attitude**

Difference in attitude is psyche related to something. Few learners have positive attitude towards a specific topic, subject, and profession than other. The role of education in society is to develop positive attitude.

- **Difference in Values**

Values are the things that are given importance by an individual. Some learners value materialist life style other moral or religious life style etc. So education must mould the mind of young generation to have a balance values between materialism and spiritualism.

- **Study Habits**

It is clearly observable that some students markedly differ from other students in study habits. Some students are studious and study all the subjects with interest but other may not. Some study in isolation and some in group.

- **Difference in Psychomotor Skills**

Psychomotor Skill is related to some skill acquisition. Some students differ in this area also. Some students like football, other cricket, etc. Some students easily learn operating

a machine and some may not. A wise teacher should diagnose students' psychomotor skills abilities and encourage them in that direction.

- **Difference in Self Concept**

Difference in self-concept is the totality of attitudes, judgment, and values of an individual relating to his behavior, abilities, and qualities. So some students have positive self-concept than boost their confidence level and perform better against those who have negative self-image.

80. Causes of individual differences?

The followings are the main causes of individual differences:

1. Hereditary (Nature)

Individuals have various abilities, and capacities provided by hereditary. Which decide the path of progress and development of an individual. Hereditary also put limits upon individuals' growth and development in various dimensions. Hereditary also contributes to both genders, intelligence, and other specific abilities.

2. Environment (Nurture)

Environment also plays key role in individual differences. No person from birth to death gets the same environment. Individual differences occur on the basis of simulation received by individual from his or her internal and external environment. This may include family set up, peer group, economic statues, education etc. It is debatable that whether nature or nurture play vital or stronger role in development of an individual in specific direction. Both are strong contenders in order to distinguish one individual from other.

81. Types of exceptional children?

The U.S. Federal Department of Health and Education has following types of children in the list of handicapped children:

- **Deafness**
- **Hardness of hearing**
- **Blindness**
- **Visual impairments**
- **Speech impairments**
- **Physical and health impairments**
- **Mental retardation**
- **Learning disabilities**
- **Emotional disturbance**

81. Teaching strategies for student disability –

1. Learning disability is a heterogeneous group of disorders. It includes many kinds of problems.
2. The disorders are intrinsic, that is, the disorders are due to internal and not external factors like environment or educational system.
3. The learning disability is believed to be due to biological malfunctioning in central nervous system.
4. The learning disability may exist along with other disabilities like mental retardation, emotional disturbance and external factors like poor teaching but these conditions don't seem to be the causes of learning disability. What are then the causes of mental disability? Psychologists do not agree on it.

Some educators were critical of this category who hold that it is rather an overused or misused label. These students, actually, are slow learners.

Critical thinking

- Requires skill at analyzing the reliability and validity of information, as well as the attitude or temperament to do so.
- The skill and attitude may be displayed with regard to a particular subject matter or topic, but in principle it can occur in any realm of knowledge (Halpern, 2003; Williams, Oliver, & Stockade, 2004).
- A critical thinker does not necessarily have a negative attitude in the everyday sense of constantly criticizing someone or something. Instead, he or she can be thought of as astute (smart, intelligent Critical thinking): the critical thinker asks key questions, evaluates the evidence for ideas, reasons for problems both logically and objectively, and expresses ideas and conclusions clearly and precisely. Last (but not least), the critical thinker can apply these habits of mind in more than one realm of life or knowledge.

Problem solving

- Somewhat less open-ended than creative thinking is problem solving, the analysis and solution of tasks or situations that are complex or ambiguous and that pose difficulties or obstacles of some kind (Mayer & Wittrock, 2006).
- Problem solving is needed, for example, when a physician analyzes a X-ray: a photograph of the foot is far from clear and requires skill, experience, and resourcefulness to decide which foggy-looking blobs to ignore, and which to interpret as real physical structures (and therefore real medical concerns).
- Problem solving is also needed when a grocery store manager has to decide how to improve the sales of a product: should she put it on sale at a lower price, or increase publicity for it, or both? Will these actions actually increase sales enough to pay for their costs?

Vertical transfer learning

Vertical transfer is that positive transfer which occurs when previously learnt capability helps in learning more complex material in the same area.

For example, learning to determine different types of triangles helps in forming the concept of equilateral triangle, right angled triangle, etc.

Stages of development

- Preschool and kindergarten (3-6 years)
- Primary grades: 1,2, and 3 (6-9 years)
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Zero learning

Zero transfer is defined as a situation in which previous learning has no effect on subsequent, new learning.

Zero transfer occurs when two tasks have different stimuli and different responses

Physical characteristics of elementary school children

- Most students reach physical maturity and almost all have attained puberty. All girls have reached their ultimate height yet some boys may continue growing after this stage. There are tremendous variations in height and weight and rate of maturation. Late maturing boys seem to have considerable difficulties in adjustment due to their slow rate of growth. They are still concerned about physical appearance.
- Glandular changes leading to red pimples (acne) especially on face may be a source of worry and self-conscious to some students. The most significant change accompanying puberty is attraction toward opposite gender.

Lateral transfer

- **Lateral transfer is that positive transfer when a previous learnt capability is used in solving a similar problem in a different context.**
- For example, previously learnt rules and procedures for conducting experiments in Physics are used to conduct experiments in Biology. Lateral transfer is essentially the same as general transfer. Both involve using the cognitive strategies.

Divergent thinking

In this sense divergent thinking depends partly on its converse, convergent thinking, which is *focused, logical reasoning about ideas and experiences that lead to specific answers*

Difference between Vygotsky and piagrt theories

Both agree children are active learners who actively construct knowledge

Piaget

- Thinking develops in recognisable stages which depend on natural maturation
- Role of teacher important but use of “more-expert other” not central
- Readiness is a central concept in education – children need to be ready to progress in their learning

Vygotsky

- Development of thinking is dependent upon language and culture
- Use of “more-expert other” seen as fundamental part of cognitive development
- Children should be actively encouraged to move through ZPD – do not need to be ready but should be given opportunity to engage in problems which are beyond current level of ability but within ZPD

Stage of development

Aspects of Human Development

1. Physical Development

- It deals with changes in body structure and functions mainly due to growth or maturation.
- Therefore, physical development can properly be called as physical growth rather than physical development.
- Learning plays little role in physical development.

2. Social Development

- It refers to changes in the way an individual relates to others. A large part of these changes are due to learning.

3. Emotional Development

- It means changes in the way individual becomes capable of understanding, expressing and controlling personal feelings, understanding feelings of others and responding to them.
- In emotional development maturation and learning both play important role.
- It is yet debatable that which plays a greater role.

4. Intellectual Development

- It refers to changes by which mental processes becomes more complex and sophisticated.
- Intellectual development is also considered to be under the influence of both heredity (maturation) and environment (learning).

Types of individual difference

○ Differences in Interest

Interest may refer as a motivating force that compels us to attend to a person, a thing, or an activity. So in educational field differences in interest means you observe some students like a particular subject, teacher, hobby or profession than other.

○ Difference in Attitude

Difference in attitude is psyche related to some thing. Few learners have positive attitude towards a specific topic, subject, and profession than other. The role of education in society is to develop positive attitude.

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Values are the things that are given importance by an individual. Some learners value materialist life style other moral or religious life style etc. So education must mould the mind of young generation to have a balance values between materialism and spiritualism.

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It is clearly observable that some students markedly differ from other students in study habits. Some students are studious and study all the subjects with interest but other may not. Some study in isolation and some in group.

○ Difference in Psychomotor Skills

Psychomotor Skill is related to some skill acquisition. Some students differ in this area also. Some students like football, other cricket, etc. Some students easily learn operating a machine and some may not. A wise teacher should diagnose students' psychomotor skills abilities and encourage them in that direction.

○ Difference in Self Concept

Difference in self-concept is the totality of attitudes, judgment, and values of an individual relating to his behavior, abilities, and qualities. So some students have positive self-concept than boost their confidence level and perform better against those who have negative self-image.

Types of transfer

Thorndike and other psychologists have also identified different types of transfer and the conditions under which each type occurs. A useful distinction is made between positive transfer, negative transfer and zero transfer

Social relation of primary school Humanistic theory

Though the Humanistic Approach was quite popular when it first came out, and though it introduced therapeutic strategies that are still applied today, its popularity had waned. The positive tone of the approach, that is seen as the forerunner of Positive Psychology, is certainly a plus.

Limitations of the Humanistic Approach

Many of the concepts do not lend themselves for operational definitions and for scientific study.

A great deal of the studies conducted by Maslow and Rogers to support their ideas were based on their own subjective impressions and intuition.

The concept of free will has been challenged.

Some researchers questioned the effectiveness of the Rogerian therapy (how do you measure success in therapy?). It may be more appropriate for people in "life transitions" than for deep-seated psychological disorders

Preschool kindergarten social characteristic

Children have the first exposure with school routine whereby they interact with more than a few peers. They get opportunities to prepare for initial academic experiences in group settings. It is important for them to learn to follow directions and get along with others.

1. Most children have one or two best friends but their friendships may change rapidly. They are socially flexible and are usually willing to play with most of their class fellows. Favourite friends are generally of the same gender. In some cases, a child may prefer to be an observer rather than a participant. But when a child appears to join others but lacks initiative, he may be paired on some activity with the child of his choice.
2. Younger children may play besides others but older children play with others. A few stages in their play activities have been observed. Very young children of about 2 years typically indulge in parallel play but not really with others. At a later age, they engage in associative play without formal rules. Finally, most children play cooperatively sharing a common goal by the time they enter kindergarten. This knowledge may help teachers determine whether a child prefers playing alone due to shyness or he lacks skills to join in associative or cooperative play.
3. Quarrels and disputes over shared objects are common in a restricted classroom. Boys are likely to be more aggressive than girls. Teachers should allow children to settle the differences and intervene only when quarrel gets out of hand. They may either suggest another equally attractive activity or impose rules to take turns.

Learning appear twice

□ Learning appears twice.

First on the social level, and later, on the individual level; first *between* people (*interpsychology*), and then *inside* the child (*intrapsychology*)

Personality assessment techniques

- I. Subjective Methods.
- II. Objective Methods.
- III. Projective Methods.
- IV. Psycho-Analytical Methods.
- V. Physical Test Methods or Physiological Methods.

Each one of these categories refers to a number of measuring tools or techniques.

Conceptual map

Concept Maps

- Graphic depiction of relationships among a set of concepts, terms, or ideas; usually organized by the student, but not always.
- A concept map or conceptual diagram is a diagram that depicts suggested relationships between concepts. It is a graphical tool that instructional designers, engineers, technical writers, and others use to organize and structure knowledge.

Define learning

The, learning goals for students with mild mental retardation may be restricted to learning of 3Rs' (reading, writing and arithmetic) during elementary stage and equipping them with useful vocational and domestic skills, literacy for living, health, self care and citizenship skills at secondary stage. The overall aim of educating them' should be to enable them live independently as a productive, self supporting members of society.

Factors that effect the human development process

General principles of human development The following are the important principles of Development :

1. Development is a continues process

- First development is a continuous process. Development does not stop at any time. It continues from the moment of conception until the individual reaches maturity. It takes place at a slow or a rapid rate but at a regular pace rather than by leaps and bounds.
- There may be a break in the continuity of growth due to illness, starvation or malnutrition or other environmental factors or some abnormal conditions in the child's life.

2. Development follows a pattern :

- Secondly, development occurs in orderly manner and follows a certain sequences.
- The rate and speed of development may vary in individual cases, but the sequence of the pattern is the same.

3. Development proceeds from general to specific responses

- Thirdly, it makes from a generalized to localized behaviour. In studying the development pattern of children, it is observed that general activity always precedes specific activity.

Example

- The earliest emotional responses of the new born are generally diffused excitement and this slowly gives way to specific emotional patterns of anger, joy, fear, etc.
- Babies wave their arms in general, random movements before they are capable of such specific responses as reaching for an object held before them.

4. Development involves change

- Development involves a progressive series of changes. The human being is never static.
- From the moment of beginning to the time of death, the person is undergoing changes.
- Nature shapes development most clearly through genetic programming that may determine whole sequences of later development. It refers to a progressive series of orderly coherent changes. Growth on the other hand refers to quantitative changes increasing in size and structure. Development implies both quantitative and qualitative changes.

Social characteristics

1. Most children have one or two best friends but their friendships may change rapidly. They are socially flexible and are usually willing to play with most of their class fellows. Favourite friends are generally of the same gender. In some cases, a child may prefer to be an observer rather than a participant. But when a child appears to join others but lacks initiative, he may be paired on some activity with the child of his choice.
2. Younger children may play besides others but older children play with others. A few stages in their play activities have been observed. Very young children of about 2 years typically indulge in parallel play but not really with others. At a later age, they engage in associative play without formal rules. Finally, most children play cooperatively sharing a common goal by the time they enter kindergarten. This knowledge may help teachers determine whether a child prefers playing alone due to shyness or he lacks skills to join in associative or cooperative play.

Trait theory of personality

□ The Trait Theories

- ☞ Personality types are broad categories.
- ☞ Traits refer to small bits of personality.
- ☞ Each type may consist of traits .

Gordon Allport (1897-1967) , a Harvard psychologist, identified **THREE** kinds of trait to describe a person that is

Criticism of ericksom theory

Theory of identical elements

- In early 1900s, **Thorndike** and **Woodworth** proposed an **alternative behavioral explanation** of how transfer occurs.
- They argued that the degree to which **knowledge and skills acquired in learning one task can help** depends on **how similar the two tasks are**.
- If the learner recognizes the similarities between task's stimulus and response elements as in **riding a bicycle and a motorcycle**, the greater will be the amount of transfer. This idea is known as the theory of **identical elements**.

Taking notes Origin of social learning theory

Bandura's Social Learning Theory postulates that people learn from one another, via observation, imitation, and modeling; people learn through observing others' behavior, attitudes, and outcomes of those behaviors. (Grusec, 1992)

Kohlberg theory

ANS: This theory is a stage theory. In other words, everyone goes through the stages sequentially without skipping any stage. • However, movement through these stages are not natural, that is people do not automatically move from one stage to the next as they mature. In stage development, movement occurs when a person notices inadequacies in his or her present way of coping with a given moral dilemma.

Zone of proximal development

ANS: The difference between what a child can do independently and what the child needs help from a more knowledgeable person to do

Types of moral development

- ANS:**
1. Selfish Stage
 2. Belief in Conventional Morality
 3. Post-Conventional Stage

Preschool physical characteristics

ANS: Preschool children are very active. They have good control of their bodies and enjoy activity for its own sake. Teachers should provide them many opportunities to run, climb and jump but keep them under control. Instead of allowing these children complete freedom in choice of activities, some specific games and activities could be used to achieve semi controlled play.

Preschool intellectual characteristics

ANS: Language of kindergarten children is quite developed. Therefore, they like to talk, especially in front of a group. They should be provided such opportunities but should also be helped to become good listeners. Some rotation scheme is necessary to afford talking opportunities to all children including less confident and shy children.

Difference b/t Vygotsky & Piaget

ANS: Piaget

- Thinking develops in recognizable stages which depend on natural maturation
- Role of teacher important but use of “more-expert other” not central
- Readiness is a central concept in education – children need to be ready to progress in their learning

Vygotsky

- Development of thinking is dependent upon language and culture
- Use of “moreexpert other” seen as fundamental part of cognitive development
- Children should be actively encouraged to move through ZPD – do not need to be ready but should be given opportunity to engage in problems which are beyond current level of ability but within ZPD

Transfer of Learning

ANS: Transfer of learning has been defined by Mayer and Wittrock as "whenever something previously learnt influences current learning or when solving an earlier problem affects how you solve a new problem."

What is the age of junior high school

ANS: Junior high school: 7, 8, and 9 (12-14 years)

What is operate conditioning

ANS: Operant Conditioning is a type of learning in which a behavior is strengthened (meaning, it will occur more frequently) Operant conditioning is based on a simple idea - that behavior is influenced by the consequences that follow.

What is problem solving

ANS: Somewhat less open-ended than creative thinking is problem solving, the analysis and solution of tasks or situations that are complex or ambiguous and that pose difficulties or obstacles of some kind (Mayer & Wittrock, 2006). **What is deficit disorder**

ANS: Some students have short attention span and are excessively restless whose main problem is directing and maintaining their restlessness and physical activity. The American Psychological Association has lately established this category called 'attention deficit/hyperactivity disorders' (ADHD) to identify these children.. These children are mostly boys than girls whose disorder may even persist in adulthood.

What is vertical transfer of learning

ANS: Vertical transfer is that positive transfer which occurs when previously learnt capability helps in learning more complex material in the same area.

Emotional characteristic of kindergarten

ANS: children express their emotional outbursts freely, openly and frequently. It may be desirable to allow them express emotions openly within broad limits so that they recognize and face their feelings. Encourage the angry child analyze his behavior and become aware of its consequences. This awareness may help him accept and control his feelings. Encourage the angry child analyze his behavior and become aware of its results. This approach, however, may not succeed with all children because during this age, they may not reflect upon their thought and thought of others.

Physical characteristics of junior high school

ANS: Most girls complete their growth spurt by the end of this period. Growth spurt, however, is not yet complete in boys. It may be very large because some boys add as much as six inches and 25 pounds in a single year. The period of accelerated growth beginning in late elementary classes continues at this stage involving almost all students at this level.

General and specific transfer of learning

ANS: Specific Transfer: Specific transfer is that positive transfer which is due to specific similarities between the two tasks. ➤ General Transfer

- General transfer is that positive transfer which is due to use of some learning strategies such as elaboration, imagery and mnemonic devices.

Physical characteristics of senior high school

ANS: Most students reach physical maturity and almost all have attained puberty. All girls have reached their ultimate height yet some boys may continue growing after this stage. There are tremendous variations in height and weight and rate of maturation. Late maturing boys seem to have considerable difficulties in adjustment due to their slow rate of growth. They are still concerned about physical appearance.

Three ways of foster of creativity

ANS: Encourage students to think around the problem and give them time to produce divergent or lateral thinking solutions. Minimize use of extrinsic rewards and stimulate students to find intrinsic satisfaction in their efforts. Expose the class to creative models. Model creative thinking and creative problem solving by suggesting unusual solutions for class problems.

How to teach retarded students

ANS: use many of the techniques useful for mentally retarded children. They may experience more frustration and lack of self-esteem than mentally retarded children due to lagging behind. others in some area only. Therefore, they need learning tasks within their capability to experience success. Teach them lessons of short duration with immediate feedback as a tangible evidence of their progress.

Note on creative thinking

ANS: Creativity is the ability to make or do something new that is also useful or valued by others (Gardner, 1993).