

Chapter 3

Student: _____

1. The basic units of the nervous system are
 - A. synapses.
 - B. neurons.
 - C. neuronal matrixes.
 - D. neurofibrillary plaques.

2. Which of the following is NOT a basic part of a neuron?
 - A. dendrite(s)
 - B. axon
 - C. cell body
 - D. synapse

3. What is the main difference between a myelinated cell process and a cell process without myelin?
 - A. Myelinated cell processes are more efficient at information processing than non-myelinated cell processes.
 - B. Myelinated cell processes are slower at information processing than non-myelinated cell processes.
 - C. Non-myelinated cell processes are faster at information processing than myelinated cell processes.
 - D. There is no difference between myelinated and non-myelinated cell processes.

4. Which of the following statements about synaptogenesis is NOT true?
- A. Synaptogenesis begins in infancy.
 - B. Synaptogenesis continues in adolescence.
 - C. Synaptogenesis ends in late childhood.
 - D. Synaptogenesis is the process of building connections between neurons.
5. Increases in levels of dopamine can do which of the following?
- A. increase risk of onset of schizophrenia
 - B. increase risk-taking behavior
 - C. increase risk of use of addictive drugs
 - D. all of these
6. The bundle of axon fibers that connect the two hemispheres of the brain is called the
- A. corpus callosum.
 - B. prefrontal cortex.
 - C. hippocampus.
 - D. amygdala.
7. Which of the following statements regarding the corpus callosum is NOT true?
- A. It is a large bundle of axon fibers.
 - B. It becomes smaller in adolescence.
 - C. Its change in adolescence improves the ability to process information.
 - D. All of these are false.

8. The prefrontal cortex is primarily involved with
- A. reasoning.
 - B. processing emotions, such as love.
 - C. emotional regulation.
 - D. all of these.
9. Which of the following statements regarding the amygdala is TRUE?
- A. It is the seat of emotions.
 - B. It is part of the limbic system.
 - C. It matures much earlier than the prefrontal cortex.
 - D. All of these are true.
10. Lisa, age 18, finds that she cannot control her emotions when she becomes angry. She lashes out at those around her in an inappropriate way. Nelson and colleagues would say that Lisa's _____ is not able to handle the emotional intensity of her _____.
- A. amygdala; prefrontal cortex
 - B. prefrontal cortex; amygdala
 - C. median forebrain bundle; cerebellum
 - D. pons; amygdala

11. Which of the following statements regarding neurogenesis is NOT true?
- A. People can generate new brain cells throughout their lives.
 - B. Researchers have documented neurogenesis in the hippocampus.
 - C. Drugs, stress, and exercise may affect neurogenesis.
 - D. Researchers have documented neurogenesis in the prefrontal cortex.
12. Stan tells you that he sustained a head injury as the result of a car accident. He has since lost his sense of smell. Stan's accident likely damaged his
- A. olfactory bulb.
 - B. amygdala.
 - C. occipital lobe.
 - D. association area.
13. Julie suffered a stroke in the area of her hippocampus. Which of the following difficulties would you expect Julie to experience?
- A. difficulty in maintaining her balance
 - B. problems with her memory
 - C. problems with night vision
 - D. loss of her sense of touch

14. Increasing age interferes with the brain's ability to recover from injury because

- A. the brain repairs itself best in childhood and adolescence.
- B. brain plasticity disappears entirely by emerging adulthood.
- C. brain plasticity is best in middle age.
- D. none of these

15. According to Piaget, adolescents are motivated to understand their world because doing so

- A. makes them look "cool" to their friends.
- B. makes them look grown up to their parents.
- C. is biologically adaptive.
- D. is necessary for making friends and starting romances.

16. Adolescents _____ their experiences to help them _____ their cognitive worlds.

- A. organize; passively construct
- B. passive construct; adapt
- C. adapt; assimilate
- D. organize; actively construct

17. Piaget proposed that children and adolescents use and adopt their schemas through the processes of _____ and accommodation.

- A. adaptation
- B. analysis
- C. assimilation
- D. application

18. What process is going on when individuals incorporate new knowledge into their existing knowledge bases?

A. accommodation

B. equilibration

C. synthesis

D. assimilation

19. What process is going on when individuals change their existing way of thinking as a result of new information?

A. accommodation

B. equilibration

C. synthesis

D. assimilation

20. Which of the following statements regarding Piaget's concrete operational stage is NOT true?

A. Logical reasoning replaces intuitive thought when the principles can be applied to concrete examples.

B. It last from approximately 7 to 11 years of age.

C. It is the second Piagetian stage.

D. It involves using mental actions to do what was previously done physically.

21. Teachers can help children to learn the concept of _____ by demonstrating with liquids or clay during the _____ stage of cognitive development.
- A. conservation; sensorimotor
 - B. assimilation; preoperational thought
 - C. relativity; concrete operational thought
 - D. conservation; concrete operational thought
22. Jackson, age 7, separates all of his toys into groups. All the stuffed animals go in one basket, books go on a low shelf, and trucks are lined up in the corner. According to Piaget, Jackson has learned the concept of
- A. conservation.
 - B. organization.
 - C. classification.
 - D. neatness.
23. Which of the following statements regarding formal operational thought is TRUE?
- A. Formal operational thought emerges at 15-18 years of age.
 - B. Formal operational thought is more abstract than concrete operational thought.
 - C. Formal operational thought considers only that which is real.
 - D. Formal operational thought is less logical than concrete operational thought.

24. "Thinking about thinking" is known as

- A. metacognition.
- B. meta-analysis.
- C. assimilation.
- D. accommodation.

25. Donnie, age 16, is able to understand that a poem has another, less literal meaning and that the words are actually referring to life choices instead of paths in a forest. Donnie is in Piaget's _____ stage of cognitive development.

- A. sensorimotor
- B. preoperational thought
- C. concrete operations
- D. formal operations

26. What would happen if children in grades three and four were introduced to algebraic equations?

- A. They would be able to solve simple algebraic equations with support.
- B. They would lack the logical reasoning skills needed to solve algebraic equations.
- C. They would lack the hypothetical-deductive reasoning skills needed to solve algebraic equations.
- D. They would not be able to think concretely enough to solve algebraic equations.

27. The dominant process in early formal operational thought is
- A. adaptation.
 - B. accommodation.
 - C. analysis.
 - D. assimilation.
28. Sandra has begun to test her reasoning against her experience; she uses accommodation to adjust to the many cognitive changes that she encounters. Sandra is in the stage of
- A. early formal operational thought.
 - B. late formal operational thought.
 - C. middle formal operational thought.
 - D. early concrete operational thought.
29. A graduate student gives a lecture on the research concerning individual differences that characterize the cognitive development of adolescents. Which of the following information that she gives to her audience is NOT true?
- A. "Most eighth graders are formal operational thinkers."
 - B. "The data on whether or not formal operational thought increases with age is inconclusive."
 - C. "There is great variation among adolescents in the use of formal operational thought."
 - D. "By late adolescence, many youth are using formal operational thought more than concrete operational thought."

30. Which of the following concepts has been attributed to Jean Piaget?

- A. children as active knowers
- B. adaptation
- C. use of schemes to organize our experiences
- D. all of these

31. Criticisms of Piaget's theory include all of the following EXCEPT

- A. Some cognitive abilities have been found to emerge earlier than Piaget thought.
- B. Some cognitive abilities have been found to emerge later than Piaget thought.
- C. Adolescent cognitive development is more stage-like than Piaget thought.
- D. Evidence does not support Piaget's views of development of abstract thinking.

32. Neo-Piagetians focus on

- A. strategies that children and adolescents use to process information.
- B. how fast children and adolescents process information.
- C. how children and adolescents divide problems into smaller steps.
- D. all of these.

33. Robbie Case, a leading proponent of the neo-Piagetian view believes that, to understand adolescents' cognitive development, it is critical to study their ability to hold information in

- A. long-term memory.
- B. working memory.
- C. the sensory register of memory.
- D. none of these.

34. Faith, age 16, and Maura, age 26, are likely to differ in their cognitive abilities. Which of the following differences is MOST likely?
- A. Maura will be more idealistic in her thinking than Faith.
 - B. Faith is more likely than Maura to view the world in absolute terms.
 - C. Faith will be more realistic in her thinking than Maura.
 - D. Maura will view the world more narrowly than Faith.
35. Which of the following statements about Labouvie-Vief's view of cognitive development is NOT true?
- A. Emerging adults' level of education influences how they maximize their cognitive potential.
 - B. Deciding on a particular worldview is a key aspect of cognitive development in emerging adults.
 - C. Most emerging adults have attained the highest level of thinking.
 - D. Emerging adults need to acknowledge diverse world views.
36. Postformal thought is
- A. reflective.
 - B. realistic.
 - C. contextual.
 - D. all of these.

37. Harry, age 24, was denied admission to graduate school because of a low grade point average. Harry is unwilling to accept this decision and plans to appeal based on the fact that he missed almost one semester of school due to illness. Harry's thinking is typical of someone in

- A. formal operational thought.
- B. postformal thought.
- C. subjective operational thought.
- D. none of these.

38. Expert knowledge about the practical aspects of life, that permits excellent judgment about important matters, is known as

- A. wisdom.
- B. focused expertise.
- C. street-smarts.
- D. all of these.

39. Tom always calls his grandfather when he wants some help figuring out a difficult problem in his life. Paul Baltes would say that Tom is seeking his grandfather's

- A. practicality.
- B. provisional knowledge.
- C. wisdom.
- D. favor.

40. Which of the following statements regarding wisdom is NOT true?

- A. A high level of wisdom is common in middle-aged and older adults.
- B. The main age for wisdom to emerge is late adolescence and early adulthood.
- C. Life experiences contribute to higher levels of wisdom.
- D. People higher in wisdom have values that center on others.

41. Robert Sternberg's beliefs about wisdom focus on a balance between _____ and _____.

- A. self interest; interests of others
- B. common sense; self interest
- C. common good; academic intelligence
- D. none of these

42. Grace believes that some aspects of wisdom, such as problem solving with an emphasis on various intrapersonal, interpersonal, and contextual interests, should be taught in schools. Grace's belief would be shared by which of the following theorists?

- A. Paul Baltes
- B. Robert Sternberg
- C. Robbie Case
- D. Jean Piaget

43. Vygotsky called the range of tasks that can be mastered with the guidance of a more skilled peer or adult as

- A. scaffolding.
- B. the zone of collaborative learning.
- C. the zone of proximal development.
- D. the zone of distal development.

44. Vygotsky stressed the role of _____ on cognitive development.

- A. interaction with others
- B. cooperative activities
- C. social influences
- D. all of these

45. Mrs. Symmes is the principal of a middle school. In addressing the PTA, she tells the parents that the school is only one influence on adolescent development. She stresses that parents, peers, and the community all influence adolescent development. Mrs. Symmes's view would be MOST likely to be shared by which of the following theorists?

- A. Jean Piaget
- B. Robert Sternberg
- C. Lev Vygotsky
- D. Albert Bandura

46. Which of the following is a similarity between Piaget's and Vygotsky's theories of cognitive development?
- A. Teachers are seen as facilitators and guides.
 - B. Teachers are seen as directors and molders of learning.
 - C. The endpoint of cognitive development is formal operational thought.
 - D. Knowledge is constructed through social interaction.
47. Which of the following is a criticism of Vygotsky's social constructivist approach?
- A. Vygotsky was too specific about age-related changes.
 - B. Vygotsky overemphasized the role of language in thinking.
 - C. Vygotsky ignored the role of language in thinking.
 - D. Vygotsky ignored the role of facilitation in learning.
48. In information-processing theory, the capacity and speed of processing are referred to as
- A. cognitive resources.
 - B. mental abilities.
 - C. cognitive gifts and talents.
 - D. none of these.
49. Which of the following statements regarding the speed of processing is NOT true?
- A. Processing speed decreases with age.
 - B. Processing speed increases with age.
 - C. Processing speed has been linked with good performance on cognitive tasks.
 - D. Strategies exist for compensating for slower processing speed.

50. Which of the following has NOT been labeled by psychologists as a type of attention?

- A. selective attention
- B. concentrated attention
- C. divided attention
- D. executive attention

51. A parent's ability to pick out his son's voice on a crowded playground is an example of

- A. selective attention.
- B. sustained attention.
- C. divided attention.
- D. executive attention.

52. Jessica can watch television while doing her math homework. This ability is an example of

- A. selective attention.
- B. divided attention.
- C. sustained attention.
- D. executive attention.

53. Dr. Wagner can focus on his client and her issues for their 50-minute therapy session without being distracted by other thoughts. This is an example of

- A. sustained attention.
- B. selective attention.
- C. executive attention.
- D. divided attention.

54. Which of the following statements about multitasking is TRUE?

- A. Younger adolescents are better at multitasking than older adolescents.
- B. A major influence on the increase in multitasking is the availability of multiple electronic media.
- C. Some high multitasking adolescents can hold more information in long-term memory.
- D. Multitasking works best when tasks are complex and challenging.

55. Which of the following memory systems is involved in adolescents' learning?

- A. short-term memory
- B. working memory
- C. long-term memory
- D. all of these

56. Mrs. Beaupre is asked by a psychologist to repeat back a series of digits she has just seen for a short time. The psychologist is assessing her

- A. sensory register.
- B. long-term memory.
- C. short-term memory.
- D. intermediate memory.

57. Which of the following statements regarding short-term memory and problem solving is TRUE?
- A. Information processing is incomplete when short-term memory is overloaded.
 - B. Adolescents have more storage space in short-term memory than do younger children.
 - C. Limitations in children's short-term memory capacity interfere with their ability to solve problems.
 - D. All of these are true.
58. Working memory is more _____ than short-term memory.
- A. active
 - B. passive
 - C. limited
 - D. precise
59. Which of the following findings on long-term memory has NOT been documented by researchers?
- A. Long-term memory is a relatively permanent memory system.
 - B. Long-term memory can store large amounts of information.
 - C. Long-term memory increases in middle and late childhood.
 - D. Long-term memory continues to increase in adolescence.

60. Higher-order, complex processes are often called

- A. corporate functioning.
- B. executive functioning.
- C. meta-functioning.
- D. academic functioning.

61. Which of the following statements about adolescent decision making is TRUE?

- A. Older adolescents are better at making decisions than are younger adolescents.
- B. Adolescents who are impulsive are often not effective decision makers.
- C. Emotional regulation plays a role in decision making.
- D. All of these are true.

62. Justin, age 17, cannot drive at night and is not allowed to have a passenger in the car. Justin most likely is

- A. in a graduated driver licensing program.
- B. a driver who has already had one speeding ticket or other moving violation.
- C. in a program for those who have been identified as being "at risk" for an accident.
- D. a driver with a night-vision problem.

63. Good decision making is related to being

- A. calm.
- B. with peers who are risk-takers.
- C. under mild to moderate stress.
- D. all of these.

64. Critical thinking is thinking reflectively, thinking productively, and
- A. thinking intuitively.
 - B. evaluating evidence.
 - C. thinking with self-serving bias.
 - D. thinking quickly.
65. All of the following factors contribute to improved critical thinking in adolescents EXCEPT
- A. increased speed of information processing.
 - B. decreased automaticity of information processing.
 - C. greater breadth of knowledge in a variety of domains.
 - D. greater range of strategies for obtaining knowledge.
66. Robert Sternberg believes that most school programs that teach critical thinking
- A. are flawed.
 - B. focus too much on formal reasoning.
 - C. don't give enough attention to critical-thinking skills needed for everyday life.
 - D. have all of these characteristics.

67. Mr. Loveland wants to encourage critical thinking in his U.S. history class. Which of the following activities would be LEAST likely to contribute to the development of these skills?

- A. Have the students prepare and engage in a debate about slavery before the Civil War.
- B. Have the students discuss the benefits to slave owners and the quality of life of slaves in small group discussions.
- C. Have the students listen to a lecture on the issues related to slavery.
- D. Have the students view a documentary on slavery and write a reaction paper to it.

68. Which of the following statements regarding creativity is TRUE?

- A. Creativity and intelligence are basically the same thing.
- B. Creative people are all intelligent.
- C. People will demonstrate creativity in all domains equally.
- D. None of these is true.

69. Tina is a gifted artist who makes and sells her own original pieces of jewelry. From this information, what can we predict about Tina?

- A. She is also gifted in music.
- B. She has only average skills in math.
- C. She is not interested in other academic areas except art.
- D. none of these

70. Mr. Bressler, an English literature teacher, wants to encourage his students' creativity. Which of the following activities will DISCOURAGE critical thinking?

- A. brainstorming ideas as a group
- B. ask the students questions with no single clear or correct answer
- C. encouraging internal motivation
- D. giving the students rewards for creative ideas

71. Lori and her group of "explorers" are given the whole term to create a "space alien." They have to describe their alien to parents, peers, and teachers on the last class day. They have no restrictions on the project, and they receive a group grade for creativity. According to research on creativity, which of the following is most likely?

- A. The students won't put too much effort into the project because they will not receive individual grades.
- B. The students will likely be more creative in designing their alien, because they are not afraid of failing or getting it wrong.
- C. The students won't know how to do the project without a great deal of teacher support and direction.
- D. The students will only be successful if they are naturally artistic.

72. Kyle is an expert at paint-balling; Mitchell is just beginning in the sport. Kyle will be better than Mitchell at

- A. understanding meaningful patterns of information.
- B. accumulating more content knowledge.
- C. retrieving important aspects of knowledge with little effort.
- D. all of these.

73. One perspective on expertise is that _____, in addition to motivation, is required to become an expert.

- A. deliberate practice
- B. a great deal of innate talent
- C. solitary practice
- D. none of these

74. Which of the following is NOT a component of deliberate practice?

- A. practice at an appropriate level of difficulty
- B. practice that involves corrective feedback
- C. practice that allows opportunities for repetition
- D. practice that allows opportunities to observe "super-experts" perform the skill

75. Which of the following statements regarding metacognition is TRUE?

- A. It involves "knowing about knowing."
- B. It can be taught in schools to increase problem-solving skills.
- C. It includes knowledge about strategies.
- D. All of these are true.

76. Pressley and his colleagues' extensive observation of teachers and students on strategy instruction and use indicated that

- A. most schools are doing a good job of teaching students strategies for learning.
- B. although teachers do a good job at showing students strategies for learning, students do not use these strategies.
- C. strategy instruction is far less complete and intense than what students need in order to use strategies effectively.
- D. teaching learning strategies is not as important as teaching course content.

77. Self-generation and self-monitoring of one's thoughts, feelings, and behaviors in order to reach a goal is

- A. self-efficacy learning.
- B. self-regulatory learning.
- C. self-discovery learning.
- D. self-esteem learning.

78. Which of the following is NOT one of the characteristics of self-regulatory learners?

- A. They follow the teachers' goals for extending their knowledge.
- B. They manage their emotions.
- C. They monitor their progress towards the goals.
- D. They revise strategies based on their progress towards the goals.

79. Professor Hulke, who teaches a course on Theories of Personality, assigns her students the project of selecting a famous person and applying a theory of personality to that person's life. She requires the students to submit a detailed outline of the paper before the final draft. Professor Hulke is helping her students with

- A. general-organization skills.
- B. domain-specific thinking skills.
- C. time-management skills.
- D. none of these.

80. The ability to solve problems and to adapt to and learn from experience is

- A. metacognition.
- B. intelligence.
- C. self-regulatory learning.
- D. all of these.

81. The psychometric/intelligence view emphasizes

- A. the importance of individual differences in intelligence.
- B. the use of intelligence tests.
- C. the stable, consistent ways in which people are different from each other.
- D. all of these.

82. The *1905 Scale* was designed by

- A. Alfred Binet and Theophile Simon.
- B. Alfred Adler and Carl Jung.
- C. Lewis Terman and Alfred Binet.
- D. David Wechsler and Robert Sternberg.

83. The formula devised by William Stern in 1912 for calculating IQ is

- A. $MA/CA \times 100$.
- B. $CA/MA \times 100$.
- C. $MA/CA \times 50$.
- D. $CA/MA \times 50$.

84. Which of the following statements regarding IQ is NOT true?

- A. If mental age is the same as chronological age, the person's IQ is 100.
- B. If mental age is above chronological age, the person's IQ is above 100
- C. If mental age is below chronological age, we cannot calculate an IQ.
- D. If mental age is below chronological age, IQ is less than 100.

85. The 2004 version of the Stanford-Binet intelligence test, the Stanford-Binet 5, analyzes an individual's responses in all of the following content areas EXCEPT

- A. long-term memory.
- B. fluid reasoning.
- C. knowledge.
- D. visual-spatial reasoning.

86. Jeremy takes a test that analyzes his responses in such areas as fluid reasoning, knowledge, quantitative reasoning, visual-spatial reasoning, and working memory. Jeremy has taken the
- A. Big Five Personality Test.
 - B. Stanford-Binet 5.
 - C. WAIS 111.
 - D. 1905 Scale.
87. An advantage of the Wechsler scales is that they
- A. can be used to test infants ages 12-18 months.
 - B. can be used to test people over 90 years of age.
 - C. can be used to test people in small groups rather than one to one.
 - D. yield composite scores in addition to the overall IQ score.
88. Which of the following statements regarding intelligence testing is TRUE?
- A. IQ tests measure a person's potential.
 - B. IQ tests are considered to be the best indicator of competence.
 - C. An IQ test is considered a measure of current performance.
 - D. A high IQ is the ultimate human value.
89. Who developed the triarchic theory of intelligence?
- A. Alfred Binet
 - B. Theophile Simon
 - C. Robert Sternberg
 - D. Robert Havighurst

90. According to Sternberg, the ability to judge, evaluate, compare, and contrast is which form of intelligence?
- A. creative
 - B. analytical
 - C. academic
 - D. practical
91. Michael is a successful business owner who can develop his ideas into productive enterprises. Although he was an average student in school, his great social skills and common sense indicate that Michael might score highly in what Sternberg calls _____ intelligence.
- A. analytical
 - B. practical
 - C. emotional
 - D. creative
92. The theorist who proposed that there are eight types of intelligence, or "frames of mind," is
- A. Daniel Goleman.
 - B. Lawrence Kohlberg.
 - C. Carol Gilligan.
 - D. Howard Gardner.

93. Peter is a landscape designer. Gardner would say that Peter's strength is in

- A. intrapersonal intelligence.
- B. bodily-kinesthetic intelligence.
- C. naturalistic intelligence.
- D. mathematical intelligence.

94. The ability to think three-dimensionally is a description of Gardner's _____ intelligence.

- A. spatial
- B. naturalist
- C. mathematical
- D. scientific

95. Dorian is a skilled psychiatric nurse who has the ability to engage and relate to clients with severe and chronic mental illness. Gardner would say that Dorian is high in

- A. spatial intelligence.
- B. interpersonal intelligence.
- C. relational intelligence.
- D. verbal intelligence.

96. Who wrote *Emotional Intelligence* in 1995?

- A. Howard Gardner
- B. Tony Atwood
- C. Peter Salovey
- D. Daniel Goleman

97. Emotional intelligence includes the ability to

- A. accurately perceive emotions.
- B. accurately express emotions.
- C. understand emotions.
- D. do all of these.

98. According to Daniel Goleman, the ability to manage emotions in oneself and others is part of having

- A. emotional intelligence.
- B. mature assessment skills.
- C. emotional regulatory skills.
- D. none of these.

99. Critics of theories of multiple intelligences argue that

- A. we do not have sufficient research data to support these theories.
- B. Gardner's classification system is arbitrary.
- C. we assess a limited number of types of intelligence with these tests.
- D. all of these.

100. Which of the following is TRUE about research on the role of heredity in intelligence?

- A. It shows that heredity is a weak influence on intelligence.
- B. It shows that heredity has a strong influence on intelligence.
- C. It has been done mainly using adoption studies.
- D. It has been done mainly using sibling studies.

101. Which of the following statements regarding IQ scores is TRUE?

- A. IQ scores are increasing rapidly around the world.
- B. The increase in IQ scores has taken place in a short period of time.
- C. The increase in IQ scores may be related to increased level of education or other environmental factors.
- D. All of these are true.

102. The heightened self-consciousness of adolescence is known as

- A. adolescent egocentrism.
- B. adolescent self-absorption.
- C. adolescent actor syndrome.
- D. adolescent uniqueness syndrome.

103. David Elkind argues that adolescent egocentrism can be dissected into two types of social thinking, the _____ and the personal fable.

- A. invulnerability aspect
- B. imaginary audience
- C. imposter phenomenon
- D. none of these

104. Martha states that "everyone is staring at my beetle brows" after her mother refuses to drive her to get her eyebrows waxed. Martha's belief is an example of what David Elkind calls the _____ of adolescence.

- A. personal fable
- B. paranoid thinking
- C. imaginary audience
- D. delusions

105. Emily tells her friend Sarah, "Absolutely nobody in my family understands me. They are totally clueless!" Emily's feelings are an example of what David Elkind calls the

- A. personal fable.
- B. paranoid thinking.
- C. imaginary audience.
- D. delusions.

106. Which of the following has been linked to adolescent egocentrism?

- A. drinking alcohol
- B. smoking
- C. depression
- D. all of these

107. Recent research has indicated that personal uniqueness should be treated as a risk factor for

- A. depression and suicidal tendencies in girls.
- B. depression and suicidal tendencies in boys.
- C. adjustment problems, such as juvenile delinquency, in girls.
- D. adjustment problems, such as truancy, in boys.

108. Recent research revealed that adolescent egocentrism

- A. is still prominent in emerging adults ages 18-21.
- B. peaks in early adolescence and is gone by ages 17-19.
- C. is seen more in females during early adulthood than in adolescence.
- D. is seen more in late adolescent males, ages 15-18, than in males in early adulthood.

109. Describe the anatomy of the neuron and the ways that neurons communicate with each other.

110. List and describe the three most important structural changes in the brain during adolescence and how they change

111. What are the main findings of research related to the roles of age and brain plasticity?

112. Compare and contrast Piaget's concepts of assimilation and accommodation.

113. How does adolescent thinking change in Piaget's stage of formal operational thought?

114. What did William Perry and Gisela Labouvie-Vief describe as changes in thinking that occur in early adulthood?

115. What are the characteristics of the stage of postformal thought?

116. Define the term *wisdom*, and describe how wisdom develops over the life cycle.

117. Describe Lev Vygotsky's social constructivist approach to learning.

118. Compare and contrast Piaget's and Vygotsky's views on adolescent cognitive development.

119.Explain how adolescents differ from children in managing cognitive resources.

120.Define the term *attention*, and describe the four types of attention.

121.Define the term *memory*, describe the three types of memory, and tell how they change in adolescents.

122. Compare and contrast the decision-making abilities of children, younger adolescents, and older adolescents.

123. List at least three behavioral, cognitive, or psychosocial factors involved in making good decisions.

124. List at least three cognitive changes that allow for improved critical thinking in adolescence.

125. Compare and contrast convergent and divergent thinking.

126. Name three strategies you would recommend to teachers who wish to increase creativity among adolescent students?

127. Distinguish the characteristics of an expert from those of a novice.

128.What are some of the characteristics of self-regulatory learners?

129.Judge the value of intelligence tests.

130.What similarities and differences exist between Robert Sternberg's triarchic theory of intelligence and Howard Gardner's eight frames of mind theory?

Chapter 3 Key

1. The basic units of the nervous system are

(p. 89)

A. synapses.

B. neurons.

C. neuronal matrixes.

D. neurofibrillary plaques.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 1

Sanrock - Chapter 03 #1

2. Which of the following is NOT a basic part of a neuron?

(p. 89)

A. dendrite(s)

B. axon

C. cell body

D. synapse

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 1

Sanrock - Chapter 03 #2

3. What is the main difference between a myelinated cell process and a cell process without myelin?
(p. 89)

- A. Myelinated cell processes are more efficient at information processing than non-myelinated cell processes.
- B. Myelinated cell processes are slower at information processing than non-myelinated cell processes.
- C. Non-myelinated cell processes are faster at information processing than myelinated cell processes.
- D. There is no difference between myelinated and non-myelinated cell processes.

Blooms Taxonomy: Comprehension

Difficulty: Moderate

Learning Goal: 1

Santrock - Chapter 03 #3

4. Which of the following statements about synaptogenesis is NOT true?
(p. 89)

- A. Synaptogenesis begins in infancy.
- B. Synaptogenesis continues in adolescence.
- C. Synaptogenesis ends in late childhood.
- D. Synaptogenesis is the process of building connections between neurons.

Blooms Taxonomy: Analysis

Difficulty: Difficult

Learning Goal: 1

Santrock - Chapter 03 #4

5. Increases in levels of dopamine can do which of the following?

(p. 90)

- A. increase risk of onset of schizophrenia
- B. increase risk-taking behavior
- C. increase risk of use of addictive drugs
- D.** all of these

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 1

Sanrock - Chapter 03 #5

6. The bundle of axon fibers that connect the two hemispheres of the brain is called the

(p. 90)

- A.** corpus callosum.
- B. prefrontal cortex.
- C. hippocampus.
- D. amygdala.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 1

Sanrock - Chapter 03 #6

7. Which of the following statements regarding the corpus callosum is NOT true?

(p. 90)

- A. It is a large bundle of axon fibers.
- B.** It becomes smaller in adolescence.
- C. Its change in adolescence improves the ability to process information.
- D. All of these are false.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 1

8. The prefrontal cortex is primarily involved with

(p. 90)

- A. reasoning.
- B. processing emotions, such as love.
- C. emotional regulation.
- D. all of these.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 1

Santrock - Chapter 03 #8

9. Which of the following statements regarding the amygdala is TRUE?

(p. 90)

- A. It is the seat of emotions.
- B. It is part of the limbic system.
- C. It matures much earlier than the prefrontal cortex.
- D. All of these are true.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 1

Santrock - Chapter 03 #9

10. Lisa, age 18, finds that she cannot control her emotions when she becomes angry. She lashes out at those around her in an inappropriate way. Nelson and colleagues would say that Lisa's _____ is not able to handle the emotional intensity of her _____.

(p. 90)

- A. amygdala; prefrontal cortex
- B. prefrontal cortex; amygdala**
- C. median forebrain bundle; cerebellum
- D. pons; amygdala

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 1

Santrock - Chapter 03 #10

11. Which of the following statements regarding neurogenesis is NOT true?

(p. 92)

- A. People can generate new brain cells throughout their lives.
- B. Researchers have documented neurogenesis in the hippocampus.
- C. Drugs, stress, and exercise may affect neurogenesis.
- D. Researchers have documented neurogenesis in the prefrontal cortex.**

Blooms Taxonomy: Analysis

Difficulty: Difficult

Learning Goal: 1

Santrock - Chapter 03 #11

12. Stan tells you that he sustained a head injury as the result of a car accident. He has since lost
(p. 92) his sense of smell. Stan's accident likely damaged his

- A. olfactory bulb.
- B. amygdala.
- C. occipital lobe.
- D. association area.

Blooms Taxonomy: Application

Difficulty: Basic

Learning Goal: 1

Santrock - Chapter 03 #12

13. Julie suffered a stroke in the area of her hippocampus. Which of the following difficulties would
(p. 92) you expect Julie to experience?

- A. difficulty in maintaining her balance
- B. problems with her memory
- C. problems with night vision
- D. loss of her sense of touch

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 1

Santrock - Chapter 03 #13

14. Increasing age interferes with the brain's ability to recover from injury because

(p. 92)

- A. the brain repairs itself best in childhood and adolescence.
- B. brain plasticity disappears entirely by emerging adulthood.
- C. brain plasticity is best in middle age.
- D. none of these

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 1

Santrock - Chapter 03 #14

15. According to Piaget, adolescents are motivated to understand their world because doing so

(p. 92)

- A. makes them look "cool" to their friends.
- B. makes them look grown up to their parents.
- C. is biologically adaptive.
- D. is necessary for making friends and starting romances.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #15

16. Adolescents _____ their experiences to help them _____ their cognitive worlds.

(p. 93)

- A. organize; passively construct
- B. passive construct; adapt
- C. adapt; assimilate
- D. organize; actively construct

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 2

17. Piaget proposed that children and adolescents use and adopt their schemas through the processes of _____ and accommodation.

(p. 93)

- A. adaptation
- B. analysis
- C. assimilation
- D. application

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #17

18. What process is going on when individuals incorporate new knowledge into their existing knowledge bases?

(p. 93)

- A. accommodation
- B. equilibration
- C. synthesis
- D. assimilation

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #18

19. What process is going on when individuals change their existing way of thinking as a result of new information?
(p. 93)

- A. accommodation
- B. equilibration
- C. synthesis
- D. assimilation

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #19

20. Which of the following statements regarding Piaget's concrete operational stage is NOT true?
(p. 94-95)

- A. Logical reasoning replaces intuitive thought when the principles can be applied to concrete examples.
- B. It last from approximately 7 to 11 years of age.
- C. It is the second Piagetian stage.
- D. It involves using mental actions to do what was previously done physically.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #20

21. Teachers can help children to learn the concept of _____ by demonstrating with liquids or clay
(p. 94) during the _____ stage of cognitive development.

- A. conservation; sensorimotor
- B. assimilation; preoperational thought
- C. relativity; concrete operational thought
- D. conservation; concrete operational thought

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #21

22. Jackson, age 7, separates all of his toys into groups. All the stuffed animals go in one basket,
(p. 95) books go on a low shelf, and trucks are lined up in the corner. According to Piaget, Jackson
has learned the concept of

- A. conservation.
- B. organization.
- C. classification.
- D. neatness.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #22

23. Which of the following statements regarding formal operational thought is TRUE?

(p. 95)

- A. Formal operational thought emerges at 15-18 years of age.
- B. Formal operational thought is more abstract than concrete operational thought.
- C. Formal operational thought considers only that which is real.
- D. Formal operational thought is less logical than concrete operational thought.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #23

24. "Thinking about thinking" is known as

(p. 95)

- A. metacognition.
- B. meta-analysis.
- C. assimilation.
- D. accommodation.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #24

25. Donnie, age 16, is able to understand that a poem has another, less literal meaning and that the words are actually referring to life choices instead of paths in a forest. Donnie is in Piaget's _____ stage of cognitive development.

(p. 95)

- A. sensorimotor
- B. preoperational thought
- C. concrete operations
- D. formal operations

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #25

26. What would happen if children in grades three and four were introduced to algebraic equations?

(p. 95)

- A. They would be able to solve simple algebraic equations with support.
- B. They would lack the logical reasoning skills needed to solve algebraic equations.
- C. They would lack the hypothetical-deductive reasoning skills needed to solve algebraic equations.
- D. They would not be able to think concretely enough to solve algebraic equations.

Blooms Taxonomy: Application

Difficulty: Difficult

Learning Goal: 2

Santrock - Chapter 03 #26

27. The dominant process in early formal operational thought is

(p. 95)

- A. adaptation.
- B. accommodation.
- C. analysis.
- D. assimilation.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #27

28. Sandra has begun to test her reasoning against her experience; she uses accommodation to adjust to the many cognitive changes that she encounters. Sandra is in the stage of

(p. 95)

- A. early formal operational thought.
- B. late formal operational thought.
- C. middle formal operational thought.
- D. early concrete operational thought.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #28

29. A graduate student gives a lecture on the research concerning individual differences that characterize the cognitive development of adolescents. Which of the following information that she gives to her audience is NOT true?
(p. 96)

- A. "Most eighth graders are formal operational thinkers."
- B. "The data on whether or not formal operational thought increases with age is inconclusive."
- C. "There is great variation among adolescents in the use of formal operational thought."
- D. "By late adolescence, many youth are using formal operational thought more than concrete operational thought."

Blooms Taxonomy: Application

Difficulty: Difficult

Learning Goal: 2

Santrock - Chapter 03 #29

30. Which of the following concepts has been attributed to Jean Piaget?

(p. 96)

- A. children as active knowers
- B. adaptation
- C. use of schemes to organize our experiences
- D. all of these

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #30

31. Criticisms of Piaget's theory include all of the following EXCEPT

(p. 96-97)

- A. Some cognitive abilities have been found to emerge earlier than Piaget thought.
- B. Some cognitive abilities have been found to emerge later than Piaget thought.
- C. Adolescent cognitive development is more stage-like than Piaget thought.
- D. Evidence does not support Piaget's views of development of abstract thinking.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #31

32. Neo-Piagetians focus on

(p. 97)

- A. strategies that children and adolescents use to process information.
- B. how fast children and adolescents process information.
- C. how children and adolescents divide problems into smaller steps.
- D. all of these.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #32

33. Robbie Case, a leading proponent of the neo-Piagetian view believes that, to understand adolescents' cognitive development, it is critical to study their ability to hold information in

(p. 97)

- A. long-term memory.
- B. working memory.
- C. the sensory register of memory.
- D. none of these.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

34. Faith, age 16, and Maura, age 26, are likely to differ in their cognitive abilities. Which of the following differences is MOST likely?
(p. 97)

- A. Maura will be more idealistic in her thinking than Faith.
- B. Faith is more likely than Maura to view the world in absolute terms.
- C. Faith will be more realistic in her thinking than Maura.
- D. Maura will view the world more narrowly than Faith.

Blooms Taxonomy: Application
Difficulty: Difficult
Learning Goal: 2
Santrock - Chapter 03 #34

35. Which of the following statements about Labouvie-Vief's view of cognitive development is NOT true?
(p. 97-98)

- A. Emerging adults' level of education influences how they maximize their cognitive potential.
- B. Deciding on a particular worldview is a key aspect of cognitive development in emerging adults.
- C. Most emerging adults have attained the highest level of thinking.
- D. Emerging adults need to acknowledge diverse world views.

Blooms Taxonomy: Analysis
Difficulty: Difficult
Learning Goal: 2
Santrock - Chapter 03 #35

36. Postformal thought is

(p. 98)

- A. reflective.
- B. realistic.
- C. contextual.
- D.** all of these.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #36

37. Harry, age 24, was denied admission to graduate school because of a low grade point

(p. 98)

average. Harry is unwilling to accept this decision and plans to appeal based on the fact that he missed almost one semester of school due to illness. Harry's thinking is typical of someone in

- A. formal operational thought.
- B.** postformal thought.
- C. subjective operational thought.
- D. none of these.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #37

38. Expert knowledge about the practical aspects of life, that permits excellent judgment about important matters, is known as

(p. 99)

- A. wisdom.
- B. focused expertise.
- C. street-smarts.
- D. all of these.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #38

39. Tom always calls his grandfather when he wants some help figuring out a difficult problem in his life. Paul Baltes would say that Tom is seeking his grandfather's

(p. 99)

- A. practicality.
- B. provisional knowledge.
- C. wisdom.
- D. favor.

Blooms Taxonomy: Application

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #39

40. Which of the following statements regarding wisdom is NOT true?

(p. 99-
100)

- A. A high level of wisdom is common in middle-aged and older adults.
- B. The main age for wisdom to emerge is late adolescence and early adulthood.
- C. Life experiences contribute to higher levels of wisdom.
- D. People higher in wisdom have values that center on others.

Blooms Taxonomy: Analysis

Difficulty: Difficult

Learning Goal: 2

Santrock - Chapter 03 #40

41. Robert Sternberg's beliefs about wisdom focus on a balance between _____ and _____.

(p. 100)

- A. self interest; interests of others
- B. common sense; self interest
- C. common good; academic intelligence
- D. none of these

Blooms Taxonomy: Knowledge

Difficulty: Difficult

Learning Goal: 2

Santrock - Chapter 03 #41

42. Grace believes that some aspects of wisdom, such as problem solving with an emphasis on various intrapersonal, interpersonal, and contextual interests, should be taught in schools. Grace's belief would be shared by which of the following theorists?

(p. 100)

- A. Paul Baltes
- B. Robert Sternberg**
- C. Robbie Case
- D. Jean Piaget

Blooms Taxonomy: Application

Difficulty: Difficult

Learning Goal: 2

Santrock - Chapter 03 #42

43. Vygotsky called the range of tasks that can be mastered with the guidance of a more skilled peer or adult as

(p. 100)

- A. scaffolding.
- B. the zone of collaborative learning.
- C. the zone of proximal development.**
- D. the zone of distal development.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #43

44. Vygotsky stressed the role of _____ on cognitive development.

(p. 100)

- A. interaction with others
- B. cooperative activities
- C. social influences
- D. all of these

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 2

Santrock - Chapter 03 #44

45. Mrs. Symmes is the principal of a middle school. In addressing the PTA, she tells the parents that the school is only one influence on adolescent development. She stresses that parents, peers, and the community all influence adolescent development. Mrs. Symmes's view would be MOST likely to be shared by which of the following theorists?

(p. 100)

- A. Jean Piaget
- B. Robert Sternberg
- C. Lev Vygotsky
- D. Albert Bandura

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #45

46. Which of the following is a similarity between Piaget's and Vygotsky's theories of cognitive development?
(p. 101)

- A. Teachers are seen as facilitators and guides.
- B. Teachers are seen as directors and molders of learning.
- C. The endpoint of cognitive development is formal operational thought.
- D. Knowledge is constructed through social interaction.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #46

47. Which of the following is a criticism of Vygotsky's social constructivist approach?
(p. 101)

- A. Vygotsky was too specific about age-related changes.
- B. Vygotsky overemphasized the role of language in thinking.
- C. Vygotsky ignored the role of language in thinking.
- D. Vygotsky ignored the role of facilitation in learning.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #47

48. In information-processing theory, the capacity and speed of processing are referred to as
(p. 102)

- A. cognitive resources.
- B. mental abilities.
- C. cognitive gifts and talents.
- D. none of these.

Blooms Taxonomy: Knowledge

Difficulty: Basic

49. Which of the following statements regarding the speed of processing is NOT true?

(p. 103)

- A. Processing speed decreases with age.
- B.** Processing speed increases with age.
- C. Processing speed has been linked with good performance on cognitive tasks.
- D. Strategies exist for compensating for slower processing speed.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #49

50. Which of the following has NOT been labeled by psychologists as a type of attention?

(p. 103-

104)

- A. selective attention
- B.** concentrated attention
- C. divided attention
- D. executive attention

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 3

Santrock - Chapter 03 #50

51. A parent's ability to pick out his son's voice on a crowded playground is an example of

(p. 103-
104)

- A. selective attention.
- B. sustained attention.
- C. divided attention.
- D. executive attention.

Blooms Taxonomy: Application

Difficulty: Basic

Learning Goal: 3

Santrock - Chapter 03 #51

52. Jessica can watch television while doing her math homework. This ability is an example of

(p. 103)

- A. selective attention.
- B. divided attention.
- C. sustained attention.
- D. executive attention.

Blooms Taxonomy: Application

Difficulty: Basic

Learning Goal: 3

Santrock - Chapter 03 #52

53. Dr. Wagner can focus on his client and her issues for their 50-minute therapy session without
(p. 103) being distracted by other thoughts. This is an example of

- A. sustained attention.
- B. selective attention.
- C. executive attention.
- D. divided attention.

Blooms Taxonomy: Application

Difficulty: Basic

54. Which of the following statements about multitasking is TRUE?

(p. 104)

- A. Younger adolescents are better at multitasking than older adolescents.
- B.** A major influence on the increase in multitasking is the availability of multiple electronic media.
- C. Some high multitasking adolescents can hold more information in long-term memory.
- D. Multitasking works best when tasks are complex and challenging.

Blooms Taxonomy: Knowledge
Difficulty: Moderate
Learning Goal: 3
Santrock - Chapter 03 #54

55. Which of the following memory systems is involved in adolescents' learning?

(p. 105)

- A. short-term memory
- B. working memory
- C. long-term memory
- D.** all of these

Blooms Taxonomy: Knowledge
Difficulty: Basic
Learning Goal: 3
Santrock - Chapter 03 #55

56. Mrs. Beaupre is asked by a psychologist to repeat back a series of digits she has just seen for a short time. The psychologist is assessing her

(p. 105)

- A. sensory register.
- B. long-term memory.
- C. short-term memory.
- D. intermediate memory.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #56

57. Which of the following statements regarding short-term memory and problem solving is TRUE?

(p. 105)

- A. Information processing is incomplete when short-term memory is overloaded.
- B. Adolescents have more storage space in short-term memory than do younger children.
- C. Limitations in children's short-term memory capacity interfere with their ability to solve problems.
- D. All of these are true.

Blooms Taxonomy: Knowledge

Difficulty: Difficult

Learning Goal: 3

Santrock - Chapter 03 #57

58. Working memory is more _____ than short-term memory.

(p. 105)

- A. active
- B. passive
- C. limited
- D. precise

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 3

Santrock - Chapter 03 #58

59. Which of the following findings on long-term memory has NOT been documented by researchers?

(p. 105)

- A. Long-term memory is a relatively permanent memory system.
- B. Long-term memory can store large amounts of information.
- C. Long-term memory increases in middle and late childhood.
- D. Long-term memory continues to increase in adolescence.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #59

60. Higher-order, complex processes are often called

(p. 106)

- A. corporate functioning.
- B. executive functioning.
- C. meta-functioning.
- D. academic functioning.

Blooms Taxonomy: Knowledge

Difficulty: Basic

61. Which of the following statements about adolescent decision making is TRUE?

(p. 107-
108)

- A. Older adolescents are better at making decisions than are younger adolescents.
- B. Adolescents who are impulsive are often not effective decision makers.
- C. Emotional regulation plays a role in decision making.
- D. All of these are true.

Blooms Taxonomy: Analysis
Difficulty: Moderate
Learning Goal: 3
Santrock - Chapter 03 #61

62. Justin, age 17, cannot drive at night and is not allowed to have a passenger in the car. Justin most likely is

(p. 108)

- A. in a graduated driver licensing program.
- B. a driver who has already had one speeding ticket or other moving violation.
- C. in a program for those who have been identified as being "at risk" for an accident.
- D. a driver with a night-vision problem.

Blooms Taxonomy: Application
Difficulty: Moderate
Learning Goal: 3
Santrock - Chapter 03 #62

63. Good decision making is related to being

(p. 108)

- A. calm.
- B. with peers who are risk-takers.
- C. under mild to moderate stress.
- D. all of these.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #63

64. Critical thinking is thinking reflectively, thinking productively, and

(p. 109)

- A. thinking intuitively.
- B. evaluating evidence.
- C. thinking with self-serving bias.
- D. thinking quickly.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #64

65. All of the following factors contribute to improved critical thinking in adolescents EXCEPT

(p. 109-

110)

- A. increased speed of information processing.
- B. decreased automaticity of information processing.
- C. greater breadth of knowledge in a variety of domains.
- D. greater range of strategies for obtaining knowledge.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 3

66. Robert Sternberg believes that most school programs that teach critical thinking

(p. 110)

- A. are flawed.
- B. focus too much on formal reasoning.
- C. don't give enough attention to critical-thinking skills needed for everyday life.
- D. have all of these characteristics.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #66

67. Mr. Loveland wants to encourage critical thinking in his U.S. history class. Which of the following activities would be LEAST likely to contribute to the development of these skills?

(p. 109-110)

- A. Have the students prepare and engage in a debate about slavery before the Civil War.
- B. Have the students discuss the benefits to slave owners and the quality of life of slaves in small group discussions.
- C. Have the students listen to a lecture on the issues related to slavery.
- D. Have the students view a documentary on slavery and write a reaction paper to it.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #67

68. Which of the following statements regarding creativity is TRUE?

(p. 111)

- A. Creativity and intelligence are basically the same thing.
- B. Creative people are all intelligent.
- C. People will demonstrate creativity in all domains equally.
- D. None of these is true.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #68

69. Tina is a gifted artist who makes and sells her own original pieces of jewelry. From this information, what can we predict about Tina?

(p. 111-112)

- A. She is also gifted in music.
- B. She has only average skills in math.
- C. She is not interested in other academic areas except art.
- D. none of these

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #69

70. Mr. Bressler, an English literature teacher, wants to encourage his students' creativity. Which of the following activities will DISCOURAGE critical thinking?
(p. 112-113)

- A. brainstorming ideas as a group
- B. ask the students questions with no single clear or correct answer
- C. encouraging internal motivation
- D.** giving the students rewards for creative ideas

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #70

71. Lori and her group of "explorers" are given the whole term to create a "space alien." They have to describe their alien to parents, peers, and teachers on the last class day. They have no restrictions on the project, and they receive a group grade for creativity. According to research on creativity, which of the following is most likely?
(p. 112-113)

- A. The students won't put too much effort into the project because they will not receive individual grades.
- B.** The students will likely be more creative in designing their alien, because they are not afraid of failing or getting it wrong.
- C. The students won't know how to do the project without a great deal of teacher support and direction.
- D. The students will only be successful if they are naturally artistic.

Blooms Taxonomy: Application

Difficulty: Difficult

Learning Goal: 3

Santrock - Chapter 03 #71

72. Kyle is an expert at paint-balling; Mitchell is just beginning in the sport. Kyle will be better than
(p. 113) Mitchell at

- A. understanding meaningful patterns of information.
- B. accumulating more content knowledge.
- C. retrieving important aspects of knowledge with little effort.
- D. all of these.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #72

73. One perspective on expertise is that _____, in addition to motivation, is required to become an
(p. 113) expert.

- A. deliberate practice
- B. a great deal of innate talent
- C. solitary practice
- D. none of these

Blooms Taxonomy: Comprehension

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #73

74. Which of the following is NOT a component of deliberate practice?

(p. 113-
114)

- A. practice at an appropriate level of difficulty
- B. practice that involves corrective feedback
- C. practice that allows opportunities for repetition
- D. practice that allows opportunities to observe "super-experts" perform the skill

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #74

75. Which of the following statements regarding metacognition is TRUE?

(p. 114)

- A. It involves "knowing about knowing."
- B. It can be taught in schools to increase problem-solving skills.
- C. It includes knowledge about strategies.
- D. All of these are true.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #75

76. Pressley and his colleagues' extensive observation of teachers and students on strategy
(p. 115) instruction and use indicated that

- A. most schools are doing a good job of teaching students strategies for learning.
- B. although teachers do a good job at showing students strategies for learning, students do not use these strategies.
- C. strategy instruction is far less complete and intense than what students need in order to use strategies effectively.
- D. teaching learning strategies is not as important as teaching course content.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #76

77. Self-generation and self-monitoring of one's thoughts, feelings, and behaviors in order to reach
(p. 115) a goal is

- A. self-efficacy learning.
- B. self-regulatory learning.
- C. self-discovery learning.
- D. self-esteem learning.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 3

Santrock - Chapter 03 #77

78. Which of the following is NOT one of the characteristics of self-regulatory learners?

(p. 115)

- A. They follow the teachers' goals for extending their knowledge.
- B. They manage their emotions.
- C. They monitor their progress towards the goals.
- D. They revise strategies based on their progress towards the goals.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #78

79. Professor Hulke, who teaches a course on Theories of Personality, assigns her students the project of selecting a famous person and applying a theory of personality to that person's life.

(p. 115)

She requires the students to submit a detailed outline of the paper before the final draft.

Professor Hulke is helping her students with

- A. general-organization skills.
- B. domain-specific thinking skills.
- C. time-management skills.
- D. none of these.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #79

80. The ability to solve problems and to adapt to and learn from experience is

(p. 116)

- A. metacognition.
- B. intelligence.
- C. self-regulatory learning.
- D. all of these.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 4

Santrock - Chapter 03 #80

81. The psychometric/intelligence view emphasizes

(p. 116)

- A. the importance of individual differences in intelligence.
- B. the use of intelligence tests.
- C. the stable, consistent ways in which people are different from each other.
- D. all of these.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #81

82. The *1905 Scale* was designed by

(p. 116)

- A. Alfred Binet and Theophile Simon.
- B. Alfred Adler and Carl Jung.
- C. Lewis Terman and Alfred Binet.
- D. David Wechsler and Robert Sternberg.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 4

83. The formula devised by William Stern in 1912 for calculating IQ is

(p. 116)

- A. $MA/CA \times 100$.
- B. $CA/MA \times 100$.
- C. $MA/CA \times 50$.
- D. $CA/MA \times 50$.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

Sanrock - Chapter 03 #83

84. Which of the following statements regarding IQ is NOT true?

(p. 116)

- A. If mental age is the same as chronological age, the person's IQ is 100.
- B. If mental age is above chronological age, the person's IQ is above 100
- C. If mental age is below chronological age, we cannot calculate an IQ.
- D. If mental age is below chronological age, IQ is less than 100.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

Sanrock - Chapter 03 #84

85. The 2004 version of the Stanford-Binet intelligence test, the Stanford-Binet 5, analyzes an individual's responses in all of the following content areas EXCEPT

(p. 116)

- A. long-term memory.
- B. fluid reasoning.
- C. knowledge.
- D. visual-spatial reasoning.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #85

86. Jeremy takes a test that analyzes his responses in such areas as fluid reasoning, knowledge, quantitative reasoning, visual-spatial reasoning, and working memory. Jeremy has taken the

(p. 116)

- A. Big Five Personality Test.
- B. Stanford-Binet 5.
- C. WAIS 111.
- D. 1905 Scale.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #86

87. An advantage of the Wechsler scales is that they

(p. 118)

- A. can be used to test infants ages 12-18 months.
- B. can be used to test people over 90 years of age.
- C. can be used to test people in small groups rather than one to one.
- D. yield composite scores in addition to the overall IQ score.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #87

88. Which of the following statements regarding intelligence testing is TRUE?

(p. 118)

- A. IQ tests measure a person's potential.
- B. IQ tests are considered to be the best indicator of competence.
- C. An IQ test is considered a measure of current performance.
- D. A high IQ is the ultimate human value.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #88

89. Who developed the triarchic theory of intelligence?

(p. 118)

- A. Alfred Binet
- B. Theophile Simon
- C. Robert Sternberg
- D. Robert Havighurst

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 4

90. According to Sternberg, the ability to judge, evaluate, compare, and contrast is which form of intelligence?
(p. 118)

- A. creative
- B. analytical**
- C. academic
- D. practical

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #90

91. Michael is a successful business owner who can develop his ideas into productive enterprises.
(p. 118) Although he was an average student in school, his great social skills and common sense indicate that Michael might score highly in what Sternberg calls _____ intelligence.

- A. analytical
- B. practical**
- C. emotional
- D. creative

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #91

92. The theorist who proposed that there are eight types of intelligence, or "frames of mind," is

(p. 119)

- A. Daniel Goleman.
- B. Lawrence Kohlberg.
- C. Carol Gilligan.
- D. Howard Gardner.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 4

Santrock - Chapter 03 #92

93. Peter is a landscape designer. Gardner would say that Peter's strength is in

(p. 119)

- A. intrapersonal intelligence.
- B. bodily-kinesthetic intelligence.
- C. naturalistic intelligence.
- D. mathematical intelligence.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #93

94. The ability to think three-dimensionally is a description of Gardner's _____ intelligence.

(p. 119)

- A. spatial
- B. naturalist
- C. mathematical
- D. scientific

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

95. Dorian is a skilled psychiatric nurse who has the ability to engage and relate to clients with
(p. 119) severe and chronic mental illness. Gardner would say that Dorian is high in

- A. spatial intelligence.
- B.** interpersonal intelligence.
- C. relational intelligence.
- D. verbal intelligence.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #95

96. Who wrote *Emotional Intelligence* in 1995?

(p. 119)

- A. Howard Gardner
- B. Tony Atwood
- C. Peter Salovey
- D.** Daniel Goleman

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 4

Santrock - Chapter 03 #96

97. Emotional intelligence includes the ability to

(p. 119)

- A. accurately perceive emotions.
- B. accurately express emotions.
- C. understand emotions.
- D. do all of these.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #97

98. According to Daniel Goleman, the ability to manage emotions in oneself and others is part of

(p. 119) having

- A. emotional intelligence.
- B. mature assessment skills.
- C. emotional regulatory skills.
- D. none of these.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 4

Santrock - Chapter 03 #98

99. Critics of theories of multiple intelligences argue that

(p. 120)

- A. we do not have sufficient research data to support these theories.
- B. Gardner's classification system is arbitrary.
- C. we assess a limited number of types of intelligence with these tests.
- D. all of these.

Blooms Taxonomy: Knowledge

Difficulty: Difficult

100. Which of the following is TRUE about research on the role of heredity in intelligence?

(p. 120)

- A. It shows that heredity is a weak influence on intelligence.
- B.** It shows that heredity has a strong influence on intelligence.
- C. It has been done mainly using adoption studies.
- D. It has been done mainly using sibling studies.

Blooms Taxonomy: Knowledge
Difficulty: Difficult
Learning Goal: 4
Santrock - Chapter 03 #100

101. Which of the following statements regarding IQ scores is TRUE?

(p. 121)

- A. IQ scores are increasing rapidly around the world.
- B. The increase in IQ scores has taken place in a short period of time.
- C. The increase in IQ scores may be related to increased level of education or other environmental factors.
- D.** All of these are true.

Blooms Taxonomy: Analysis
Difficulty: Moderate
Learning Goal: 4
Santrock - Chapter 03 #101

102. The heightened self-consciousness of adolescence is known as

(p. 122)

- A. adolescent egocentrism.
- B. adolescent self-absorption.
- C. adolescent actor syndrome.
- D. adolescent uniqueness syndrome.

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 5

Santrock - Chapter 03 #102

103. David Elkind argues that adolescent egocentrism can be dissected into two types of social

(p. 122) thinking, the _____ and the personal fable.

- A. invulnerability aspect
- B. imaginary audience
- C. imposter phenomenon
- D. none of these

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 5

Santrock - Chapter 03 #103

104. Martha states that "everyone is staring at my beetle brows" after her mother refuses to drive her to get her eyebrows waxed. Martha's belief is an example of what David Elkind calls the _____ of adolescence.

- A. personal fable
- B. paranoid thinking
- C. imaginary audience
- D. delusions

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 5

Santrock - Chapter 03 #104

105. Emily tells her friend Sarah, "Absolutely nobody in my family understands me. They are totally clueless!" Emily's feelings are an example of what David Elkind calls the _____

- A. personal fable.
- B. paranoid thinking.
- C. imaginary audience.
- D. delusions.

Blooms Taxonomy: Application

Difficulty: Moderate

Learning Goal: 5

Santrock - Chapter 03 #105

106. Which of the following has been linked to adolescent egocentrism?

(p. 124)

- A. drinking alcohol
- B. smoking
- C. depression
- D. all of these

Blooms Taxonomy: Knowledge

Difficulty: Basic

Learning Goal: 5

Santrock - Chapter 03 #106

107. Recent research has indicated that personal uniqueness should be treated as a risk factor for

(p. 124)

- A. depression and suicidal tendencies in girls.
- B. depression and suicidal tendencies in boys.
- C. adjustment problems, such as juvenile delinquency, in girls.
- D. adjustment problems, such as truancy, in boys.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 5

Santrock - Chapter 03 #107

108. Recent research revealed that adolescent egocentrism

(p. 123)

- A. is still prominent in emerging adults ages 18-21.
- B. peaks in early adolescence and is gone by ages 17-19.
- C. is seen more in females during early adulthood than in adolescence.
- D. is seen more in late adolescent males, ages 15-18, than in males in early adulthood.

Blooms Taxonomy: Knowledge

Difficulty: Difficult

Learning Goal: 5

109. Describe the anatomy of the neuron and the ways that neurons communicate with each other.

(p. 89-90)

A neuron has three basic parts: the cell body, dendrites, and axon. The dendrite is the receiving part of the neuron and the axon carries information away from the cell body to other cells. Synapses are the gaps between neurons where connections between the axon and the dendrite take place. Chemicals called neurotransmitters carry information across the synaptic gap between one neuron and the next.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 1

Sanrock - Chapter 03 #109

110. List and describe the three most important structural changes in the brain during adolescence

(p. 90-91) and how they change

Among the most important structural changes in the brain during adolescence are those involving the corpus callosum, the prefrontal cortex and the amygdala. The corpus callosum, a large bundle of axons that connects the brain's right and left hemispheres, thickens in adolescence, and this thickening improves adolescents' ability to process information. Advances in the development of the prefrontal cortex, the highest level of the frontal lobes, an area involved in reasoning, decision making, and self-control, continue through emerging adult years, approximately 18 to 25 years of age or later. The amygdala, a part of the brain's limbic system that is the seat of emotions such as anger, matures much earlier than the prefrontal cortex. Adolescents may have difficulty controlling the emotions that come from the amygdala because the prefrontal cortex is not yet fully developed.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

111. What are the main findings of research related to the roles of age and brain plasticity?

(p. 91-92)

Researchers have recently discovered that people can generate new brain cells throughout their lives. However, researchers have only documented this new growth of brain cells in two areas of the brain, the hippocampus and the olfactory bulbs.

Researchers are currently studying factors that might inhibit or promote this process of developing new brain cells, known as neurogenesis. Some of the factors under consideration are drugs, stress, and exercise.

We know that the brain has a remarkable ability to heal itself but researchers have found that the earlier a brain injury occurs, the more the brain will recover. The brain retains considerable plasticity in adolescence. Researchers have sought to see how much of the information that is known about the brain and its functioning in adolescence can be applied to education.

Blooms Taxonomy: Comprehension

Difficulty: Moderate

Learning Goal: 1

Santrock - Chapter 03 #111

112. Compare and contrast Piaget's concepts of assimilation and accommodation.

(p. 93)

Piaget found that children and adolescents use and adapt their schemas, or mental concepts that are useful in organizing and interpreting information, through two processes: assimilation and accommodation. Assimilation is the incorporation of new information into existing knowledge. Accommodation is the adjustment of the existing schema to new information; in accommodation, the schema changes.

Blooms Taxonomy: Analysis

Difficulty: Moderate

113. How does adolescent thinking change in Piaget's stage of formal operational thought?

(p. 95-96)

Formal-operational thought is more abstract than concrete-operational thought. Adolescents are no longer limited to actual, concrete experiences as anchors for their thoughts. They can imagine hypothetical situations or strictly abstract propositions and try to reason logically about them. This ability to think in an abstract way enables the adolescent to be better at verbal problem solving and to think about thinking itself. Formal operational thought is full of idealism and possibilities. At the same time that adolescents think more abstractly and idealistically, they also think more logically and test solutions systematically.

Blooms Taxonomy: Knowledge
Difficulty: Difficult
Learning Goal: 2
Santrock - Chapter 03 #113

114. What did William Perry and Gisela Labouvie-Vief describe as changes in thinking that occur in early adulthood?

(p. 97-98)

William Perry argued that as youth age into adulthood, they move away from absolutist thinking, as they become aware of the diverse opinions and multiple perspectives of others. Thus, the absolutist, dualistic thinking of adolescence gives way to the reflective, relativistic thinking of adulthood. Labouvie-Vief recently proposed that the increasing complexity of cultures has generated a greater need for more reflective, complex thinking that takes into account the changing nature of knowledge and challenges. She also emphasizes the considerable variations that characterize the thinking of emerging adults, with the highest level of thinking attained only by some.

Blooms Taxonomy: Comprehension

115. What are the characteristics of the stage of postformal thought?

(p. 98)

Postformal thought is characterized by thinking that is reflective, relativistic, and contextual. It is also provisional, realistic, open to emotions, and subjective.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #115

116. Define the term *wisdom*, and describe how wisdom develops over the life cycle.

(p. 99-

100)

Wisdom is defined as expert knowledge about the practical aspects of life that permits excellent judgment about important matters. Wisdom focuses on life's pragmatic concerns and human conditions. Research by Paul Baltes and his colleagues has found that high levels of wisdom are rare. Wisdom emerges in late adolescence and early adulthood; no further advances in wisdom have been found for middle-aged and older adults beyond the level attained as young adults.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #116

117. Describe Lev Vygotsky's social constructivist approach to learning.

(p. 100-
101)

In Vygotsky's approach, formal school is only one of the cultural agents that determine an adolescent's growth. He emphasizes the social contexts of learning and the construction of knowledge through social interaction. Parents, peers, the community, and the culture's technological orientation also influence adolescents' thinking.

Blooms Taxonomy: Comprehension

Difficulty: Moderate

Learning Goal: 2

Santrock - Chapter 03 #117

118. Compare and contrast Piaget's and Vygotsky's views on adolescent cognitive development.

(p. 101)

Both Piaget and Vygotsky proposed a constructivist view of cognition. Piaget believed that children construct knowledge by transforming, organizing, and reorganizing previous knowledge. For Vygotsky, children and adolescents construct knowledge through social interaction, collaboration, and sociocultural activity. The endpoint of cognitive development for Piaget is formal operational thought. For Vygotsky, the endpoint can differ, depending on which skills are considered to be the most important by a particular culture. The implication of Piaget's theory for teaching is that children need support to explore their world and discover knowledge. The main implication of Vygotsky's theory for teaching is that students need many opportunities to learn with the teacher and with more-skilled peers. In both Piaget's and Vygotsky's theories, teachers serve as facilitators and guides, rather than directors and molders of learning.

Blooms Taxonomy: Analysis

Difficulty: Difficult

Learning Goal: 2

Santrock - Chapter 03 #118

119. Explain how adolescents differ from children in managing cognitive resources.

(p. 102-
103)

Adolescents have an increased capacity for processing information. They can hold in mind several dimensions of a topic or problem at the same time, whereas children are more prone to focus on only one dimension. The speed with which cognitive tasks are processed improves dramatically across childhood and the adolescent years.

Blooms Taxonomy: Comprehension

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #119

120. Define the term *attention*, and describe the four types of attention.

(p. 103-
104)

Attention is the concentration and focusing of mental effort. The four types of attention that have been identified by psychologists are selective attention, divided attention, sustained attention, and executive attention. Selective attention is the ability to focus on a specific aspect of experience that is relevant, while ignoring others that are irrelevant. Divided attention involves concentrating on more than one activity at the same time. Sustained attention is the ability to maintain attention to a selected stimulus for a prolonged period of time. Executive attention involves action, planning, allocating attention to goals, error detection and compensation, monitoring progress on tasks, and dealing with novel or difficult circumstances.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #120

121. Define the term *memory*, describe the three types of memory, and tell how they change in adolescents.
(p. 105)

Memory is defined as the retention of information over time. There are three types of memory: short-term memory, working memory, and long-term memory. The short-term memory is a limited-capacity memory system in which information is retained for a short period of time unless it is deliberately rehearsed. Adolescents have better short-term memory than children because of a larger storage capacity. Working memory is a kind of mental "workbench" where individuals manipulate and assemble information when they make decisions, solve problems, and comprehend written and spoken language. Working memory increases substantially from ages 8 to 24. The adolescent years are likely to be an important developmental period for improvement in working memory. Long-term memory is a relatively permanent memory system that holds huge amounts of information for a long period of time. Long-term memory increases substantially in the middle and late childhood years and improvement likely continues into adolescence, although this has not been well documented by researchers.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #121

122. Compare and contrast the decision-making abilities of children, younger adolescents, and older adolescents.
(p. 107-109)

Compared with children, younger adolescents are more likely to generate different options, examine a situation from a variety of perspectives, anticipate the consequences of decisions, and consider the credibility of sources. Older adolescents, however, are better at making decisions than younger adolescents.

Blooms Taxonomy: Analysis

123. List at least three behavioral, cognitive, or psychosocial factors involved in making good decisions.
(p. 107-109)

People who have a wider breadth of experiences can often make better decisions than those who have limited experience. Adolescents and adults who are impulsive and seek sensation are often not very effective decision makers. Conversely, people generally make better decisions when they are calm, rather than emotionally aroused. The social context plays a key role in adolescent decision-making. The presence of peers in risk-taking situations increases the likelihood that an adolescent will make risky decisions.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #123

124. List at least three cognitive changes that allow for improved critical thinking in adolescence.
(p. 109)

Adolescents have increased speed, automaticity, and capacity of information processing, which free cognitive resources for other purposes. In addition, they have a greater breadth of content knowledge in a variety of domains, an increased ability to construct new combinations of knowledge, and a greater range of strategies for obtaining and applying knowledge.

Blooms Taxonomy: Knowledge

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #124

125. Compare and contrast convergent and divergent thinking.

(p. 111-
112)

Convergent thinking produces one correct answer and is the kind of thinking required on a conventional intelligence test. Divergent thinking produces many answers to the same question and is more characteristic of creativity.

Blooms Taxonomy: Analysis

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #125

126. Name three strategies would you recommend to teachers who wish to increase creativity among adolescent students?

(p. 112-
113)

Have adolescents engage in brainstorming and come up with as many ideas as possible. Introduce adolescents to environments that stimulate creativity. Don't over control. Encourage internal motivation. Build confidence. Guide adolescents to be persistent and to delay gratification. Encourage adolescents to take intellectual risks. Introduce adolescents to creative people.

Blooms Taxonomy: Evaluation

Difficulty: Difficult

Learning Goal: 3

Santrock - Chapter 03 #126

127. Distinguish the characteristics of an expert from those of a novice.

(p. 113-
114)

Experts are better than novices in a number of ways. Experts detect features and meaningful patterns of information. They accumulate more content knowledge and organize it in a manner that shows understanding of the topic. Experts are better than novices at retrieving important aspects of knowledge with little effort.

Blooms Taxonomy: Comprehension

Difficulty: Moderate

Learning Goal: 3

Santrock - Chapter 03 #127

128. What are some of the characteristics of self-regulatory learners?

(p. 115)

Self-regulatory learners set goals for extending their knowledge and sustaining their motivation. They are aware of their emotional makeup and follow strategies for managing their emotions. Self-regulatory learners periodically monitor their progress toward a goal. Based on that monitoring, they are able to fine-tune or revise their strategies. Finally, self-regulatory learners evaluate the obstacles and challenges that arise, and adapt their strategies accordingly.

Blooms Taxonomy: Comprehension

Difficulty: Difficult

Learning Goal: 3

Santrock - Chapter 03 #128

129. Judge the value of intelligence tests.

(p. 116-
117)

Psychological tests, including intelligence tests, are like tools. Their effectiveness and value depends on the knowledge, skill, and integrity of the user.

Intelligence tests can tell us about individual differences that make people different from each other. We can gain some insight into an individual's ability to use fluid and quantitative reasoning, and working memory. In tests that yield composite scores in addition to an overall IQ score, we can quickly see patterns of strengths and weaknesses in different areas of the person's intelligence.

The negative uses of intelligences tests include using them to stereotype a student and to lead to expectations. Another misuse of IQ tests occurs when they are used as the main or sole indicator of competence.

Blooms Taxonomy: Evaluation

Difficulty: Difficult

Learning Goal: 4

Santrock - Chapter 03 #129

130. What similarities and differences exist between Robert Sternberg's triarchic theory of intelligence and Howard Gardner's eight frames of mind theory?
(p. 118-119)

Both Sternberg and Gardner proposed theories of intelligence that stressed that intelligence comes in multiple forms and that students perform differently in school or academic situations, depending on the level of intelligence that they have in different areas. Sternberg proposed that intelligence comes in three forms: (1) analytical intelligence, which refers to the ability to analyze, judge, evaluate, compare, and contrast; (2) creative intelligence, which consists of the ability to create, design, invent, originate, and imagine; and (3) practical intelligence, which involves the ability to use, apply, implement, and put ideas into practice.

Howard Gardner believes that there are eight types of intelligence or "frames of mind." They are: verbal, mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

Blooms Taxonomy: Comprehension

Difficulty: Difficult

Learning Goal: 4

Santrock - Chapter 03 #130

Chapter 3 Summary

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