Quiz
Chapter 10 – Principles of Learning
Name: _____

The Skillful Teacher, 6th edition (2008)
Saphier, Haley-Speca & Gower

I. Matching: Match the following 4 Principles of Learning to a quote that illustrates the principle.

Principle	Teacher Quote
____ 1. Modeling	a. "Joan, you recognized that the sentence didn't make sense the first time you read it and went back and read it again! That's what I call being a good reader."
____ 2. End Without Closure	b. "So, class, I'm going to leave this problem on the board so you can see how to reconstruct these steps any time you need to."
____ 3. Knowledge of Results	c. "As soon as you finish your classwork come up and get an answer key from me."
____ 4. Reinforcement	d. "Randy brought up a good question about why the witches would choose to turn the children into mice instead of some other animal. Think about it tonight and let's discuss your thoughts tomorrow."

II. Short answer.

1. Teachers typically use 6-7 out of the 24 Principles of Learning. Explain.

2. Isolation of Critical Attributes is when a teacher highlights important items. Explain.

3. Students can carry emotions from prior events into new learning situations. Explain.

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(II. True or False, continued: explain each answer)

4. Similar items (such as the letters b and d) should be taught together to enhance learning. Explain.

5. Since the items in the middle in a sequence of items are the hardest to learn, how might a teacher have students study vocabulary words?

6. Written participation does not constitute active participation. Explain.

7. Why are tangible materials effective for all learners in demonstrating ideas?

III. Short Answer:

1. What is the difference between *Teach for Transfer* and *Application in Setting*?

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(III. Short Answer, continued)

2. What are the properties of effective *Goal Setting*?

3. Apply the Mnemonic Key Word technique to draw to help a student remember the meaning of the word *dire*, meaning 'warning of or having dreadful or terrible consequences.'

Dire (_____): Warning of terrible consequences

4. What are the teaching implications of the *Say-Do* principle?

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IV. Examples in Action:

For each vignette below:

a. Write the name of the principle of learning in operation.

b. Determine what is important about what the teacher did. State why it is likely to support effective learning.

Note that some vignettes may exemplify more than one principle, though one will be dominant.

1. Each spelling test covers this week's words, three words from last week, and the two most frequently missed words from previous weeks' lists.

2. The teacher is illustrating the permeability of membranes by pushing various-sized balls between the bars of a metal milk crate. "We'd call this semi-permeable because the marble will go through, but, as you can see [pushes, it finally goes] it goes through with difficulty, not just gliding through like the peas did." Later in the period students draw diagrams to illustrate the permeability of membranes they have been experimenting with. On their unit tests and in the review session before it, they will be asked to explain the meaning of permeable, semi-permeable, and impermeable in sentences.

3. A Spanish teacher said: "In drilling on your sixteen vocabulary words for tonight, divide them into two groups with eight cards in each group. Put the words on the front of the card and the meaning on the back. When arranging your packs, put the words that are hardest in the first and last positions and the one that is easiest for you in the fifth position."

4. The teacher told his group of eleventh graders that he wanted them to understand clearly the concepts of prejudice and discrimination and be able to explain them. He defined prejudice, writing on the board: "Social prejudice is a hostile feeling toward a person or persons because of their membership in a particular group." He underlined the words feeling, membership, and particular group. He then went on to define discrimination as "preferential treatment" of a person or persons because of their membership in a given group. After writing this on the board, he underlined the words treatment, membership, and particular group. He emphasized that the discriminating attribute in each concept was feelings versus treatment or actions. Probing students further on these concepts, he asked what the difference was between disliking someone and being prejudiced against the person. A student suggested that the key was whether the dislike was based on the person's membership in a particular group. The teacher asked if someone could provide an example of prejudice. A student said, "If an adult doesn't like a kid because he's a teenager." The teacher asked the class "Is this prejudice? Why?"

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5. In a third-grade physical education lesson on jump roping skills, the teacher took a few minutes at the beginning of class to let the children express what they had successfully accomplished by the end of the last class (e.g., jump ten or more times) and to decide individually what they were going to work toward (e.g., jumping more times without missing; jumping into the rope while it was turning; two people jumping at the same time). He checked with individual children from time to time, talking with them about what they'd said they'd try for and helping them make modifications when appropriate.

6. In the same physical education class, the teacher stayed with a student who was having trouble for about 4 minutes at the beginning of class. During this time, the teacher isolated the variables that the student needed to attend to in order to jump rope successfully (keep your eye on the rope; start jumping when the rope goes over your head; stay in the middle of the rope; jump to the rhythm set by the rope and the "counter"). He also provided the student with specific feedback about his performance and asked the student to tell him what he was going to try to remember. When the student started to jump successfully ten times without missing, the teacher moved away to other children and other groups. However, he returned to this one student several times during the class, providing as much help as necessary (e.g., taking the rope from one of the turners who was having trouble keeping a regular rhythm and turning the rope himself; asking the student to look where he was standing).

7. The teacher began class by asking who could explain the story: "Now this is a difficult story. Could any of you explain to a younger student why the author wrote the story?" To the five or six students who raised their hands, the teacher said, "Write your reasons on the board." As the students were writing, the teacher told the rest of the class to get in pairs and discuss which of the answers on the board was best. She added that they might be called on to defend their choice.

8. Suddenly the teacher yelled at a student who had just dropped a book (the whole event was staged). Students looked shocked at the teacher's overreaction. Then the teacher smiled and explained, "You all looked very worried. Why?" Students responded with obvious reasons, generally saying they had never before seen the teacher lose her temper. She then went on to make a connection to the character in the story who begins to act in unexpected and unaccustomed ways.

9. When students drill each other on the symbols in the periodic table (names and symbols for elements learned in chemistry courses), they introduce one or two new symbols at a time to each other in flash card packs. They do it in this way: "This is a new one. 'Fe' is iron. You say that." ["'Fe' iron."] "Right. Now,

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what's 'Fe'?" They're not to let their partners guess or try to figure it out, if they get a hint the partner is going to guess and get it wrong. The teacher doesn't want them to practice any wrong associations. As she flips through the pack, she makes sure the ones they're missing come up more often than the others do. As they learn them, she is more willing to let them hesitate when they see one.

10. The kindergarten teacher draws individual numerals or letters on large sheets of paper. As the children watch, she draws the first part of the numeral or letter with the side of a broken purple crayon and the second part with a green crayon. Baretta-Lorton (1976) claims that "this really helps eliminate reversals and gives the children a sequential pattern to follow when writing numerals or letters." The teacher-drawn letter or numeral sequence cards are then hung in the room so that they can be easily seen by the children throughout the school year.

11. Students have had instruction on reading and writing large numbers (tens of thousands, hundreds of thousands, millions, tens of millions, etc.) but they are having trouble. They are getting confused with the place value and tend to start at the left with a guess about millions or hundreds of thousands, disregarding the commas. To get them to remember to count places from the right and observe the commas, the teacher gives a lesson where all the examples have blank places such as: _ _ _ , _ _ _ .

    On the board is a model:

    ___, ___ ___ ___, ___ ___ ___, ___ ___ ___

    There are also a number of problems on the board with no numbers, in these forms:

    _ _ , _ _ _ _ _ _ , _ _ _ , _ _ _

    _ , _ _ _ , _ _ _ _ , _ _ _

    _ _ _ , _ _ _ _ , _ _ _

    When called on, students start from the right and count out to the last place. They are expected to respond in the form, "ones, tens, hundreds, thousands, tens of thousands, hundreds of thousands." After doing a number of examples like this in unison and then calling on various individuals, the teacher has the students do a practice sheet by themselves in the same form while she circulates giving help. Later they will move on to reading big numbers with the numerals back in but no medial zeros. When they show competence there, the teacher will add medial zeros to the examples she expects them to read and write.

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