Models of Teaching

1. Understanding by Design (UbD) is a curriculum design approach helping teachers to _____.

   a. align curricular goals, instruction, and assessment of student learning
   b. use the final assessment to show students what they should have learned in the unit
   c. work 'forward' by first establishing lesson goals and activities, then assessments for learning
   d. teach for more breadth than depth of understanding

2. Which descriptor applies to the Concept Development instructional model?

   a. is teacher-centered
   b. focuses on fostering student collaboration
   c. promotes ability to classify and make generalizations
   d. focuses on applying knowledge to problems in real-world contexts

3. Which of the following is not one of the four major goals in the Analysis phase of the ADDIE model?

   a. to determine the instructional goals and objectives
   b. to examine the current and desired learner needs and characteristics
   c. to make a final assessment of student learning in a unit
   d. to identify contextual factors that might promote or hinder instruction

4. Which of the following is a question to consider in the develop phase of the ADDIE model?

   a. How much growth occurred from the beginning to end of instruction?
   b. What must I teach to fulfill state, district, and local standards?
   c. Are the learning materials and activities responsive to the identified needs of the learners?
   d. How many learning goals did students achieve?

5. Which of the following is not true about the develop phase of the ADDIE instructional design model?

   a. The instructional designer (ID) creatively connects learner needs with appropriate materials.
   b. This phase typically is very straightforward process marked by much clarity.
   c. The ID creates plans to differentiate materials and instructional approaches.
   d. New information discovered in this phase may lead to revisiting previous ADDIE steps.

6. Teachers can benefit from TPACK in the following ways, except:

    a. TPACK offers teachers a mental framework for visualizing the complex relationships between the different domains of their knowledge and strategies for leveraging them when planning and implementing educational technologies.
    b. TPACK helps teachers practice using technology in instruction, regardless of whether this use has true impact on student learning. The key is to integrate technology into the lesson plans.
    c. TPACK can serve as a tool for analyzing a teacher's knowledge and for planning future professional development related to educational technology.
    d. TPACK can provide teachers a 'language' for talking with each other.

7. What is a final culminating step the authors suggest as teachers grow in their use of TPACK?

    a. Teachers can become familiar with what TPACK is.
    b. Teachers can conduct research on their own applications of TPACK within the instructional models in this text and other learning designs.
    c. Teachers can integrate technology into their instructional plans in meaningful and transformative ways.
    d. Teachers can participate in technology-focused learning opportunities such as graduate-level education, workshops, and learning communities.

8. Differentiating instruction in regards to content means that a teacher _____.

    a. holds high expectations for all learners but does not differentiate the content learned
    b. differentiates the learning goals along with the instruction, as some standards are unrealistic for some students
    c. believes that changing the format of the presented material will not impact a student's ability to grasp new knowledge
    d. gives more difficult material to high achieving students, and easier material to low achieving students

9. Differentiating instruction is beneficial in that it helps to develop _____.

    a. rote memory skills
    b. ability to follow instructions
    c. independent learning
    d. knowledge of others

10. How can VoiceThread (a multimedia-centered discussion tool) enhance student learning in the Direct Instruction model's guided or independent practice steps?

    a. VoiceThread increases student motivation by expanding the learner's audience
    b. VoiceThread allows the teacher to catch any mistakes by assessing a recorded presentation.
    c. VoiceThread allows students to remain anonymous, so it is best to use this tool when the presentation is not being formally assessed.
    d. VoiceThread increases student performance anxiety.

11. Manipulating physical objects, physical movement, and activity best exemplifies the benefit of using the Concept Development model to _____.

    a. help teachers learn more about their students
    b. help students to retain content understanding
    c. promote active hands-on learning
    d. acknowledge prior knowledge

12. A technological tool that offers a visual representation of a group of words that illustrates some kind of relationship is _____.

    a. word cloud
    b. a tablet PC
    c. kidspiration
    d. LCD projector

13. Inquiry in which students investigate a teacher-presented question via student designed/selected procedures is _____.

    a. confirmation/verification inquiry
    b. structured inquiry
    c. guided inquiry
    d. open inquiry

14. What is the correct order of the Inquiry model steps?

    a. posing a question, making hypotheses, gathering data, assessing hypotheses, analyzing the process, and generalizing about the findings
    b. posing a question, making hypotheses, gathering data, assessing hypotheses, generalizing about the findings, and analyzing the process
    c. posing a question, gathering data, making hypotheses, assessing hypotheses, analyzing the process, and generalizing about the findings
    d. gathering data, posing a question, making hypotheses, assessing hypotheses, analyzing the process, and generalizing about the findings

15. In which of the Inquiry model steps does the teacher help students to reflect on what they did and what they learned?

    a. presenting/posing questions
    b. gathering data
    c. analyzing the process
    d. presenting/posing questions

16. A "good" problem to address in a Problem-Based Learning lesson plan _____.

    a. has one ideal solution
    b. is not necessarily encountered outside of the classroom
    c. may or may not be interesting to the students
    d. motivates students to want to learn more

17. In allocating time for a Problem-Based Learning lesson _____.

    a. students will need plenty of time to develop, implement, and evaluate a plan
    b. students only should be given time to implement a plan
    c. the teacher should be the primary person to allocate and monitor use of time
    d. the time allocated should be independent of unique student learning needs

18. Technology integration in the planning stage of a Problem-Based Learning lesson focuses on _____.

    a. organizing, analyzing, documenting, and sharing resources
    b. researching potential problems and creating materials to scaffold learning
    c. documenting understanding at the individual, peer, and group level
    d. helping the teacher to be the primary person to monitor progress

19. Technology integration in the assessment stage of a Problem-Based Learning lesson focuses on _____.

    a. organizing, analyzing, documenting, and sharing resources
    b. researching potential problems and creating materials to scaffold learning
    c. documenting understanding at the individual, peer, and group level
    d. helping the teacher to be the primary person to monitor progress

20. Which activity occurs during the last step of a Problem-Based Learning lesson plan?

    a. The teacher randomly assigns students to groups.
    b. The students evaluate their cooperative and individual contributions.
    c. The teacher presents the problem.
    d. The groups vote on their best plan.

21. Cooperative Learning models impact creative and critical thinking by _____.

a. reducing individual innovation and motivation
b. stimulating a greater interchange of ideas
c. presenting less complicated tasks for groups to approach together
d. hindering cooperation toward a common goal

22. Which of the following includes key steps in the General Cooperative Learning model?

a. Introduce model; Name, teach, practice social skills; Assign students to expert and learning groups; Assemble groups and set task; Experts teach in learning groups; Measure group and individual accountability; Evaluate and provide team recognition.
b. Prepare questions; Divide students into groups; Explain process to groups; Identify, explain, and practice social skills; Distribute materials; Groups answer questions; Groups process responses to questions; Share information; Measure group and individual accountability; Assess learning.
c. Introduce task; Name, teach, practice task; Implement lesson and monitor interactions; Summarize learning; Measure group and individual accountability; Assess learning
d. Lesson introduction; Divergent phase; Convergent phase; Closure; Application

23. Which of the following includes key steps in the Graffiti Cooperative Learning model?

a. Introduce model; Name, teach, practice social skills; Assign students to expert and learning groups; Assemble groups and set task; Experts teach in learning groups; Measure group and individual accountability; Evaluate and provide team recognition.
b. Prepare questions; Divide students into groups; Explain process to groups; Identify, explain, and practice social skills; Distribute materials; Groups answer questions; Groups process responses to questions; Share information; Measure group and individual accountability; Assess learning.
c. Introduce task; Name, teach, practice task; Implement lesson and monitor interactions; Summarize learning; Measure group and individual accountability; Assess learning
d. Lesson introduction; Divergent phase; Convergent phase; Closure; Application

24. Groups that are designed to bring learners with different characteristics together are _____.

a. informal groups
b. cooperative base groups
c. heterogeneous groups
d. homogeneous groups

25. Cooperative Learning models positively impact learning and achievement _____.

a. for high-achieving students only
b. for groups as a whole, but not for individuals in the group
c. only for students in preschool and elementary school
d. by increasing motivation and desire to help the team