

## Test Items for Chapter 8

### Direct Instruction

#### Multiple Choice Questions

1. The direct instruction model helps students master:
  - A. problem solving.
  - B. self-discipline.
  - C. basic skills.
  - D. conceptual information.Answer: C
2. Which of the following topics would require the use of the direct instruction model?
  - A. Arabic poetry
  - B. Bike maintenance and repair
  - C. Astronomers of the Middle Ages
  - D. The ConstitutionAnswer: B
3. Which one of the following objectives is best suited for a lesson based on the direct instruction model?
  - A. The student will be able to isolate and dissect the gastrocnemius muscle of a frog without damaging other muscle tissue.
  - B. Given a picture of the leg muscles of a frog, the student will be able to identify the gastrocnemius.
  - C. The student will be able to list the names of all the leg muscles of frogs.
  - D. The student will be able to contrast the distinguishing features of amphibians and reptiles.Answer: A
4. In Phase 3 of the direct instruction model, the teacher should:
  - A. demonstrate the skill correctly.
  - B. provide guided practice.
  - C. attend to skill transfer.
  - D. review the objectives given in the introduction.Answer: B
5. “Of the numerous predictive cues that influence behavior at any given moment, none is more common or effective than the actions of others. People applaud when

others clap, they laugh when others laugh, they exit from social events when they see others leaving . . .”

The above quote is most likely from the work of:

- A. Madeline Hunter.
- B. Ellen Gagne.
- C. Joyce and Showers.
- D. Albert Bandura.

Answer: D

6. Which of the following is the best description of how to perform task analysis?
- A. Evaluate the difficulty of a task.
  - B. Break a large task down into smaller components.
  - C. Classify tasks on the basis of the type of knowledge needed to perform the task.
  - D. Put the tasks to be taught in chronological order.

Answer: B

Use information from the following scenario to answer questions 7 and 8:

Ms. Reuters is planning a unit on journalism for her seventh-grade class. As a means of tying her general writing objectives in with the journalism unit, she plans to devote a lesson to training the students on how to use a word processor, thereby introducing students to how stories are written at a modern newspaper.

7. Given Ms. Reuters’s aims, what would the most appropriate objective for the word processing lesson be?
- A. The student would be able to list five key commands from the word processing software on a test without the use of notes.
  - B. The student would be able to write a brief story on a word processor given the appropriate materials.
  - C. Students would be able to compare and contrast modern news production practices with those used previously.
  - D. Students would be able to independently write a one-paragraph news item with no more than two punctuation errors.

Answer: B

8. Which of the following subskills best represents an aspect of what Ms. Reuters’s task analysis should comprise?
- A. Opening a file, using editing commands, using track changes

- B. Purchasing word processing software
- C. Evaluating software, using a variety of hardware
- D. Programming, care and maintenance of computer

Answer: A

Use the information from the following scenario to answer questions 9 and 10.

Mr. Nichols is a second-grade teacher who is setting up a unit on money. He is creating a student store within the classroom in order to provide students with a concrete experience with the concepts of money. One of his first lessons has to do with learning how to make change.

9. Which of the following would be the most appropriate objective for the change-making lesson in Mr. Nichol's money unit?
- A. Students would make change correctly.
  - B. Students would understand how to make change.
  - C. Students would understand the terms "profit" and "loss."
  - D. Students would make change for expensive items.

Answer: A

10. Which of the following objectives represents an important early subtask in the task analysis for Mr. Nichol's money unit?
- A. Recognize pennies, nickels, dimes, and quarters.
  - B. Charge more for an item than its initial cost.
  - C. Act friendly to the customers.
  - D. Save a portion of profits.

Answer: A

11. "Good morning, students. Today you will learn how to properly titrate a solution of hydrogen chloride with a 1 N sodium hydroxide solution. This is an important skill for you to acquire because of our highly technological society. You can think of titrating as diluting. I will demonstrate." Which of the statements below best describes the above introduction to a high school chemistry lesson?
- A. This is an excellent introduction because it provides a rationale.
  - B. This is an excellent introduction because it provides an anchoring idea.
  - C. This is a poor introduction because the rationale is too general.
  - D. This is a poor introduction because the demonstration should precede establishing set.

Answer: C

12. Which of the following was *not* a guideline for homework assignments in the Good and Grouws mathematics research project?

- A. Assign homework on a regular basis except Fridays.
- B. Assign homework so it can be completed in about fifteen minutes at home.
- C. Assign homework to include one or two review problems.
- D. Assign no homework; do practice in class.

Answer: D

13. Ms. Ahmad has just begun a unit on diagramming sentences in her junior high school English class. She would like her students to practice the new skill introduced that day, the placement of adverbs and adjectives at home. She should assign as homework:

- A. massed practice of the skill initially.
- B. distributed practice of the skill initially.
- C. both massed and distributed practice initially.
- D. Neither type of practice is appropriate.

Answer: A

14. Which of the following is one of the principles that should guide how teachers provide feedback to students?

- A. Teachers should promptly point out errors so that students can correct themselves.
- B. Teachers should enthusiastically praise every correct response.
- C. Teachers should be specific in their feedback.
- D. Teachers should not give clues when students are having difficulty answering a question.

Answer: C

Use the following transcript of a dance class to answer questions 15, 16, and 17:

- 1—T: Show me a fifth position.
- 2—S: (Points feet straight ahead.)
- 3—T: That position would have been correct if I'd asked you to show me parallel position. Show me how your feet were when you did your demi-plies during the warmup.
- 4—S: (Crosses feet and points them outward.)
- 5—T: Right. That is turned out position. Now from that fifth position, do a changement.
- 6—S: (Takes a step forward. The correct response would have been to jump.)

7—T: No, let me show you. (T demonstrates changement.) I'll bet you remember that next class! Now let's review tendu—show me a tendu with your right foot.

8—S: (Does a tendu with left foot.)

15. Did this teacher dignify student error? If so, when?

- A. Line 3
  - B. Line 5
  - C. Line 7
  - D. Teacher did not use this technique.
- Answer: A

16. Did this teacher provide a prompt? If so, when?

- A. Line 3
  - B. Line 5
  - C. Line 7
  - D. Teacher did not use this technique.
- Answer: A

17. Which of the following responses to the student error in line 8 best represents proper feedback?

- A. "Your other right foot."
  - B. "No, I'm sorry, that's wrong."
  - C. "Try again, dear."
  - D. "You got the tendu correct, but let's try that again with the other foot."
- Answer: D

18. Which of the following statements about guided practice is/are accurate?

- A. Assign short, meaningful amounts of practice.
  - B. Assign practice to increase overlearning.
  - C. Be careful to attend to the initial stages of practice.
  - D. All of the above statements are true.
- Answer: D

19. Which of the following statements explains why it is important for teachers to help students focus on the processes of their performance as contrasted to the outcomes?

- A. Process is the most important outcome.

- B. Too much focus initially on outcomes can lead to incorrect techniques or procedures.
- C. Too much focus initially on process can lead to incorrect performance.
- D. All of the above statements are false

Answer: B

20. Which of the following represents an appropriate item for a test of skill development?

- A. Draw a figure showing the union of two sets.
- B. Name two ways sets can be joined.
- C. Write the definition of a “set.”
- D. When two sets share some properties, they are said to be \_\_\_\_\_.

Answer: A

21. Which of the following is the best seating formation for most direct instruction lessons?

- A. Circle desk formation
- B. Horizontal desk formation
- C. Row desk formation
- D. Horseshoe desk formation

Answer: B

22. The direct instruction model would be best suited to teach:

- A. a lesson involving higher level thinking.
- B. a lesson involving social learning.
- C. a lesson involving basic information and skills.
- D. a lesson involving complex ideas.

Answer: C

23. Based on the research, which of the following statements about homework is false?

- A. Homework seems to have little effect on learning in elementary grades.
- B. Homework has effects beyond academic learning.
- C. Students learning is affected by the amount of homework assigned.
- D. None of the above statements is false.

Answer: A

24. Which of the following statements best explains the ideas behind social learning theory?

- A. Humans act in certain ways in response to positive and negative consequences.
- B. Human learning occurs as individuals selectively observe others.
- C. Humans learn by reflecting on their individual actions.
- D. All of the above statements are critical aspects of social learning theory.

Answer: B

25. Research over the past quarter century has consistently shown that the most productive learning environments for direct instruction are characterized by:

- A. informal and flexible teaching strategies.
- B. student-centered teaching methods.
- C. highly structured, businesslike environments.
- D. environments with highly educated, enthusiastic teachers.

Answer: C

26. The central idea behind task analysis is:

- A. that lessons will flow much better if the tasks or activities are listed and followed.
- B. that demonstrating the ability to complete a task is an essential part of a successful lesson.
- C. that most skills have several subskills which must be mastered before the whole skill can be performed.
- D. None of the above.

Answer: C

27. Louis Ramirez is a second-grade teacher who adheres to the essential five phases of direct instruction lessons. He just completed the first part of a lesson on magnetism that included demonstrations using several different types of magnets. Louis is now ready to initiate a phase where he wants to check for student understanding. Which of the following activities would be the most meaningful to the students?

- A. Conduct a discussion about what was covered in the lesson.
- B. Divide the class into small groups to experiment with the magnets used in the lessons.
- C. Ask class members to think about the types of magnets that are used in their everyday lives and show examples of these.
- D. Ask the students to read their chapter on magnets for twenty minutes and reflect on what was learned.

Answer: C

28. Which of the following is **not** a critical aspect of an effective direct instruction lesson?

- A. The teacher should have a basic understanding of what he or she is demonstrating and teaching
- B. The teacher should explain the purpose of what is being taught.
- C. The teacher should provide relevant, guided practice of what was taught.
- D. All of the above are critical aspects of a direct instruction lesson.

Answer: D

29. Guided practice of what has been taught in a direct instruction lesson has been shown to increase retention, to make learning more automatic, and to help students transfer learning to a new or stressful situation. Which is **not** a guideline that teachers should follow when overseeing practice sessions?

- A. The students should practice for long periods of time at first to ensure that the skill is absorbed.
- B. The task should be simplified at the beginning, but the brevity and simplification should not distort the pattern of the whole skill.
- C. Practice should continue well beyond the stage of initial mastery.
- D. Be careful that overlearning the skill does not become monotonous and decrease motivation to learn.

Answer: A

30. The major criticism of direct instruction is...

- A. that it teaches only low-level skills.
- B. that it is difficult to implement properly.
- C. that it supports the view of students as passive learners.
- D. that it is overly dependent on teacher talk and low level objectives

Answer: D

### **True or False Questions**

31. The direct instruction model is a complex method of teaching that typically takes beginners years of experience to master.

- A. True
- B. False

Answer: False

32. A direct instruction lesson should be carefully organized and conducted in a businesslike and task-oriented environment.

- A. True

B. False  
Answer: True

33. Social learning theories maintain that much of what humans learn is through observation of others.

A. True  
B. False  
Answer: True

34. Behaviorism was developed as a result of the belief that social learning theory provided too limited a view of learning.

A. True  
B. False  
Answer: False

35. Distributed practice is usually most effective for refining already familiar skills.

A. True  
B. False  
Answer: True

### **Short Answer and Essay Questions**

36. Describe the major instructional outcomes of direct instruction. Then list the phases in the syntax for the model and described teacher behavior for each phase. Finally, describe the learning environment most appropriate for direct instruction.

0–14 points: 2 points for instructional outcomes; 1 point for each of the phases listed and 1 point for appropriate description of each teacher behavior; 2 points for description of learning environment

37. Briefly describe the typical research procedures used in the “teacher effectiveness” research.

0–5 points: 5 points for a thorough answer down to 1 point for a very skimpy answer

38. List the three steps in observational learning according to Bandura.

0–3 points: 1 for each step listed

39. Select a procedural learning goal appropriate to the grade level and/or subject area you plan to teach, and write a task analysis for it.

0–6 points: 1 point for appropriate goal, and 5 points for a thorough analysis down to 1 point for a very skimpy analysis

40. List and describe the four guidelines for conducting guided practice. Select one, and provide one good example and one bad example of its implementation.

0–6 points: 1 point for each guideline described; 1 point for each example