

Chapter 1

Becoming an Expert

Multiple Choice

- 1.1 Robert Sternberg's theory of intelligence includes which of the following?
 - a. thinking conceptually
 - b. thinking creatively
 - c. thinking abstractly
 - d. thinking positively

- 1.2 When you are evaluating concepts, comparing and contrasting, you are thinking _____.
 - a. conceptually
 - b. creatively
 - c. analytically
 - d. practically

- 1.3 Susan uses strategies to help her learn efficiently and is open to challenges and willing to overcome problems to achieve learning goals. Sternberg and Williams would say that Susan is:
 - a. a poor student
 - b. a good teacher
 - c. a gifted student
 - d. an expert student

- 1.4 Which of the following is NOT a suggestion from Sternberg and Williams for teachers trying to help a talented student become an expert student?
 - a. Give the student "homework passes" for reinforcement of a job well done.
 - b. Encourage and support the student's interests.
 - c. Challenge the student to do extra work.
 - d. Introduce the student to an adult with expertise in the same domain.

- 1.5 Each day, Burton takes time to think about his progress at teaching, and attempts to understand what he is doing right and doing wrong and why. He knows this will contribute to the development of his expertise. Burton is using the technique of:
 - a. expert thinking
 - b. reflective thinking
 - c. effective daydreaming
 - d. practical thinking

- 1.6 According to the textbook, which of the following is NOT a characteristic of an expert teacher?
 - a. Experts are quick thinkers.
 - b. Experts have expert knowledge.
 - c. Experts are efficient.
 - d. Experts have creative insight.

- 1.7 Miss Evans needs to understand how to enhance student motivation, how to manage groups of students in a classroom setting, and how to design and administer tests. Miss Evans needs:
 - a. content knowledge
 - b. expert knowledge
 - c. pedagogical-content knowledge
 - d. pedagogical knowledge

- 1.8 Miss Jackson seems to know everything about biology. She has completed many biology courses, she reads about biology and discusses biology with the other science teachers in the school. What type of expert knowledge does Miss Jackson demonstrate?
- pedagogical
 - context
 - content
 - pedagogical-content
- 1.9 Specific knowledge of how to teach what is being taught, such as knowledge of how to explain particular concepts, how to demonstrate and explain procedures and methods, and how to correct students' naïve theories and misconceptions about subject matter.
- content knowledge
 - expert knowledge
 - pedagogical-content knowledge
 - pedagogical knowledge
- 1.10 According to the textbook, a lesson plan includes all of the following EXCEPT
- global plans
 - global decisions
 - local plans
 - decision elements
- 1.11 Althea's lesson plan includes routines for checking homework, presenting new material, and supervising guided practice. Althea is including
- global plans.
 - global decisions.
 - local plans.
 - decision elements.
- 1.12 This part of the lesson plan might include routines for presenting particular concepts or for assessing student understanding of particular concepts. They are tailored to the content being taught.
- global plans
 - global decisions
 - local plans
 - decision elements
- 1.13 Other than pedagogy and content, expert teachers need knowledge of
- the social and political context in which teaching occurs.
 - how to publish a textbook.
 - the inner workings of the equipment to be used in the school setting.
 - the various psychological theories relevant to the classroom.
- 1.14 Isaac is an expert teacher, and can perform important tasks without thinking much about them. In his efficiency, Isaac is able to
- ignore well-learned skills.
 - develop well-learned skills.
 - identify well-learned skills.
 - automatize well-learned skills.
- 1.15 When Edwina has a problem in the classroom, she thinks about which plan or approach is more likely to work, or she thinks about how one plan compares to another one she has tried that failed. Edwina, an expert teacher, is thinking about her thinking; she is using
- global planning.
 - local planning.
 - metacognitive processes.
 - planning processes.