**Readiness Assurance Test – Some Learning Theory (D006)**

1. You have come to believe that students must negotiate a shared understanding of the subject matter to achieve deep learning with understanding.

The process of achieving this enhanced level of understanding through dialogue is best described by which educational theory?

1. Behaviourism
2. Constructivism
3. Social Dialogue Theory
4. Social Constructivism

2. You notice that some concepts are much easier for students to learn than others. It seems that concepts that can be incorporated into existing frameworks of understanding are simpler for students to grasp. Concepts that require students to modify or abandon their current framework of understanding are more difficult for students to learn.

Which educational theory is this observation congruent with?

1. Bloom’s Acceptance/Abandonment
2. Vygotsky’s Zone of Optimal Development
3. Perry’s Additive Assessment
4. Piaget’s Assimilation/Accommodation

3. You have been using Team-Based Learning in your first year physics seminar for a couple of years. You have begun to notice that some teams don’t deeply discuss their decision rationales often get stuck part way through the problem and as a result don’t do well in the full class discussion. In contrast, teams with more animated and in-depth conversations often successfully complete the problem or at least proceed further into the problems before getting stuck, and they most often do better in whole class discussions. In the successful teams, it seems like the students are helping each other progress, with students helping each other work out a deeper understanding.

This process of learners aiding each other’s progress is best described by what educational theory.

1. Piaget’s Assimilation/Accommodation Process
2. Vygotsky’s Zone of Proximal Development
3. Perry’s frame work of Cognitive Development
4. Bloom’s taxonomy of Cognitive Development

4. Your students are uncomfortable with anything but black and white answers. You have been trying to get your students to recognize and accept the reality of uncertainty in knowledge and thinking. Which Perry stage are your students most likely at?

1. Dualism
2. Multiplicity
3. Relativity
4. Commitment

5. You have decided to use Team-Based Learning (TBL) in your 2nd year literature course. You are trying to decide how to sequence the activities to help the students best develop a deep understanding of the subject matter.

What educational construct might be most useful in helping you sequence the TBL activities?

1. Piaget’s stage of intellectual development
2. Perry’s intellectual sequencing framework
3. Bloom’s taxonomy in the cognitive domain
4. Vygotsky’s scaffolding

6. A student has come to your office hours because he received a low grade on his last assignment. The student claims that since there is ambiguity and uncertainty around the subject matter, your marking is therefore very subjective and that his opinion needs to be considered as valid as yours.

What educational theory might you use to help structure a reasonable response to the student?

1. Vygotsky’s stages of intellectual development
2. Perry’s frame work of cognitive development
3. Piaget’s scaffolding and fading
4. Bloom’s taxonomy of cognitive development

7. You have been using active learning in your 3rd year Psychiatric Nursing course. During the application activities, you have been listening to the intra-team discussions (as teams make their decisions and build their supporting rationale before full class reporting). You have noticed that the discussion often starts with very black and white pronouncements about the right answer, then discussion of other views and contrary evidence and finally commitment to a reasonable decision, supported by reasonable evidence. The progression of this conversation is very similar to what educational theory?

1. Perry’s frame work of Cognitive Development
2. Vygotsky’s Zone of Proximal Development
3. Piaget’s Assimilation/Accommodation Process
4. Bloom’s taxonomy of Cognitive Development

**Application Activities – Some Learning Theory**

**ONE:** You have reconfigured your course around active learning strategies. The course is going well, but there is a vocal minority of students who passionately dislike active learning. The group of unhappy students has gone to your department chair to complain that “you are not teaching them.”

What is the most effective way for you to respond? And why?

1. Ignore the students – some students will be unhappy no matter what you do.
2. Explain your rationales for using active learning to your department chair.
3. Meet with the unhappy students to fully hear and respond to their concerns.
4. Spend some class time responding to concerns and explaining your rationales for using active learning.

**TWO:** You work as an educational consultant in the teaching and learning centre and an instructor has come to you for help. The instructor describes a capstone course activity that requires student teams to (1) select a problem that can be addressed using a specific educational theory (2) prepare a presentation and (3) present their findings to the whole class. The faculty member goes on to relate that the presentation event last year was not a great success, with very low energy and very few challenging questions from other teams.

What would be your most important recommendation to improve this activity? And why?

1. Give students a lecture on presentation skills.
2. Have all student teams do presentations on the same topic so they care about each other’s answers.
3. Have a requirement that every team must ask a deep, probing question of the presenters after each presentation.
4. Change the activity to a decision making task that asks students to decide and defend which theory they think applies the best in a given situation.

**THREE:** You have a 2 hour capstone application activity at the end of the first module of your course. Students are having a lot of trouble completing the activity and those that do have little confidence in their final decisions. What would be the best thing to do to “fix” this activity? And why?

1. Make the activity easier
2. Break the big activity in a series of smaller activities.
3. Move the activity further into the course.
4. Spend more time circulating and working with each team to ensure they stay on track.

**FOUR:** You are designing an activity for your first year course. What activity would you recommend to help students transition from Dualistic thinking to Multiplistic thinking?

1. Mini research projects where student investigate real world issues
2. Summaries of opposed viewpoint readings
3. Full class discussion

**FIVE:** You are teaching an upper-level elective. What activity would you recommend to help students with the transition from Multiplicity to Relativity?

1. Mini research projects where student investigate real world issues and are required to take a position
2. Analysis of opposed viewpoint readings
3. Panel Discussions or Debates