

## **Check Up Test Chapter1**

### **Foundation of education**

**Education** is the way how we get knowledge, skills, attitudes, critical thinking, solving problem, development and creativity.

**Foundation** is a base or lowest structure to go on and stand strong.

**Foundation of Education** are the systems which guide us to get educated, to do it better.

There are six foundations of education: psychological, sociological, anthropological, historical, philosophical and legal foundation.

1. **Psychological**: is the studied about human behaviour, how we act and react under different situations,
2. **Sociological**: it is the study of being living in groups how to cooperate, how to work or live together.
3. **Anthropology**: it is the study of civilizations and cultures of people where is origins, customs, traditions, beliefs, or practices come from.
4. **Historical**: It is the study of the past events to makes us understand the present situations and to do it better in our present and future.
5. **Philosophy**: It is the study of thinking or theory to evaluate or solve problems.
6. **Legality**: It is the study of knowing the law or rule in social or a place.

**Structuralism** proposes that the structure of conscious experience could be understood by analyzing the basic elements of thoughts and sensations. Structuralism is considered the first school of thought in psychology, and was established in Germany by Wilhelm Wundt, and mainly associated with Edward B. Titchener.

Structuralism to study about human mind, how to divide students in their group or age if the students are in the same structure, it is much easier to understand.

**Functionalism** refers to a psychological school of thought that was a direct outgrowth of Darwinian thinking which focuses attention on the utility and purpose of behavior that has been modified over years of human existence. It leads to the main thing of their goal.

Write True or False after each sentence.

1. Structuralism is the point of view that claims that experience or mental states are made of sensations, images or ideas, and feelings. **True**
2. Behaviourism is the conception of experience at any given moment is determined by the totality of its related phases which constitute an integrated pattern or configuration. **False**
3. Eclectic approach is an approach that applies all the different schools of psychology to education. **True**
4. Gestalt Psychology is the stimulus-response theory that believes every stimulus creates a response where activities can be measured objectively. **False**
5. Functionalism is mental processes are functions or operations of the organism in its adaptation to and modification of its environment. **True**
6. Drives, needs, wants, urges is Inborn urges, needs, tendencies, and wants. **True**
7. Psychoanalysis is Inborn automatic responses to simple localized stimulation involving particular muscles and parts of the body. **False**
8. Capacity and special attitudes are potential abilities and skills possessed by an individual which are developed through education. **True**
9. Reflexes are certain emotional predispositions of an individual, like rage. **False**
10. Temperament or emotion furnishes explanations of mental and emotional maladjustment in terms of the inability of the individual to satisfy his own desires and emphasizes the value of mental and emotional therapy as a cure for emotional cases or problems. **False**

## Part I: Vocabulary

Instructions: Match the words found in Column A with the right words found in Column B. Write letters only.

### Column A

1. retard
2. temperament
3. pragmatism
4. biological
5. stimulus
6. adaptation
7. latent
8. trivial
9. aptitude
10. conception

### Column B

- A. unimportant or of little value
- B. present but is hidden and may develop or become noticeable in the future
- C. Something that causes a reaction
- D. natural ability or skill
- E. a way of dealing with problem in a sensible, practical way
- F. the emotional part of someone's character
- G. the process by which something changes or is changed so that it can be used in a different way
- H. connected with biology or natural
- I. to delay the development
- J. a general idea about something

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>I</b>	<b>F</b>	<b>E</b>	<b>H</b>	<b>C</b>	<b>G</b>	<b>B</b>	<b>A</b>	<b>D</b>	<b>J</b>

## **Check UP test 2**

### **Vocabulary**

1. Impose (v): take advantage of someone by demanding their attention or commitment.
2. Trivial (adj): of little value or unimportance.
3. Prerequisite (n): a disease causing painful inflammation and stiffness of the joints.
4. Apprehension (n): anxiety or fear that something bad or unpleasant will happen.
5. Offshoot (n): a thing that develops from something else.
6. Inadequate (adj): lacking the quality or quantity required; insufficient for a purpose.
7. Senility (n): a medical condition that causes the memory and other mental abilities of old people to gradually become worse, leading them to behave in a confused manner.
8. Solitude (n): the state or situation of being alone.
9. Ailment (n): an illness, typically a minor one.
10. Arthritis (n): a thing that is required as a prior condition for something else to happen or exist.
11. Lucrative (adj): producing a great deal of profit.
12. Deteriorate (v): become progressively worse.
13. Aspiration (n): a hope or ambition of achieving something.
14. Affiliation (n): the state or process of affiliating or being affiliated (Connection).
15. Procreation (n): the production of offspring; reproduction.
16. Inquisitive (adj): having or showing an interest in learning things; curious.
17. Rudiment (n): basic or an undeveloped or immature part or organ, especially a structure in an embryo or larva which will develop into an organ, limb, etc.
18. Elimination (n): the removal of something
19. Internal organs (n): an organ of an animal that is inside the body, beneath the skin. The stomach, heart, lungs, and liver are internal organs and are protected by layers of skin, fat and bones
20. Assimilate (v): take in and understand fully (information or ideas).

## CHECK UP TEST2

Identify the following biological stages of development of the individual

**Late childhood** 1. The child is between 6 and 12 years old, learns home and school skills, joins peer groups, and learns values.

**Middle age** 2. The individual between 40 and 50 years old has achieved most of his aspirations such as established family, job, or business, stable income, and other achievements

**Late adolescence** 3. He is between 18 and 21 years old. His progress of development continues. Enrolled in college, he prepares for vocational or professional career and if not, finds jobs to be independent

**Prenatal Period** 4. The period from conception to birth where bodily organs, flesh, and bones are formed.

**Early adulthood** 5. The period from 21 to 45 years old where new life adjustments occur such as courtship, marriage, parenthood, employment, recreational hobby, affiliation to clubs, and achievements

**Puberty Stage** 6. The period from 12 to 15 years old. The individual undergoes tremendous physical and emotional changes

**Old age** 7. The age of retirement ranging from 65 years and above. Functions of the body organs deteriorate

**The period of infancy or babyhood** 8. The period from birth to two years old where he experiences physical and physiological behavior patterns, recognizes sex differences, and starts learning rudiments of right and wrong

**Early adolescence** 9. The period from 14 to 17 years old where the high schooler undergoes rapid sex and physical maturation. Ambitions are likewise developed

**Early Childhood** 10. Pre-school or kindergarten age where the child begins to explore and socialize and continues his physical growth and value formation

### **Check Up test3**

#### The Theories of Personality

##### Kretschmar's classification (not confirmed)

- A. Asthenic Type – Such persons are tall and thin with underdeveloped muscles; they are also underweighting and they are irritable and shirk away from responsibility.
- B. Pyknic Type – Such people are short in height with heavily built body type. They have short, thick neck, they exhibit characteristics of being social and cheerful and they like to eat and sleep.
- C. Dysplastic Type – This category includes people who do not exhibit any of the characteristics mentioned above but are mix of all three types.
- D. Normal Type \_ A healthy person has a strong sense of identity, well developed, consistent core values, and can connect with others in a meaningful way.

##### Sheldon's classification (not confirmed)

- A. Endomorphic – Such persons are short and fatty with a round shape of body. They like to eat and drink and make merry. They are gregarious by nature and have leisurely attitude toward life and like freedom also.
- B. Mesomorphic – These people are muscular types. Their muscles and bones are quite well developed and they are physically well shaped. These people generally are considered to be toughminded, risk taking, assertive and aggressive.
- C. Ectomorphic – Such people are tall but thin. They like anxious, self-conscious, thoughtful, quiet, and private. These people like to remain away from people.

### Check up test chapter 3

Identify the following types of personality.

1. **Pyknic:** short, fat body with cyclothymic temperament with a mild manic depressive psychosis.
2. **Dyplastic:** bodily defective and handicapped.
3. **Asthenic:** tall, thin body associated with schizophrenia or schizothyme temperament, split personality.
4. **Ectomorphic:** tall, thin, stoop shouldered, with delicate skin, fine hair, and sensitive nervous system.
5. **Endomorphic:** prominence of intestines and other visceral organs, round in body but weak muscles and bones.
6. **Mesomorphic:** athletic type with strong and rippling muscles, broad shouldered and narrow hipped.
7. **Somatotonic:** predominantly mesomorphic, energetic, loves exercises, direct in his manners, and loves competitive aggressiveness.
8. **Cerebrotonic:** predominantly ectomorphic, sensitive and emotional, worries much, does not like groups and love solitude.
9. **Viscerotonic:** predominantly endomorphic, loves to eat, seeks bodily comfort, sociable, relaxed in posture and movement, slow reactions.
10. **Melancholic:** suffers from depression and sadness, unpleasant, calm emotion.
11. **Sanguine:** warm hearted, pleasant, quick to react, balanced emotional excitement.
12. **Choleric:** easily angered and quick to react, easily excited emotionally.
13. **Phlegmatic:** listless, slow, apathetic, calm emotion, weak.
14. **Ambivert:** normal, in between the two extremes of introversion and extroversion.
15. **Extrovert:** prefer to be with people, very sociable, conventional, well dressed, outgoing, chooses occupation that deals with people.
16. **Introvert:** prefer to be alone, shy, withdrawn, but can be a leader in a discussion if he has a high intelligence.
17. **Compulsive personality:** characterized by excessive cleanliness, orderliness, obstinacy, stinginess, and punctuality.
18. **Authoritarian personality:** characterized by highly conventional behavior, superstition, destructiveness and cynicism, desire for power, concern over sex.
19. **Normal:** has only mild form of asthenic and pyknic characteristics with appropriate body and temperament.
20. **The superego:** very conscientious, sense of right and wrong, works according to the ideal.

## Part I: Vocabulary

Instructions: Match the words found in Column A with the right words found in Column B. Write letters only.

### Column A

1. trait
2. characteristics
3. irascibility
4. gregariousness
5. affluence
6. piety
7. gleaned
8. residue
9. cynicism
10. subservient
11. innate
12. Id

### Column B

- A. rich enough to buy things
- B. is a belief that people are only interested in themselves
- C. a particular quality in someone's character
- D. the part of your mind that is unconscious and has hidden wants and needs
- E. a typical feature or quality that something, somebody has
- F. to learn small pieces of information by asking, watching or listening
- G. sociable or living in groups
- H. quality, feeling, etc. that you have when you are born
- I. strong religious belief and behavior
- J. always doing what other people want you to do
- K. small amount of something that remains at the end of the process
- L. to grow angry

1	2	3	4	5	6	7	8	9	10	11	12
C	E	L	G	A	I	F	K	B	J	H	D



## Part II: Comprehension

1. Based on Type theories particularly Behavior, which category does you consider yourself? Why? Explain briefly.  
I consider, I am in ambivert person because I sometime prefer to be alone and shy and sometime, I can go into social with other.
2. What are the two (2) forms of personality according to Psychoanalytic Theory of Development?
  - a) Compulsive personality
  - b) Authoritarian personality
3. According to Maslow's Self-actualization, man has biological and psychological needs, what are they?
  - a) They are biological needs: comfort, food, clothes, shelter...
  - b) Psychological needs: love, affection, belongingness, safety, cooperation, companionship...
  - c) Self-actualizational needs
4. Which components of personality that describe the emotional maturity and stability of an individual?  
  
Temperament demonstrates the emotional maturity and stability
5. Describe an authoritarian personality.  
Authoritarian personality is highly conventional behavior, desire for power or concern over. If he lives in the family with power he will use that power to other.

#### Check UP test 4

1. **Cognitive learning.** Acquisition of knowledge, facts, information, ideas, and concepts.
2. **Psychomotor learning.** Involves the use of muscles and bodily movements.
3. **Manipulative dexterity.** Involves the accurate and precise use of hands and feet in handling gadgets, machines, tools, and equipment.
4. **Trial and Error.** Performing a series of solutions to a problem until the right one is found.
5. **Associative learning.** Establishing the relationship between words and objects, between principles and situations, and between ideas and things.
6. **Problem solving learning.** Overcoming or removing difficulty to attain a goal.
7. **Attitudinal or affective learning.** Formation of values, attitudes, appreciation and judgments.
8. **Bodily movement coordination.** Coordinating the movements or the reflexes of the different parts of the body to attain the desired performance of an activity.
9. **Aesthetic learning.** Appreciation of the good and beautiful and abhorrence of the bad.
10. **Intellectual learning.** Development by reading and studying that enriches the knowledge.
11. **Connectionism or stimulus response theory.** Learning based on association between stimuli and responses.
12. **Direct learning.** Going at once into the water to learn how to swim.
13. **The law of readiness.** When an organism is ready to act, action is satisfying, inaction is annoying.
14. **The law of effect.** Learning is strengthened if it gives satisfaction to the learner.
15. **The law of exercise.** The more a connection is repeated, drilled upon or reviewed, the stronger it becomes.
16. **The natural or unconditioned stimulus.** The dog, upon the ringing of a bell, salivates whether food is presented or not.
17. **Operant conditioning theory.** An individual tends to repeat a rewarding behavior or situation and avoid an unpleasant one.
18. **Kohler's theory.** Use of insight and understanding in learning.

19. **Lewin's theory.** The behavior of the individual is the result of the interaction between internal forces (individual's trait) and external forces (environment).
20. **Bruner's theory of learning.** Learning, involves acquisition, transformation and evaluation.
21. **The theory of configuration.** Similar to the Gestalt theory, this refer to the unified or total pattern of organization of a learning situation so that the components lose their identify.
22. **The theory of generalization.** Experience in one situation can be applied in another learning situation.
23. **Congenital learning.** Learning with reflex action.
24. **Sensory learning.** Braille reading as a form of learning.
25. **Ideational learning.** Learning how to write a story or a novel.

## **Check-up Test Chapter 5**

I. Identify the following:

1. **Incentive:** The arousal and maintenance of interest
2. **Motive:** A disposition, tendency, or desire that directs the action of an individual
3. **Biological and physiological drives:** Inborn stimulus such as desire for food, water, and shelter
4. **Self-actualization drives:** The desire to create or achieve something unusual for the good of humanity
5. **Psychological drives:** The need for social approval, love, esteem, safety, and prestige

II. Identify what theory of motivation is indicated in each of the following:

1. **Affective arousal theory:** pleasant experiences tend to be repeated and unpleasant ones, avoided.
2. **Need-drive-incentive theory:** need as the basis of all kinds of motivation.
3. **Cue-Stimulus(non-drive) theory:** the stimulus to activity comes from the outside.
4. **Psychoanalytic theory:** The libido is the energy that drives a person to act in a certain way.
5. **Cognitive theory:** An individual takes action most favourable to perception and rational thinking.

### **Check Up test chapter7**

Briefly explain the three important Educational Policy Makers.

1. The government. The government acting through its proper agencies, is the chief policy maker. The law making body, National assembly enacts educational bills. These laws provide for the financing and operation of the whole education system. They become the main policies or the chief sources of policies that provide guideline in running educational system.
2. The administrations of private and state schools. The administration of private school as Norton University and of state schools like Royal University of Phnom Penh also makes educational policies through their respective Board of Directors. Such policies should not violate any law or policy of the state.
3. The people. The people also have a hand in the formulation of educational policies. Proof is the approval by the people of the constitution, which contains provisions expressing the educational philosophy, policies, goals, and objectives of the country's whole educational system upon which other educational laws and policy are based.