Cluster 1 – Module 1.1: Students will

- Describe the function of educational psychology in examining processes of learning for individual learners.
- Describe the difference between basic and applied research and its role in higher education.
- Identify the transferable learning skills that are developed within higher education.
- Describe the four major categories usually included within a Liberal Arts education.

Sample Multiple Choice Exam Question:

Which one of the following categories of the liberal arts curriculum would include a course that would ask the following question: "Why do humans continue behavior that is reinforced?"

a) Fine Arts
b) Natural Sciences
c) Social Sciences
d) Scientology

Cluster 2 and Student Reading #1: Students will

- Describe the relationship between values, goals and goal commitment.
- Describe what it means to "own" your goals.
- Describe the three characteristics of a useful goal.
- Discuss how each element of a useful goal can influence a person's motivation to achieve goals.
- Describe the types of goals: short-term, long-term and enabling goals, and their relationship to directing behavior.
- Describe the four characteristics of effective goal setting.
- Discuss the benefits of explicitly setting goals according to the research study by Morisano et al. (2010).

Sample Multiple Choice Exam Question:

Michael wants to do well this semester and he knows that having goals will help keep him focused. Which of the following is the BEST example of a *useful* goal that could help him maintain a high level of motivation?

a) I will study for all of my classes each week.
b) I will attend every supplemental instruction offered for my BIO 100 class this semester.
c) This semester, I will work to have better grades than last semester.
d) If I start to struggle, I will form and meet with a Chem 103 study group.

Cluster 3 and Student Reading #2: Students will

- Describe the different approaches to setting priorities and understanding habits.
- Describe how perceived time control influences the experience of both stress and time management efforts.
- Describe how the theories of procrastination can explain decision-making, and how underlying psychological factors can influence chronic procrastination.
- Describe the purpose of a master calendar and how it is used.
- Describe strategies that establish routines and support ongoing planning and effort.
- Describe time management strategies and how they are related to improving focus and motivation.
- Identify multiple strategies that will help improve personal time management difficulties.
- Describe the strategies that had the strongest relationship with grades in Britton and Tesser's research study.

Sample Multiple Choice Exam Question:

Susan has a 20-page research paper due next week in her HIST 100 course. She has not started the paper and is beginning to get nervous about completing the paper. She keeps telling herself that if she could only find *exactly the right* topic, she could begin. Which of the following BEST describes Susan's reason for procrastinating?

a) She has inappropriate commitments
b) She has a perception that the job is too time consuming
c) She believes she works better under pressure
d) She believes she has to be perfect

Cluster 4 and Student Reading #3: Students will

- Describe how the components of memory contribute to storing, encoding and retrieving information.
- Describe how the memory continuum is related to processing information.
- Compare rehearsal and elaboration strategies and their relationship to processing information.
- Describe the characteristics of effective study groups.
- Describe how using a "unit of study" approach supports successful exam preparation and long-term memory processing.
- Describe learning strategies that use visual imagery to process information.
- Describe how active reading and note-taking are related to processing information into long-term memory.
- Describe the processes used in implementing active reading and creating effective lecture notes.
- Describe how amount of practice and timing of practice are related to efficacy of self-testing according to Wissman et al. (2012).

Sample Multiple Choice Exam Questions:

Kathy always reads assigned reading prior to class. Then, she attends the class and takes lecture notes word-for-word. After class, she meets with friends where they explain the different concepts to each other. Before she goes to bed, she creates a graphic organizer to help her remember her notes. From the list of 4 strategies above, what types of strategies did Kathy use?

a) Rehearsal, elaboration, elaboration, rehearsal
b) Rehearsal, rehearsal, elaboration, elaboration
c) Rehearsal, rehearsal, rehearsal, elaboration
d) Rehearsal, elaboration, rehearsal, elaboration

Cluster 5: Students will

- Outline the purpose and features of comprehension monitoring and its relationship to self-testing, active reading and listening.
- Describe hindsight and foresight biases and how they contribute to the illusion of knowing.
- Describe self-testing strategies that minimize illusions of knowing.
- Describe Bloom's taxonomy and its role in comprehension monitoring.
- Describe the relationship between stress, anxiety and performance.
- Identify strategies that will help minimize levels of anxiety.
- Describe strategies that will help predict exam items.
- Describe general test-taking strategies related to successful exam performance.
- List specific strategies that can be used during multiple choice and essay exams.

Sample Multiple Choice Exam Questions:

Which of the following is an effective test-taking strategy to use during a multiple choice exam?

a) If "all of the above" is a response, it is the correct answer if at least two of the responses are correct.
b) Responses with technical or precise terms are always correct.
c) Do not try to answer the question until you have looked at the response choices.
d) None of the above.