Becoming a Master Student (Canadian) 7th edition Ellis Test Bank

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Name:_____ Class:_____ Date:_____

Chapter 1 - First Steps

1. Which of the following is NOT one of the First Step techniques?
   a. acknowledging your positive qualities
   b. telling the truth about who you are and what you want
   c. recognizing what is working and what isn't working in your life
   d. criticizing the way things have been

ANSWER: d

2. What is the main purpose of the Discovery Wheel in Becoming a Master Student?
   a. to determine the best learning strategies for college
   b. to provide a picture of how you see yourself as a student
   c. to understand what college will be like
   d. to determine your negative learning habits

ANSWER: b

3. Which statement best conforms to Gardner's ideas concerning multiple intelligences?
   a. The nine intelligences are helpful only in a school environment.
   b. Each of us has all of the intelligences to some degree.
   c. As individuals, we can develop skills in only one of the intelligences.
   d. Of the nine intelligences, only four are used in a school setting.

ANSWER: b

4. Which of the following career planning questions is an example of Mode 1 learning?
   a. What career planning options are available on campus?
   b. How can I use what I learned in the career planning workshop?
   c. Why learn about career planning?
   d. What if I have trouble deciding upon a career?

ANSWER: c

5. Which student's behaviour is an example of metacognition?
   a. Suzie is thinking about planning her semester.
   b. Katherine learns about learning strategies in order to learn course content more effectively.
   c. Joe predicts his grades for the semester.
   d. Rick intuitively knows his course content.

ANSWER: b

6. All of the following are characteristics of a growth mindset, except:
   a. being able to stick with difficult tasks
   b. persisting in the face of obstacles
   c. seeing challenging tasks as opportunities to put your skills, knowledge, and creativity to the test
   d. hesitating to try activities that would show shortcomings

ANSWER: d

7. What should you do once you have discovered your strongest multiple intelligences?
   a. You should register for classes with instructors who favour the same learning preferences.

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b. You should ignore the weaker intelligences.
c. You should use them to increase your options for success.
d. You should focus on improving the weaker intelligences.

ANSWER: c

8. Which of the following is an example of kinesthetic learning?
a. playing catch with a partner as you recite terms
b. humming a tune while remembering concepts
c. speaking loudly to emphasize terms
d. teaching concepts to a classmate

ANSWER: a

9. The Discovery Wheel is a picture of how you view your strengths and weaknesses as a student today.
a. True
b. False
a. True
b. False

ANSWER: True

10. An ingredient to success is for students to connect their learning style to school, to their major, and to their future career(s).
a. True
b. False
a. True
b. False

ANSWER: True

11. Motivation can come simply from being clear about your goals and acting on them.
a. True
b. False
a. True
b. False

ANSWER: True

12. People who favour processing information by reflective observation prefer to jump in and start doing things immediately.
a. True
b. False
a. True
b. False

ANSWER: False

13. People who favour perceiving by abstract conceptualization analyze, intellectualize, and create theories.
a. True
b. False
a. True

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b. False

ANSWER: True

14. Learning styles are closely matched to certain careers.
a. True
b. False
a. True
b. False

ANSWER: False

15. Learning style awareness is most useful when it leads to changes in behaviour.
a. True
b. False
a. True
b. False

ANSWER: True

16. Learning style is a term that accounts for differences in how people prefer to _____ and _____ information.

ANSWER: perceive, process (or process, perceive)

17. People who favour perceiving by _____ like to absorb information through their senses.

ANSWER: concrete experiences

18. Explain why motivation is often misunderstood and describe three strategies to improve motivation.

ANSWER: The text lists and describes a number of strategies to improve motivation. The key is to get beyond the mistaken impression that certain people are born with motivation and others are not. Rather, motivation should be viewed as a habit to develop through the use of strategies, such as: Being clear about your goals and acting on them ("Promise it"); embracing your discomfort with tasks ("Befriend your discomfort"); planting new thoughts in your mind ("Change your mind—and your body"); tricking yourself by moving due dates ahead ("Turn up the pressure"); chunking large projects into smaller, more doable ones ("Turn down the pressure"); having others help you overcome your procrastination ("Ask for support"); modelling the behaviours of others ("Adopt a model"); determining the costs of putting things off ("Compare the payoffs to the costs"); and determining a schedule for getting it done later ("Do it later").

19. Explain how metacognition allows students the flexibility to learn in a variety of situations and from a variety of instructors.

ANSWER: Metacognition is essentially thinking about thinking and learning about learning. By understanding how we learn and think, we can learn to adapt our learning style to a variety of learning environments and a variety of instructor styles. In this way, through metacognition, we can monitor our behaviour and habits and modify our strategies and approaches to various situations and instructors. As the text explains, with metacognition, we become our own best teachers.

20. The Power Process for this chapter claims that ideas are tools. Explain why it is best to approach the ideas and strategies in the text as tools in a toolbox.

ANSWER: No one tool works in all situations. In the same way that a mechanic has a variety of tools for a variety of different tasks, so, too, do master students have a variety of strategies to employ in a variety of learning situations. Thus, students should look at the strategies and ideas presented in the text as tools to try; some of

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which may work and some which may not. The key is to give them a try. If they work, then add them to the learning "toolbox." If not, then file them away for a future scenario in which they may be useful.

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