

CLEP® Introduction to Educational Psychology: At a Glance

Description of the Examination

The CLEP® Introduction to Educational Psychology examination covers material that is usually taught in a one-semester undergraduate course in this subject. Emphasis is placed on principles of learning and cognition, teaching methods and classroom management, child growth and development, and evaluation and assessment of learning.

The examination contains approximately 100 questions to be answered in 90 minutes. Some of these are pretest questions that will not be scored.

Knowledge and Skills Required

Questions on the Introduction to Educational Psychology examination require candidates to demonstrate one or more of the following abilities:

- Knowledge and comprehension of basic facts, concepts and principles
- Association of ideas with given theoretical positions
- Awareness of important influences on learning and instruction
- Familiarity with research and statistical concepts and procedures
- Ability to apply various concepts and theories as they apply to particular teaching situations and problems

The subject matter of the CLEP® Introduction to Educational Psychology examination is drawn from the following topics. The percentages next to the main topics indicate the approximate percentage of exam questions on that topic.

5% Educational Aims and Philosophies

- Lifelong learning
- Moral/character development
- Preparation for careers
- Preparation for responsible citizenship
- Socialization

15% Cognitive Perspective

- Attention and perception
- Memory
- Complex cognitive processes (e.g., problem solving, transfer, conceptual change)
- Applications of cognitive theory

11% Behavioral Perspective

- Classical conditioning
- Operant conditioning
- Schedules of reinforcement
- Applications of behavioral perspectives

15% Development

- Cognitive
- Social
- Moral
- Gender identity/sex roles

10% Motivation

- Social-cognitive theories of motivation (e.g., attribution theory, expectancy-value theory, goal orientation theory, intrinsic and extrinsic motivation, self-efficacy, self-determination theory)
- Learned helplessness
- Teacher expectations/Pygmalion effect
- Anxiety/stress
- Applications of motivational theories

17% Individual Differences

- Intelligence
- Genetic and environmental influences
- Exceptionalities in learning (e.g., giftedness, learning disabilities, behavior disorders)
- Ability grouping and tracking

12% Testing

- Classroom assessment (e.g., formative and summative evaluation, grading procedures)
- Norm- and criterion-referenced tests
- Test reliability and validity
- Bias in testing
- High-stakes assessment
- Interpretation of test results (e.g., descriptive statistics, scaled scores)
- Use and misuse of assessments

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10% Pedagogy

- Planning instruction for effective learning
- Social constructivist pedagogy (e.g., scaffolding)
- Cooperative/collaborative learning
- Classroom management

5% Research Design and Analysis

- Research design (e.g., longitudinal, experimental, case study, quasiexperimental)
- Research methods (e.g., survey, observation, interview)
- Interpretation of research (e.g., correlation versus causation, descriptive statistics)

Study Resources

Most textbooks used in college-level introduction to educational psychology courses cover the topics in the outline above, but the approaches to certain topics and the emphases given to them may differ. To prepare for the Introduction to Educational Psychology exam, it is advisable to study one or more college textbooks, which can be found for sale online or in most college bookstores. You may also find it helpful to supplement your reading with books listed in the bibliographies that can be found in most educational psychology textbooks.

A recent survey conducted by CLEP found that the following textbooks are among those used by college faculty who teach the equivalent course. Most of these have companion websites with practice test questions and other study resources. HINT: When selecting a textbook, check the table of contents against the Knowledge and Skills Required for this test.

Eggen and Kauchak, <i>Educational Psychology: Windows on Classrooms</i> (Merrill/Prentice-Hall)
Fetsco and McClure, <i>Educational Psychology: An Integrated Approach to Classroom Decisions</i> (Pearson/Allyn & Bacon)
Jackson and Ormrod, <i>Case Studies: Applying Educational Psychology</i> (Prentice-Hall)
Ormrod, <i>Educational Psychology: Developing Learners</i> (Prentice-Hall)
Parsons et al., <i>Educational Psychology</i> (Wadsworth/Cengage)
Santrock, <i>Educational Psychology</i> (McGraw-Hill)
Slavin, <i>Educational Psychology: Theory into Practice</i> (Allyn and Bacon)
Snowman, R, and Biehler, R., <i>Psychology Applied to Teaching</i> (Houghton Mifflin)
Woolfolk, <i>Educational Psychology</i> (Allyn and Bacon)

In addition, the following resources, compiled by the CLEP test development committee and staff members, may help you study for your exam. However, none of these sources are designed specifically to provide preparation for a CLEP exam. The College Board has no control over their content and cannot vouch for accuracy.

http://en.wikibooks.org/wiki/Contemporary_Educational_Psychology

<http://www.edpsycinteractive.org/materials/internet.html>
(Educational Psychology Interactive)

Visit www.collegeboard.com/clepprep for additional educational psychology resources. You can also find suggestions for exam preparation in Chapter IV of the *CLEP Official Study Guide*. In addition, many college faculty post their course materials on their schools' websites.

Sample Test Questions

The following sample questions do not appear on an actual CLEP examination. They are intended to give potential test-takers an indication of the format and difficulty level of the examination and to provide content for practice and review. For more sample questions and info about the test, see the *CLEP Official Study Guide*.

1. A teacher who wants to foster moral development in accordance with Lawrence Kohlberg's scheme would be most likely to

- (A) provide students with social service internships
- (B) provide opportunities for students to discuss moral dilemmas
- (C) group students according to the same level of moral development
- (D) group students according to mixed levels of moral development
- (E) group students by gender in order to acknowledge their differences in moral development

2. Mr. Janoff, a social studies teacher, sometimes has students who request copies of his notes or slides from class. He explains that it is better for students to take the notes themselves. Taking notes helps students improve their

- (A) retrieval
- (B) bottom-up processing
- (C) encoding
- (D) use of the keyword strategy
- (E) use of mnemonics

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3. Professor Wong is known for giving unscheduled quizzes in his class. Some weeks he gives three quizzes. Then he will go two weeks with no quiz. What schedule of reinforcement is Professor Wong using?

- (A) Fixed ratio
- (B) Variable ratio
- (C) Continuous
- (D) Variable interval
- (E) Fixed interval

4. Ms. Janeway has developed a unit on career exploration for her high school sophomores. A student in her class says he is sure he wants to be a dentist like his father and sees no reason to consider other possibilities. How would James Marcia describe the student's identity status?

- (A) Identity diffusion
- (B) Identity foreclosure
- (C) Identity moratorium
- (D) Identity confusion
- (E) Identity achievement

5. Which of the following examples best illustrates intrinsic motivation?

- (A) Lois competes for a prize every summer by trying to read more novels than anybody else in her group.
- (B) Patti studies chess moves because she wants to join the chess team.
- (C) Bill has found that he makes new friends when he walks his dog in the park.
- (D) Evan has learned tailoring so that he can get a high-paying job in the fashion industry.
- (E) Barbara has read all the best-known Russian novelists because she finds their philosophies engaging.

6. Which of the following theorists has argued that musical ability represents a separate form of intelligence?

- (A) David Wechsler
- (B) Robert Sternberg
- (C) Alfred Binet
- (D) Howard Gardner
- (E) Raymond Cattell

7. The biology department at a high school developed an achievement test that measures science and math skills. The test is used to determine who gets into the advanced biology class, which can accommodate only 20 students. What type of validity is most important for this test?

- (A) Face
- (B) Content
- (C) Construct
- (D) Predictive
- (E) Convergent

8. A teacher asks a student to compare and contrast the causes of a war. The teacher is prompting thinking at which of the following levels of Bloom's taxonomy?

- (A) Analysis
- (B) Comprehension
- (C) Synthesis
- (D) Application
- (E) Understanding

9. Which of the following illustrates a correlation?

- (A) Ms. Forte notices that Amanda never has her homework completed on Mondays.
- (B) Ms. Gould notices that students in her morning class usually share more insights than those in her afternoon class.
- (C) Ms. Ortiz notices that the more library books students check out, the higher their grades.
- (D) Ms. Keutz notices that the boys in her class usually start packing up five minutes before the end of her class, but this is not the case in Ms. Hamilton's class.
- (E) Ms. Jones notices that Asta has finally become interested in reading Shakespeare.

10. In order to illustrate how often a particular score occurs in a given data set, researchers use

- (A) inferential techniques
- (B) cognitive mapping
- (C) cluster analysis
- (D) the median
- (E) a frequency distribution

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Credit Recommendations

The American Council on Education has recommended that colleges grant 3 credits for a score of 50, which is equivalent to a course grade of C, on the CLEP Introduction to Educational Psychology exam. Each college, however, is responsible for setting its own policy. For candidates with satisfactory scores on the Introduction to Educational Psychology examination, colleges may grant credit toward fulfillment of a distribution requirement, or for a particular course that matches the exam in content. Check with your school to find out the score it requires for granting credit, the number of credit hours granted and the course that can be bypassed with a passing score.

Answers to Sample Questions: 1-B; 2-C; 3-D; 4-B; 5-E; 6-D; 7-D; 8-A; 9-C; 10-E.