

# TeachME Professional Development

## Incorporating Effective Teaching and Learning Methods

### Part 1

1. What are the adjectives that describe the central problem or challenge of a PBL module, according to the experts at the Buck Institute for Education?

- A. Drawn-out, difficult, and daunting
  - B. Accessible, efficient, and authentic
  - C. Authentic, engaging, and complex
  - D. Controversial, complex, and confounding
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### Part 1

2. Which of these is not one of the seven essential elements of PBL?

- A. Working solo
  - B. A strong focus on student choice
  - C. Feedback and revision
  - D. Open-ended questions
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### Part 1

3. Since project-based learning is hands-on, engaging, and fun, it highlights:

- A. Lightning-fast knowledge
  - B. Forward thinking
  - C. Inherent motivation
  - D. Interpersonal traits
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### Part 1

4. Daniel Pink stated in his popular TEDTalk that people — including young students —

are motivated by what?

- A. Purpose, mastery, autonomy
  - B. Winning, gaining, and not losing
  - C. A ticking clock
  - D. Food
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## Part 1

5. In the recent gold-standard studies delving into the efficacy of PBL, how did the students from the lower-income homes and neighbors perform when compared to their peers from higher-income areas?

- A. Students from lower-income neighborhoods were represented in similar numbers among high performers as were their higher-income peers.
  - B. Students from higher-income neighborhoods managed to outperform students from lower-income neighborhoods, despite researchers hoping otherwise.
  - C. Students from higher-income and lower-income neighborhoods performed equally.
  - D. The researchers were unable to draw any significant conclusions from the data about the connection between income, performance, and PBL.
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## Part 1

6. What do we mean when we say that the improvements in educational efficacy associated with PBL are durable?

- A. That they were more solid than the average rock
  - B. When students in the PBL study were followed for a second year of education, they continued to perform well.
  - C. That the students who enjoyed the benefits really enjoyed the benefits
  - D. That's not the right adjective; instead, the improvements were "dense"
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## Part 1

7. What is one way you can teach your students to evaluate their own progress?

- A. Impose unflinching perfection upon themselves
- B. Tell your students that they can't move forward unless they're happy with their results

- C. Have them save iterative drafts, so they can compare current work to previous work completed. That will help them build their own sense of whether something is working or not.
  - D. Students can't self-evaluate. Pair your students off so they can evaluate each other.
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## Part 1

8. Should you present students with fluid problem environments or static problem sets in a PBL environment?

- A. Fluid problem environments, as learning about the sea is more interested than learning about sand.
  - B. Fluid problem environments, as that more closely resembles real-life problem solving.
  - C. Static problems, as those are far easier to administer and grade.
  - D. Static problems, as these are easiest for students to manage and comprehend.
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## Part 1

9. What's a simple strategy to help jumpstart a community feel in a hybrid classroom?

- A. Tell the students to start talking.
  - B. Start talking to one of the children.
  - C. Pair virtual and in-class students together.
  - D. Start a mandatory sharing hour where students get up in front of the class and share about their lives.
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## Part 1

10. What's a good strategy for teaching your students non-verbal gestures to use over the camera?

- A. Refusing to use them yourself, and so forcing your students to start using them out of sheer awkwardness
  - B. Distribute flyers telling students about the importance of non-verbal communication
  - C. Asking parents to practice non-verbal communication with students at home
  - D. At the beginning of the semester, set aside time to run through the importance of non-verbal communication. Provide examples, and play charades!
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## Part 2

**11. Productive teamwork requires organization, commitment to a group effort, and:**

- A. Each team member being aware of individual and group responsibilities**
  - B. The ability for each team member to decide what to do and when, based on their own capabilities**
  - C. A lack of external pressure and interference**
  - D. Challenging and thought provoking tasks for each member**
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## **Part 2**

**12. Which of these is most crucial for the proper functioning of a team?**

- A. Avoiding conflict throughout the process**
  - B. Mutual information sharing**
  - C. Flexibility within the team**
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## **Part 2**

**13. What skills does empathy require?**

- A. Perception, logical thinking, courage, and compassion**
  - B. Strong emotional responses and recognition of subtleties**
  - C. Heightened self-awareness and openness**
  - D. Politeness and persuasiveness**
- 

## **Part 2**

**14. Which of these is not a direct result of practicing empathy as a member of a team?**

- A. Increased problem-solving aptitude**
  - B. Enhanced ability to predict outcomes**
  - C. Increased ability to innovate**
  - D. More happiness for all involved team members**
- 

## **Part 2**

**15. Why is personal growth more efficient when people are open and empathetic in a team?**

- A. A team will naturally be more critical in its overall feedback**
  - B. A team setting will encourage self-examination**
  - C. Team members grow for each other in a symbiotic fashion**
  - D. Team members can learn not only from their own mistakes, but from others' as well**
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## **Part 2**

**16. What does it mean to be morally courageous?**

- A. To meet danger and difficulties with firmness and strength**
  - B. To pick up on cues and seek out ways to be kind and reduce pain, even if it's not immediately obvious, easy, or popular to do so**
  - C. To defend your own values and beliefs, even if it's unpopular to do so**
  - D. To adhere unflinchingly to your chosen stance at all times, in every occasion**
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## **Part 2**

**17. What is the Theory of Mind?**

- A. The theory by which humans evolved to have mental capacities**
  - B. The cognitive method of seeking out truth**
  - C. The cognitive aspect of empathy, or the ability to take on another perspective for a short period of time**
  - D. The theory by which we know that dynamic transactions involve multiple emotion-related components**
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## **Part 2**

**18. What is a useful example of a way to keep students quiet while practicing teamwork in class?**

- A. Incorporate writing exercises that require calm reflection**
- B. Encourage team members to use the chat functions on their devices so that each person will get an opportunity to speak and respond to others**
- C. Have your teams work on silent projects together so they can practice nonverbal clues**
- D. Find an application on your phone or computer that measures the ambient decibel level of your classroom and challenge your students to keep their dull roar under a**

certain decibel limit

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## Part 2

19. When we're helping young people unlock and practice empathy, what is one specific skill we're passing on?

- A. How to be more emotional
  - B. How to tell someone else about their emotions
  - C. How to take on the perspective of another person by imagining what it's like to stand in their shoes
  - D. How to act based on an assumption about how another person is feeling
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## Part 2

20. What is one practical way to learn about the emotions other people are experiencing?

- A. Asking them to describe their emotions on the spot
  - B. Observing their stature and actions (e.g., crossed arms, facial cues)
  - C. Closing your eyes and really listening to what they are saying
  - D. Paying attention to the tone of voice and pitch of others
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## Part 3

21. Hands-on learning leverages interactive, engaging educational actions that require the student to:

- A. Complete textbook learning at home, on their own time
  - B. Compile a portfolio of relevant projects to demonstrate their learning
  - C. Work harder to keep up with their peers
  - D. Be an active participant in their learning journey
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## Part 3

22. Can hands-on learning be used for groups of students?

- A. Yes, but it's more effective when attempted alone, so use this strategy in groups with care

- B. No; hands-on learning is exclusively helpful when a child is taught alone**
  - C. Yes — and it can help a student learn practical communication and SEL skills, too**
  - D. No, but this makes it a great choice for remote education**
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### **Part 3**

**23. What are a few ways that hands-on learning can be incorporated for remote students?**

- A. Requiring remote students to come into the classroom for a few days a month**
  - B. EdTech, remote activities, and strategically-planned community involvement**
  - C. Hands-on learning is strictly an in-person teaching tool**
  - D. Cooking, cleaning, and community events**
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### **Part 3**

**24. Should preschool children be told how to play or guided in open exploration?**

- A. Children should be told how to play; this helps set expectations for adult life**
  - B. How to play -- this reduces chances for error and keeps children safe**
  - C. Children should just be guided and left to explore for three minutes, and then directed afterwards, so as not to waste time**
  - D. Guided in open exploration — this can help cement their sense of discovery and critical thinking skills**
- 

### **Part 3**

**25. Why is it sometimes appropriate to give students problems with no clear, defined, or clean answer?**

- A. Students are better off if they learn frustration early.**
  - B. There is no reason that this is helpful for students.**
  - C. This is more true-to-life, and allows students a little more freedom over the problem-solving process**
  - D. It is often easier for teachers to provide these types of problems.**
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### **Part 4**

**26. What is one example of an effective solution for overcoming a lack of motivation as**

**a barrier to education?**

- A. Gamification**
  - B. Overenunciation**
  - C. Matriculation**
  - D. Phosphorylation**
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## **Part 4**

**27. Why is an overemphasis on the importance of standardized testing a barrier to effective instruction?**

- A. An adherence to 'teaching to the test' is too efficient for most classrooms.**
  - B. Requiring teachers and students to teach and learn to the test keeps them focused.**
  - C. This actually works well for teachers and students alike, for the most part**
  - D. Requiring teachers to “teach to the test” can result in teacher burnout and a lack of truly substantive education.**
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## **Part 4**

**28. Why does a student’s neighborhood have the potential to be an external barrier to education?**

- A. Students who live in disorganized or even dangerous neighborhoods are often too anxious and stressed to focus on school.**
  - B. If your neighborhood isn't an asset, it's a barrier.**
  - C. The neighborhood a student lives in has no influence on the school they attend.**
  - D. A student's neighbors may not be able to help them with their homework.**
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## **Part 4**

**29. Generally speaking: Are adversity and learning compatible?**

- A. Adversity and learning go hand in hand. It helps students grow in confidence and creativity.**
  - B. Adversity and learning are compatible. The students who make it through will be set for life.**
  - C. Adversity and learning are incompatible, but the students who make it through will be set for life.**
  - D. Adversity and learning are incompatible. The type of toxic stress that results from these situations completely eradicates a student’s normal ability to learn well.**
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## **Part 4**

**30. In order to help support students and then gradually step away to facilitate independence, what are the two types of instructive strategies a teacher needs to balance?**

- A. Explicit instruction and consistent, appropriate inquiries and assessments**
  - B. Project-based and pop-quiz based**
  - C. Assessments and assistantships**
  - D. Gamification and more quizzes**
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## **Part 4**

**31. Why will creating better systems for responding to crises help students with the educational barriers they face?**

- A. This actually isn't a priority; it's an effective way to procrastinate, though**
  - B. This makes it less likely that crises will happen.**
  - C. Everyone likes creating systems.**
  - D. Students and adults alike will feel more relaxed with procedures in place.**
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## **Part 4**

**32. Schools need to follow up policy presentation with:**

- A. A question and answer session**
  - B. Nothing; they're done**
  - C. More policy presentations**
  - D. Adequate documentation and full integration**
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## **Part 4**

**33. What is the magic word that Carol Dweck recommended adding to the end of less-than-optimistic comments?**

- A. But**
  - B. And**
  - C. Yet**
  - D. Because**
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## **Part 4**

**34. What's a good strategy for helping your students avoid feeling overwhelmed?**

- A. Giving them more work. They've got to learn sometime!**
  - B. Relying primarily on pop quizzes. If they don't know it's coming, they won't be overwhelmed.**
  - C. Defining and communicating the learning goals for each semester up front, so students have context for each of their assignments**
  - D. Overwhelm is inevitable; there's no perfect way to help students deal effectively.**
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## **Part 4**

**35. Which of these is a factor that might adversely affect good communication between a student's home and the school?**

- A. Overly-enthusiastic teachers**
  - B. More and more frequent familial relocations**
  - C. The advent of helpful technology**
  - D. Families staying in one place indefinitely**
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