



TEACHING PSYCHOLOGY IN FLIPPED CLASSROOM SETTINGS

A GUIDE FOR IN-CLASS ACTIVITIES

ANNEX

Developing Flipped Methods for Teaching (DFM) –
Erasmus+ Strategic Partnership for Higher Education Project



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Stress and Coping: Pre-test

Dear Student, we kindly ask you to complete this questionnaire on the topic: "Stress and Coping".

1. How can be stress defined?

Поставете отметка на всички, които важат.

- prolonged loss reaction
- general adaptation syndrome
- type of maladaptation

2. What are the main stages of stress according to Hans Selye's stress theory?

Поставете отметка на всички, които важат.

- alarm
- resistance
- loss of reaction
- exhaustion
- coping

3. According to Lazarus's stress theory, secondary appraisal means:

Поставете отметка на всички, които важат.

- A. A person judges a challenge or threat (stressors)
- B. A person judges his/her own personal resources to address the threat and manage the situation

4. Which of the following symptoms of stress are not cognitive

Поставете отметка на всички, които важат.

- impaired attention
- depressed mood
- hesitation
- low self-esteem
- constant negative thoughts

5. What type of people are less vulnerable to stress:

Поставете отметка на всички, които важат.

- A. With low self-esteem
- B. With internal locus of control
- C. Personality type A
- D. With a sense of coherence

6. What does distress mean?

Поставете отметка на всички, които важат.

- A. the first stage of stress
- B. positive stress
- C. pathogenic state of stress

7. What are the signs of the 'burnout' syndrome?

Поставете отметка на всички, които важат.

- A. You put in too much effort
- B. You feel drained and helpless
- C. You have less energy
- D. It's hard to put in any effort

8. Which strategies DO NOT belong to problem-focused coping?

Поставете отметка на всички, които важат.

- A. Planning and organizing
- B. Work on managing time
- C. Avoidance
- D. Ask for support
- E. Reframing the stressful situation
- F. Take a bath/shower

Stress and Coping - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of "Stress and Coping".

1. How can you define stress ?

2. What does a secondary appraisal of stress mean?

3. What personal characteristics make people more vulnerable to stress?

4. Name 4 main coping strategies

5. Name stressors that can't be under control

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Problem solving - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of "Problem solving".

1. People with creative thinking have some of the following characteristics. Please tick them (4 correct answers):

Поставете отметка на всички, които важат.

- divergent thinking
- convergent thinking
- low productivity
- high productivity
- nonconformity
- conformity
- rigidity
- flexibility

2. How does the problem-solving cycle begin (1 correct answer):

Отбележете само едно кръгче.

- A. by defining the problem;
- B. with the organization of information
- C. identifying the problematic situation
- D. by organizing resources to solve the problem

3. What are the characteristics of well-structured problems? (1 correct answer):

Отбележете само едно кръгче.

- well defined and contain guidelines leading to their solution
- poorly defined and do not contain guidelines leading to their solution

4. Insight is mainly used for (1 correct answer):

Отбележете само едно кръгче.

- A. well-structured problems
- B. poorly structured problems
- C. no matter how the problems are structured

5. Convergent thinking in the problem-solving process is used to find (1 correct answer):

Отбележете само едно кръгче.

- A. several alternative solutions
- B. only one right solution
- C. both

6. What do you think is "fixation" (1 correct answer)?

Отбележете само едно кръгче.

- A. obstacle to problem-solving
- B. using the same solution in different problematic situations
- C. striving to successfully deal with problems at all costs

7. Definition of the term "heuristics" concerning problem-solving is (1 correct answer):

Отбележете само едно кръгче.

- Previous solutions to similar problems, from which we choose the most appropriate solution to the current problem
- Mental intuitive shortcuts leading to the solution of the problem.
- The first solution to the problem that we manage to find.

8. Mark the heuristics in problem-solving that you recognize (4 correct answers):

Поставете отметка на всички, които важат.

- A. identify the problem and reach an insight
- B. work forward
- C. generate and test
- D. brainstorming
- E. problem definition and divergent thinking
- F. trial and error
- G. work backward
- H. problem definition and convergent thinking
- I. analysis of means and goals

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Problem solving - Post-test

Dear Student, you have watched the video lesson on the topic: "Problem solving". Now you are kindly asked to complete this questionnaire.

1. What are the characteristics of the problematic situations?

2. What strategies do you use to deal with problems?

3. In your opinion, what is the role of expert knowledge in solving problems?

4. What kind of people are more successful in finding solutions to problematic situations: experts or novices in the field? Would you give arguments in support of your position?

5. Can we trust the sudden appearance of the solution in the mind known as insight? Please, give an example of solving a problem through insight!

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THEORY OF MIND PRE-TEST

Dear Students, you are kindly asked to complete the following questionnaire on the topic of 'Theory-of-Mind'.

1. Which of the following phrases best describes what 'Theory of Mind' is:

Να επισημαίνεται μόνο μία έλλειψη.

- The theory developed so as to make children less egocentric and more cooperative.
- The difficulty one has to see and understand each other's point of view.
- The ability one has to attribute mental states to ourselves and others.
- The effort a person puts in order to interpret behaviour.

2. Which of the following is not a reason for a child's success at a 'False-Belief' task?

Να επισημαίνεται μόνο μία έλλειψη.

- Children are able to remember and reflect on previous beliefs.
- Children understand that desires are objective experiences among people.
- Children understand that we are acting on the basis of the representations
- Children understand that there may be different representations of the same object among people with different experiences.

3. False-Belief tests' basic goal is to assess:

Να επισημαίνεται μόνο μία έλλειψη.

- if children can distinguish between their own thoughts from those of others
- if children can cheat others
- if children have empathy towards others
- if children distinguish reality and fraud

4. Children who succeed in False-belief tasks believe that:

Να επισημαίνεται μόνο μία έλλειψη.

- people act on the state of the real world
- people have conflicting beliefs
- people act on the basis of what others believe for them
- people act on the basis of their mental states

5. Which of the following is not a reason for a child's failure at a 'False-Belief' task?

Να επισημαίνεται μόνο μία έλλειψη.

- lack the ability to recognize that people's thoughts may differ from their own
- lack of understanding of the permanent-object conception
- tests might require understanding of communication conventions
- test might require understanding a difficult wording of questions

6. Which of the following is not a stage in the Development of Theory of Mind?

Να επισημαίνεται μόνο μία έλλειψη.

- Children understand that mental states and these lead to behavior.
- Children recognize that the mind is different from the physical world
- Children learn that the mind represents events accurately.
- Children understand that the mind mediates in the interpretation of reality

7. Which of the following is not a consequence due to lack of Theory of Mind?

Να επισημαίνεται μόνο μία έλλειψη.

- Lack of ability for mental imagination
- Difficulty in 'pretense game'
- Lack of discrimination between actions of self and actions of others
- Difficulty in cheating

8. Which of the following is not a factor affecting children's success in Theory of Mind tests?

Να επισημαίνεται μόνο μία έλλειψη.

- Family size
- The parenting style in the family
- The nature of family members' conversations
- The quality of child-parent attachment

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Theory of Mind POST-TEST

Dear students, please kindly answer the following short questions.

1. How would you define 'Theory of Mind'?

2. How can we assess Young Children's Theory of Mind?

Please name 3 tests and describe one of them.

3. Give 2 possible indications for abilities children might possess when they succeed in False-Belief Tests.

4. What might be 2 possible explanations for young children's failure in False - Belief Tests?

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Child and Adolescent Mental Health: Pre-test

Please, answer the following questions.

1. Mental health affects:

Mark only one oval.

- Thoughts
- Feelings
- Behaviours
- All of the above

2. Children' and adolescents' mental health is associated with their quality of life.

Mark only one oval.

- True
- False

3. Which of the following characteristics describe child and adolescent mental health:

Check all that apply.

- Ability to adapt in different situations
- Having lot of toys
- Family cohesion
- Living with two parents
- Mental Resilience
- Being good at school

4. In order to be able to distinguish abnormal and normal behaviours, we have to assess:

Mark only one oval.

- Child's developmental stage
- Child's performance
- Existence of dysfunctions
- All of the above

5. Approximately, what is the percentage of children and adolescents who suffer from mental disorders and/or facing mental issues?

Mark only one oval.

- 5%
- 10%
- 20%
- 30%

6. Family is a crucial cause of youth's mental disorders when:

Mark only one oval.

- There is lack of trust
- Family members communicate well
- Parents respond to youth's needs
- Family is characterised by adaptability

7. What is the most common mental health disorder adolescents' face?

Check all that apply.

- Anxiety
- Depression
- Suicide
- Autism
- Obesity
- Conflicts with peers
- Attention Deficit and Hyperactivity Disorder

8. Which of the following factors can increase the possibilities on a child and/or adolescent to develop psychopathological problems?

Mark only one oval.

- Parent psychopathology
- Bullying
- Brain abnormal development
- All of the above

9. Which of the following factors can affect positively children's and adolescents' mental health?

Check all that apply.

- Supportive family environment
- Having many friends
- Enjoy playing
- Having space to take initiatives
- Have the opportunity to go to school
- Feel safe

Child and Adolescent Mental Health: Post-test

Please, answer the following questions by providing your answer.

1. What do you understand by hearing the term "Mental Health"?

2. Describe the main elements that assessment of mental health must include.

3. Point out the criteria of distinguishing normal and abnormal behaviours in children and adolescents.

4. Write 4 factors that affect children's and adolescents' mental health negatively.

5. Write 4 factors that affect children's and adolescents' mental health positively.

6. What can we do, as humans, as a society, to build better mental health for children and adolescents?

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Interpersonal Communication Pre-test

Please, answer the following questions by marking the correct answer.

1. Interpersonal communication can be defined as:

Marcar apenas uma oval.

- a complex process, which involves many elements and can have many meanings
- linear information transmission from a sender to a receiver
- transmission of information, but also getting in touch with others, a process that can involve diverse dynamics and meanings

2. From what a sender says and what a receiver perceives:

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- takes place a linear process that depends only on the message coding
- takes place a complex process, which may depend on various physical factors, but also on psycho-sociological and personal factors
- it is possible to consider only one interpretation of the message
- changes in message reception are due solely to problems in the communication channel

3. 'Gesture is everything'. This phrase is used to highlight the importance of:

Marcar apenas uma oval.

- verbal language
- non-verbal language
- both verbal and non-verbal language
- written verbal language

4. Non-verbal communication has characteristics such as:

Marcar apenas uma oval.

- always have a conscious character
- to be independent of verbal language, and therefore should be interpreted independently of it
- transmitting feelings and emotions
- conveying the express and explicit content of the message

5. Proxemics communication includes:

Marcar apenas uma oval.

- transmission of information through body movements
- how people place themselves spatially in relation to others
- transmitting information through gestures
- conveying information through paralinguistic elements, such as the intonation or rhythm of the oral presentation

6. When we convey a message through words we are using language:

Marcar apenas uma oval.

- verbal
- non-verbal
- which can only be classified according to sender
- which can only be classified according to the recipient

7. Paralinguistic communication involves:

Marcar apenas uma oval.

- aspects of communication such as tone of voice, intensity or speed with which you speak
- activities such as waving, gesturing, or other movements to express emotions
- transmission of information through the arrangement in space

8. The axiom of human communication which postulates that one cannot not communicate evidences that:

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- everything we do and say, consciously or unconsciously, is in some way, communication
- remaining silent cannot be considered a form of communication
- human communication should focus on oral verbal communication
- communication involves only a digital code

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Interpersonal communication Post-test

Please, answer the following questions.

1. Characterize verbal and non-verbal communication and the forms it may take.

2. Indicate the meaning of the expression 'gesture is everything', explaining the forms of communication involved

3. Describe the axioms of interpersonal communication proposed by Watzlawick, Johnson and Beaver.

4. Can silence be considered a form of communication? Justify your answer.

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Causal Attributions & Outcomes Control Expectancy Pre-test

Please, answer the following questions.

1. Expectations of control results refer to

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- a priori judgements about the occurrence of certain events.
- a posteriori judgements on the occurrence of certain events.
- concepts such as locus of control, learned helplessness and perceived self-efficacy.
- a) and c) are correct.

2. Which source of perceived self-efficacy has the most impact in the expectation of controlling results?

Marcar apenas uma oval.

- Personal experiences of success
- Observation of others successful in the situation
- Verbal persuasion
- Emotional Activation

3. Low motivation achievement occurs when:

Marcar apenas uma oval.

- failure is attributed to lack of effort
- failure is attribute to lack of ability.
- success is attributed to luck
- b) and c) are correct

4. Learned helplessness is related to :

Marcar apenas uma oval.

- perception of control
- internal locus of control
- generalisation of powerlessness responses to other situations

5. The statement "To succeed I need to work hard" translates:

Marcar apenas uma oval.

- Internal locus of control
- Internal causal attribution
- External locus of control
- External causal attribution

6. In the dimension of locus of causality, can be example of external causes :

Marcar apenas uma oval.

- ability and luck
- the difficulty of the task and the effort
- the difficulty of the task and luck
- luck only

7. An ego defensive bias occurs when:

Marcar apenas uma oval.

- success is attributed to internal and stable causes and failure to external or unstable causes.
- success is attributed to external and stable causes and failure to external and stable causes.
- success is attributed to external and unstable or stable causes and failure to internal or unstable causes.

8. Causal attributions are related to:

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- the way individuals explain the occurrence of certain events.
- people's need to understand and master their environment
- different contexts of achievement
- cognitive theories of motivation
- all of the above are correct

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Causal Attributions & Outcomes Control Expectancy Post-test

Please, answer the following questions.

1. The quote 'Believe you can' corresponds to which source of self-efficacy? Justify your answer."

2. What is the relationship between causal attributions and outcome control expectancy?

3. Which of the dimensions of causal attributions has the most effect on outcomes control expectancy?

4. Characterize attributional patterns of high and low motivation for success, highlighting their relationship to dimensions of causal attributions.

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General intellectual ability - Intelligence- Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of Intelligence

1. Who introduced the term IQ (intelligence quotient)?

Označte iba jednu elipsu.

- Charles Spearman
 Alfred Binet
 William Stern

2. Which of the following definitions is correct for the concept of IQ?

Označte iba jednu elipsu.

- a quantitative measure of intelligence
 above-average intellectual ability
 fluid and crystalline intelligence

3. Which of the following is the correct definition of William Stern's measure of intelligence?

Označte iba jednu elipsu.

- ratio of mental and chronological age
 a set of mental abilities
 specific intellectual abilities

4. How did Charles Spearman classify intelligence?

Označte iba jednu elipsu.

- intelligence as one capacity
- intelligence as a two-factor model (g, s)
- intelligence as a set of several, independent types of intellectual abilities

5. The authors of the first true intelligence test were:

Označte iba jednu elipsu.

- Weschler and Stern
- Spearman and Cattell
- Binet and Simon

6. Is intelligence an innate or acquired ability?

Označte iba jednu elipsu.

- only congenital
- only acquired
- partly innate and partly acquired

7. According to the simplest understanding, how can we define intelligence?

Označte iba jednu elipsu.

- as measured by intelligence tests
- ability to apply the acquired knowledge throughout life
- ability to think, solve problems, think in the abstract, learn, understand new material and use experience. Intelligence is therefore related to thinking, learning, problem solving

8. What range of IQ corresponds to the average intelligence according to the Gaussian curve?

Označte iba jednu elipsu.

80-120

100-110

90-110

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General intellectual ability - Intelligence

- Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of Intelligence

1. Who, when and for what purpose created the first intelligence tests?

2. Who and when introduced the concept of IQ and how did he define the intelligence quotient?

3. Describe the difference between Charles Spearman's and Raymond Cattell's understandings of intelligence!

4. Name which levels of intelligence, ie mental capacity, we distinguish according to the current international classification of diseases!

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Multiple intelligences - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of Multiple intelligences

1. Who is the founder of the theory of multiple intelligence?

Označte iba jednu elipsu.

- Howard Gardner
 Alfred Binet
 Wilhelm Wundt

2. In which year did the multiple intelligence model emerge?

Označte iba jednu elipsu.

- 1813
 1983
 1912

3. How many different types of intelligence make up the multiple intelligence model?

Označte iba jednu elipsu.

- 2
 8
 15

4. Which of the intelligence types of the multiple intelligence model characterizes the following statement: "ability to control numbers, relations and logical formulas, calculations efficiently, easily analyze situations and problems"?

Označte iba jednu elipsu.

- Bodily-kinesthetic intelligence
- Visual-spatial intelligence
- Logical-mathematical intelligence

5. Which of the intelligence types of the multiple intelligence model characterizes the following statement: "ability to distinguish and perceive the emotional states and interpersonal signs of others and to respond effectively to such actions in a practical way"?

Označte iba jednu elipsu.

- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalistic intelligence

6. Which of the following statements characterizes musical intelligence?

Označte iba jednu elipsu.

- ability to use one's own body to express thoughts and feelings and their peculiarities of coordination, balance, dexterity, strength, flexibility and speed
- ability to appreciate with certainty the visual and spatial image, to graphically represent ideas and to sensitize color, line, shape, figure, space and their interrelationships, mental maps, plans or sketches
- ability to perceive, distinguish, transform and express rhythm, tone and musical sounds

7. What profession is suitable for people with high physical-kinesthetic intelligence?

Označte iba jednu elipsu.

- athletes, dancers, surgeons
- musicians, composers, conductors
- politicians, journalists, speakers

8. Which type of multiple intelligence model is the latest addition to the list?

Označte iba jednu elipsu.

- spatial intelligence
- naturalistic intelligence
- musical intelligence

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Multiple intelligences - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic of Multiple intelligences

1. Characterize verbal-linguistic intelligence

2. What profession/professions would you recommend for a person with high interpersonal intelligence and why?

3. What is the contribution of the multiple intelligence model to pedagogical profession?

4. Define the multiple intelligence model!

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The Context of Family: Relationships, Communication and Functioning - Pre-test

Please, answer the following questions by marking the correct answer.

1. Which of the following dimensions are considered as important elements of understanding family environment?

Mark only one oval.

- Communication
- Functioning
- Relationships
- All of the above

2. The first stage of family life circle is defined as:

Mark only one oval.

- The independence stage
- The coupling stage
- The parenting stage
- The empty nest stage

3. Good family relationship is characterised by:

Mark only one oval.

- Trust and conflict
- Trust and sense of security
- Sense of security and adaptability
- Trust and adaptability

4. Problematic family relationship is associated with the existence of mental health problems.

Mark only one oval.

- True
 False

5. Family communication is based on the exchange of information that can be shared only verbally.

Mark only one oval.

- True
 False

6. Family communication can be defined as:

Mark only one oval.

- A linear procedure between a sender and a receiver
 A circular procedure that creates a dialogue
 A linear procedure that creates a dialogue

7. Which of the following characteristics are promoted through a family discussion?

Check all that apply.

- Problem solving
 Decision making
 Perception of family as a group
 Trust
 Adaptation
 Acceptance of self
 Acceptance of roles
 Hierarchy

8. Family functioning is based on:

Mark only one oval.

- Adaptation only
- Hierarchy and leadership only
- Responsibilities and roles
- Existence of rules only

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The Context of Family: Relationships, Communication and Functioning - Post-test

Please, answer the following questions by providing your answer.

1. Describe the main characteristics of a healthy family relationship.

2. How family discussions can promote good communication?

3. What a family member will do to avoid a conflict? And why?

4. How many characteristics family functioning does include? Name them.

5. Why a problematic family relationship is related to mental health problems?

6. Family is a fundamental social group. Explain why.

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Emotions - Pre-test

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Which of the following is NOT a basic emotion?

- Happiness
- Anger
- Fear
- Envy

What does "arousal level" mean?

- The quality of communication between peers.
- The expression of emotions through behavior.
- The general state of alertness and activation of our body.

Who/whose name is associated with the theory according to which the cognitive evaluation of the given situation is the primary factor in the development of emotions?

- James and Lange
- James and Bard
- Cannon and Bard
- Schachter



According to Stanley Schachter different physiological reactions are associated to different emotions

- True
- False

Emotions help people stay alive, and they also play an important role in communication between peers.

- True
- False

What did Ekman say about emotions?

- Some so-called basic emotions are common in some cultures, but absent in other cultures.
- Some so-called basic emotions are associated with similar facial expressions in all cultures.
- The expression of all emotions depends on the particular culture.

Positive feelings make us want to move closer to the cause of the feeling, and negative feelings make us want to move away from it.

- True
- False



What are the components of the emotional process?

- change of the arousal level
- behavioral response
- cognitive evaluation
- subjective feeling
- communication between peers

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Emotions - Post-test

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Briefly present Cannon and Bard's theory of emotions!

Your answer

List the basic emotions that all researchers agree on.

Your answer

Describe what "emotional intelligence" means!

Your answer

Which emotion theory do you agree with the most from those outlined? Why?

Your answer

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Aggression: Nature, Causes and Control

- Pre-test

Dear Student, we kindly ask you to complete this questionnaire on the topic: Aggression, Nature, Causes and Control.

1. What are the characteristics of aggressive behavior? /indicate the correct answers/

Поставете отметка на ВСИЧКИ, КОИТО ВАЖАТ.

- Behavior that harms others
- Behavior leading to self-destruction
- Behavior that causes physical pain to others
- Self-injurious behavior
- Behavior causing mental pain to others

2. Which part of the brain is associated with aggressive behavior? /indicate the correct answer/

Отбележете само едно кръгче.

- Hypothalamus
- Right hemisphere
- Amygdala
- Left hemisphere

3. Aggression is often associated with frustration. Indicate the correct statements about this relationship:

Поставете отметка на ВСИЧКИ, КОИТО ВАЖАТ.

- Frustration increases the likelihood of aggressive behavior
- Frustration always breeds aggression
- Aggression is always caused by the lack of resources /deprivation/
- When frustration is unintentional and understandable, aggression can be reduced

4. Which of the two statements is correct:

Отбележете само едно кръгче.

- Carrying a weapon encourages aggressive behavior
- Carrying a weapon always causes aggression

5. Bandura's theory of social learning states /indicate the true statement/:

Отбележете само едно кръгче.

- Aggression is learned rather than innate
- Aggression is not associated with imitation

6. What are the characteristics of assertive behavior? /indicate the correct answers/

Поставете отметка на всички, които важат.

- When we can say "no"
- When we defend our boundaries
- This is destructive aggression
- When we openly show our anger

7. What are the ways to cope with aggression and anger? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Training in communication skills
- Forming empathy for others
- Showing anger

8. What are the techniques for coping with verbal aggression? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Don't take things personally
- Don't respond to the other person's anger with your own anger
- Look at the situation seriously

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Aggression: Nature, Causes and Control

- Post-test

Dear Student, you have watched the video lesson on the topic: "Aggression: Nature, Causes and Control ". Now you are kindly asked to complete this questionnaire.

1. What definition of aggression can you write?

2. Describe the relationship between frustration and aggression.

3. How does Bandura define aggression?

4. What does assertive behavior mean?

5. Name some basic techniques for coping with anger and aggression:

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Motivation - Pre-test

1. How is motivation defined? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Desire to achieve a goal
- Absence of emotions
- Energy to achieve a goal
- Hierarchical system of needs
- Trait

2. What are the main theories of motivation? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Behavioral theories
- Cognitive theories
- Instrumental theories
- Social learning theory
- Theories of persuasion
- Humanistic theories

3. What four characteristics define motivation? /indicate the correct answers/

Поставете отметка на всички, които важат.

- Activation
- Intensity
- Synthesizing
- Durability
- Valence
- Direction

4. According to Maslow's theory, needs are differentiated into: /select the correct answers/:

Поставете отметка на всички, които важат.

- Deficit needs
- Medium-level needs
- Growth needs

5. According to Maslow's theory, at the highest level of needs are /indicate the correct answer/:

Отбележете само едно кръгче.

- Security needs
- Needs for self-actualization
- Needs for respect

6. Internal motivation includes /indicate the correct answers/:

Поставете отметка на всички, които важат.

- Satisfaction with the result
- Reward for participation
- Sense of competence
- Praise for the result

7. External motivation includes /indicate the correct answers/:

Поставете отметка на всички, които важат.

- Reward for the result
- Self-affirmation
- Threat of failure
- Approval from others

8. Motivation to learn refers to /indicate the correct answer/:

Отбележете само едно кръгче.

- Internal motivation for learning
 - Environmental conditions
 - Interaction between personal motives and environmental factors
-

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Motivation - Post-test

1. How is motivation defined?

2. What are the main theories of motivation?

3. What are the 5 levels of needs in Maslow's motivational hierarchy?

4. How are motivational models defined according to behaviorism?

5. List the main features of intrinsic motivation:

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The Attachment Theory: Pre-test

1. Who is the father of attachment theory?

Mark only one oval.

- Freud
- Bowlby
- Erickson
- Piaget

2. Who developed the Strange Situation Experiment?

Mark only one oval.

- Mary Main
- Judith Solomon
- Mary Ainsworth
- John Bowlby

3. According to the internal working model, the child with secure attachment has positive view of self and vice versa. The child with insecure attachment has negative view of self.

Mark only one oval.

- True
- False

4. Which one of the followings is a main characteristic of a securely attached child?

Mark only one oval.

- Happiness
- Avoidance
- Resistance
- Confusion

5. Which one of the followings is a main characteristic of an ambivalent attached child?

Mark only one oval.

- Happiness
- Avoidance
- Resistance
- Confusion

6. Which one of the followings is a main characteristic of an avoidant attached child?

Mark only one oval.

- Happiness
- Avoidance
- Resistance
- Confusion

7. Which one of the followings is a main characteristic of a disorganised attached child?

Mark only one oval.

Happiness

Avoidance

Resistance

Confusion

8. Parents of insecurely disorganised children behave in a violent way.

Mark only one oval.

True

False

9. Which of the following is a factor that affects the development of an emotional bond?

Mark only one oval.

Availability of parent

Child's temperament

Quality of care

All of the above

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The Attachment Theory: Post-test

1. Name the four types of attachment.

2. Describe 2 child's characteristics for each attachment style.

3. Describe 2 parents' characteristics for each attachment style.

4. How does the internal working model work?

5. Describe the phases of the Strange Situation Experiment.

6. How does the child's temperament affects the development of an insecure attachment with his/her parent?

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Encouraging Education - pre-test

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What is the cause of school disturbances?

- 1. Students' lack of motivation
- 2. Unresolved conflicts of interest between teachers and students
- 3. Unsuitable family environment
- 4. Overly strict school rules

How can we understand students' disruptive behaviour?

- 1. By talking to the student
- 2. By consulting with parents
- 3. By observation and analysis of observations
- 4. By involving a psychologist

What are the forms of disruptive behaviour?

- 1. Attention-seeking, power fighting, revenge and discouragement
- 2. Opposition, arguing
- 3. Refusing to do schoolwork
- 4. Harassment and bullying of fellow students.



What do we mean by mistaken behaviour goals?

- 1. When a student fails to assess his/her potential and sets an unachievable goal.
- 2. When the student is not aware of his abilities and expects too much of themselves.
- 3. When the student wants to meet the teacher's expectations.
- 4. When the student seeks recognition from the community through inappropriate means.

What describes the method of warning?

- 1. It achieves the desired effect by influencing the student's behaviour in the right way
- 2. It is effective in the long term, the unwanted behaviour is not repeated
- 3. in the short term, it seems to achieve its aim, but it has the exact opposite effect to the one intended
- 4. It also discourages other pupils from misbehaving

How does the teacher know which form of disruptive behaviour he or she is dealing with?

- 1. Based on the feelings that the student's behaviour is causing them
- 2. Based on the student's behaviour.
- 3. Based on the behaviour of other students
- 4. Based on the guidance of the school psychologist



What is the most common reason behind the mistaken behaviour goals?

- 1. Deviance
- 2. Poor pedagogical approach
- 3. Too lenient rules
- 4. Discouragement

Which method is appropriate for encouraging education?

- 1. Rewarding
- 2. Total absence of punishment
- 3. Rational requirements
- 4. Challenges

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Encouraging Education - Post test

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What are the causes of unresolved conflicts of interest between teachers and students at school?

Your answer

According to Dreikurs, why are teachers unable to respond appropriately to students' behaviour?

Your answer

What do we mean by mistaken behavioural goals?

Your answer

What are the principles of encouraging education?

Your answer

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Nonverbal Communication - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Nonverbal communication!

1. Based on communication channels, we distinguish between verbal and nonverbal communication.

Označte iba jednu elipsu.

True

False

2. Mimicry means:

Označte iba jednu elipsu.

gestures, body movements

facial expressions

body contact

body distance

3. Proxemics means:

Označte iba jednu elipsu.

gestures, body movements

facial expressions

body contact

body distance

4. Haptics means:

Označte iba jednu elipsu.

- gestures, body movements
- facial expressions
- body contact
- body distance

5. The intimate zone of body distance applies:

Označte iba jednu elipsu.

- up to cca 45 cm
- 45 cm to 120 cm
- 120 cm to cca 3,6 m
- 4m to cca 7 m

6. The personal zone of body distance applies:

Označte iba jednu elipsu.

- up to 45 cm
- 45 cm to 120 cm
- 120 cm to cca 3,6 m
- 4 m to cca 7 m

7. The social zone of body distance applies:

Označte iba jednu elipsu.

- up to 45 cm
- 45 cm to 120 cm
- 120 cm to cca 3,6 m
- 4 m to cca 7 m

8. The official zone of body distance applies:

Označte iba jednu elipsu.

- up to 45 cm
- 45 cm to 120 cm
- 120 cm to cca 3,6 m
- 4 m to cca 7 m

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Nonverbal Communication - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Nonverbal communication!

1. Characterize nonverbal communication!

2. List the components of nonverbal communication!

3. What is the significance and importance of nonverbal communication?

4. Comment or give your opinion on the following quote: "It is impossible not to communicate!"

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Prejudice and Discrimination - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Prejudice and discrimination!

1. Which of the following sentences defines the term stereotype?

Označte iba jednu elipsu.

- rigid and irrational generalization about a certain category of people
- standardized image of an individual about himself or members of other groups
- unequal treatment of people based on their belonging to a certain group

2. Which of the following sentences defines the term prejudice?

Označte iba jednu elipsu.

- rigid and irrational generalization about a certain category of people
- standardized image of an individual about himself or members of other groups
- unequal treatment of people based on their belonging to a certain group

3. Which of the following sentences defines the term discrimination?

Označte iba jednu elipsu.

- rigid and irrational generalization about a certain category of people
- standardized image of an individual about himself or members of other groups
- unequal treatment of people based on their belonging to a certain group

4. Prejudice, unlike a stereotype, is usually negative, irrational, and driven by emotion.

Označte iba jednu elipsu.

True

False

5. The original meaning of the Latin word "discriminare" is

Označte iba jednu elipsu.

inequality

distinguish

equality

6. Intercultural differences can be reduced mainly by:

Začiarknite všetky vyhovujúce možnosti.

isolation and oppression

multicultural experiences

influence, action and education

rigidity and generalization

7. Effective tools in the fight against prejudice are mainly:

Začiarknite všetky vyhovujúce možnosti.

empathy and understanding

education and awareness

racism and sexism

oppression and disregard

8. Indicate which of the following traits/characteristics are common to stereotypes and prejudices!

Začiarknite všetky vyhovujúce možnosti.

- judgment
- negative character
- irrational
- generalization

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Prejudice and Discrimination - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Prejudice and discrimination!

1. Describe the term stereotypes and give some examples!

2. Describe the term prejudice and give some examples!

3. Describe the concept of discrimination!

4. In your opinion, what can help, what can be an effective tool in the fight against prejudice?

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Cognitive Dissonance - Pre-test

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Who created the Cognitive Dissonance Theory?

- Fritz Heider
- Charles E. Osgood
- Leon Festinger
- Elliot Aronson

What are the balance theories about in social psychology?

- About the relationship and harmony between different cognitions.
- About the dynamic of interpersonal relationships
- About social cognition and impression formation
- About conflict resolution strategies

What does cognitive dissonance mean in Festinger's theory?

- inconsistency of the cognitions
- state of arousal arising from an irreconcilable conflict between two cognitions
- discrepancy between cognitions and the norms of the environment
- stress you become aware of during public communication



How can cognitive dissonance be reduced according to Festinger?

- By changing our opinions and thoughts
- By changing our behaviour
- Both
- Neither

In which of the following situations do you experience cognitive dissonance?

- You know that smoking is unhealthy and you see a woman smoking in the street.
- You have two options to choose a job: one is very exciting, and in addition, it pays well, the other is boring and offers an average salary.
- Although being self-consistent is important to you, on vacation you allow your children to go to bed later.
- You studied hard for a test, and it turned out that everybody gets the best grade who writes it.

What did the participants have to do in Festinger and Carlsmith's famous experiment?

- They had to lie about the tasks to the other participants.
- They had to cheat in the tasks.
- They had to resist the influence of the experimenter.
- They had to decide which task was more interesting.



We experience cognitive dissonance when external reward or punishment does not explain an action that is unfavorable to us, e.g., we lie. What is the name of this phenomenon?

- insufficient justification effect
- effort justification effect
- decision justification effect
- post-decisional regret effect

Which of the following areas is a popular research direction for cognitive dissonance?

- attitude change
- social cognition
- learning processes
- self-schemas

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Cognitive Dissonance - Post-test

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Explain the concept of cognitive dissonance!

Your answer

What was new about Festinger's theory of cognitive dissonance compared to other consistency theories?

Your answer

In which ways can cognitive dissonance be reduced? Write examples!

Your answer

What were the main research directions of the cognitive dissonance theory? Write examples of experiments as well!

Your answer

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Language and Cognition - Pre-test

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Who is connected to the nativist approach?

- Jean Piaget
- Karen Wynn
- Noam Chomsky
- Lev Vigotszkij

What is the primary function of speech according to the universalist approach?

- Getting to know the world.
- Communication between peers.
- Both equally.

Both the universalist and the interactionalist approach argue that thinking is primary among thinking and speech, and that speech is based on it.

- True
- False

According to Jean Piaget's theory...

- in the first year and a half of a child's life, he discovers the world, and this is how his cognitive representations are formed.
- the cognitive representations are already present when the child is born.



What do the followers of determinism think?

- Language confines our thinking.
- Language and thinking first develop separately and then become connected.
- People who speak different languages also think differently.
- If we don't have a word for something, but we want to express it, we invent new words.

According to Vygotsky, when do speech and thinking become connected?

- Even before birth
- During the first month
- At the age of two
- At the age of six

When we learn a foreign language at school, we learn grammar rules and words using a similar mechanism to how a small child learns to speak.

- True
- False

Based on our current knowledge, our memories are not only stored verbally, but also in other ways.

- True
- False

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Language and Cognition - Post-test

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What does the universalism say about the relationship between language and thinking?

Your answer

According to Lev Vygotsky, how does language acquisition take place?

Your answer

What does "dual coding theory" mean?

Your answer

What evidence supports the separation of language and thought?

Your answer

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Memory and Imagination- Pre-test

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In which century were there indicated significant relations between memory and imagination by research data?

- 18th
- 19th
- 20th

Which part of a to-remember list of words is most difficult to recall?

- beginning
- middle
- end

Where do we store the final words from a list to be remembered?

- short term memory
- long term memory
- we rehearse them



Which is the upper limit of the short-term memory?

- 8 units
- 9 units
- 10 units

Which is not true regarding rehearsal?

- it helps transferring information from short-term memory to long-term memory
- if we don't rehearse, we forget
- by rehearsing we can increase the capacity of short-term memory

In order to improve remembering, a teacher should

- ask children to repeat many times the ideas to-be-remembered
- ask children to write down the ideas to-be-remembered
- it is useful if he activates multiple sensory channels

Is it true? Well-practised activities are becoming automatic in a way that they do not have to be recalled

- Yes
- No



Those who prefer the world of images prefer encoding information in the following way

- verbal
- vizual
- auditory

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Memory and Imagination - Post-test

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Present the dual-memory model

Your answer

Present the three stages of memory processes

Your answer

How can the capacity of the short-term memory be increased?

Your answer

What memory-enhancing methods do you know?

Your answer

Present the known experiments and their results regarding the relationship between the imaginary image and the real image.

Your answer



How are emotions related to memory?

Your answer

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Psychological Development: Early Childhood - Pre-test

1. Which are the directions in early child development?

Поставете отметка на всички, които важат.

- motor development
- cognitive development
- sexual development
- emotional development

2. Which are the periods in child development according to Aristotle?

Отбележете само едно кръгче.

- childhood, puberty, adolescence
- childhood, puberty, adult age

3. What is the focus in child development in age 15+ according to Jean Jacques Rousseau?

Отбележете само едно кръгче.

- a dream development
- moral development
- intensive mind development

4. Which are the first 3 stages in child development periodization according to Vygotsky and Rubinstein?

Отбележете само едно кръгче.

- infant, nursery and preschool age
- infant, nursery and primary school age

5. Which are the last 2 stages in child development periodization according to Vygotsky and Rubinstein?

Отбележете само едно кръгче.

- puberty, adolescence
 primary school age, puberty

6. What are the main qualities of the child that are formed in the second stage - 2-3 years of age - according to Erik Erikson's periodization?

Отбележете само едно кръгче.

- independence and determination
 skills and inferiority
 trust and mistrust

7. What are the main qualities of the child that are formed at the fifth stage - 12-18 years of age - according to Erik Erikson's periodization?

Отбележете само едно кръгче.

- personal identification and role confusion
 intimacy and loneliness
 entrepreneurship and guilt

8. Which age period has the most detailed division?

Отбележете само едно кръгче.

- childhood
 adult age
 adolescence

Psychological Development: Early Childhood - Post-test

1. How is the stage of early childhood development defined?

2. Why are the first 3 years important in a child's life?

3. List the main directions in which the child's development takes place at an early age.

4. List the main periods in child development according to Vygotsky and Rubinstein.

5. List the main periods in human development according to E. Erikson's periodization.

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Social influence. Principles of Persuasion - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic "Social Influence. Principles of Persuasion".

1. The reference power arises:

Отбележете само едно кръгче.

- from the social role and social position of the persuader;
- the ability of the persuader to find information that is able to influence;
- when the persuaded seeks to resemble the persuader;
- from the knowledge of the persuader in a certain area.

2. Note ways of exerting social influence:

Поставете отметка на всички, които важат.

- Persuasion
- Counseling
- Activation
- Informing
- Incitement
- Controlling

3. When we cannot orient in the demands of the social situation and therefore act like everyone else, this is an example of:

Отбележете само едно кръгче.

- Normative social influence
- Informational social influence

4. The source of legitimate authority is:

Отбележете само едно кръгче.

- the social role and social position of the influencer;
- the ability of the persuader to find information that is able to influence;
- the aspiration of the persuaded to resemble the persuader;
- the knowledge of the persuader in a certain area.

5. In central persuasion routes, people tend to pay attention to :

Отбележете само едно кръгче.

- The appeal and credibility of the persuader
- The strength and logic of the arguments used in communication.

6. Unlike social influence, persuasion is always:

Отбележете само едно кръгче.

- intentional
- unintentional
- both

7. Emotional messages in persuasive communication have a stronger impact on recipients. Which emotion do the most effective messages contain?

Отбележете само едно кръгче.

- joy
- anger
- sadness
- fear
- surprise
- disgust

8. When in a new for us social situation we navigate which behavior is acceptable by observing others, which of the principles of social influence is in action:

Отбележете само едно кръгче.

- power and authority
- scarcity
- liking
- consensus (social proof)
- of commitment and consistency
- of reciprocity

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Social influence. Principles of Persuasion - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic "Social Influence. Principles of persuasion" !

1. Define the term "social influence"

2. Describe how to resist the influence of authority in a specific social situation:

3. Describe how you would use the "liking principle" to be more successful in persuasive communication:

4. Give an example from everyday life for the application of the "scarcity principle":

5. According to R. Cialdini, the principle of reciprocity means:

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Learning styles - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Learning styles!

1. The terms learning style and cognitive style are completely identical in meaning, they indicate the way of obtaining information.

Označte iba jednu elipsu.

True

False

2. How many learning styles exist?

Označte iba jednu elipsu.

only one style exists

there are 5 different styles at most

there are as many learning styles as there are students, pupils, or learning individuals

3. Based on the classification of learning styles according to the dominance of the cerebral hemispheres, the right hemisphere is typical of

Označte iba jednu elipsu.

for a divergent (artistic) cognitive, learning style and for non-verbal thinking and feeling

for a rational (scientific) cognitive, learning style and ensures activities associated with verbal and written expression

4. Based on the classification of learning styles by motivation and intention, the following description indicates which learning style?:

... is characterized by the student's calculation, the effort to please, to curry favor with the teacher, often in an incorrect way...

Označte iba jednu elipsu.

- The superficial learning style
- The in-depth learning style
- The utilitarian teaching style

5. The classification of learning styles, called by the acronym VARK, refers to the following:

Označte iba jednu elipsu.

- V - vote, A - argumentation, R - realizations, K - knowledge
- V - vizual, A- aural, R - read/write, K - kinesthetic
- V - variation, A - association, R - ruling, K - knowledge

6. Classification of learning styles according to the method of information processing The experiential learning model suggested:

Označte iba jednu elipsu.

- A. Kolb
- H. Gardner
- N. Fleming

7. Based on the types of learning styles derived from the theory of multiple intelligences, we distinguish several types of intelligence, such as *logical-mathematical learning style, language learning style, visual-spatial learning style, kinesthetic-movement learning style, musical learning style, interpersonal and intrapersonal learning style*.

Označte iba jednu elipsu.

True

False

8. Diagnosing learning styles is possible

Označte iba jednu elipsu.

only in the form of special tests

only by self-observation

in the form of observation, interview, projective methods and in the form of various tests

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Learning styles - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Learning styles!

1. Characterize the terms cognitive style and learning style!

2. Name and characterize learning styles classified by motivation and intention!

3. Name the learning styles classified according to H. Gardner's theory of multiple intelligences!

4. Briefly state why it is important to know the characteristic, dominant learning style for us and list some possible ways of diagnosing, determining the predominant learning style!

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Psychosocial Development in Adolescents PRE-TEST

1. Which of the following IS NOT an adolescents' typical developmental characteristic?

Να επισημαίνεται μόνο μία έλλειψη.

- Attention deficits
- Adolescents' Egocentrism
- Emotional swings
- Feeling of tiredness

2. Which of the following behaviors IS NOT true for adolescents?

Να επισημαίνεται μόνο μία έλλειψη.

- They want to socialize with others
- They like to be by themselves
- Their self-esteem increases in the first phase of adolescence
- They experience feelings of boredom.

3. The 'Personal myth' is the feelings adolescents have that:

Να επισημαίνεται μόνο μία έλλειψη.

- they are like being on a stage
- all eyes as spotlights are on them
- everyone is watching them
- they are invincible

4. The 'Imaginary Audience' is the feelings adolescents have that:

Να επισημαίνεται μόνο μία έλλειψη.

- everyone is watching them
- they are 'in control' of a situation
- others might suffer from something bad, but not themselves
- they are vulnerable to negative consequences

5. According to Erikson the more important task an adolescent has to achieve during the adolescents' years is to: (circle the most correct)

Να επισημαίνεται μόνο μία έλλειψη.

- find yourself
- develop true relationships with others
- find one's own identity
- develop one's own sexuality

6. What would concern us and worry us in adolescents' behavior in order to seek advice from a mental health specialist?

Να επισημαίνεται μόνο μία έλλειψη.

- a decline in academic performance
- a depressive mood
- lack of personal cleanliness and tidiness
- lack of friends and communication with others

7. Studies in the United States have shown that some features seem to be more important than others, as far as the development of self-esteem in adolescents. Which of the following IS NOT included in these crucial features?

Να επισημαίνεται μόνο μία έλλειψη.

- being charming and beautiful
- being clever
- being a good student
- being a good athlete

8. Which of the following IS NOT a typical characteristic of adolescents' behavior?

Να επισημαίνεται μόνο μία έλλειψη.

- desire to be alone, but also to socialize
- preoccupation with oneself (internally and externally)
- a feeling of emptiness
- admiring parents

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Psychosocial Development in Adolescence - POST-TEST

1. Describe very briefly five of the most common characteristics of Adolescents' Psychosocial Development.

2. Describe the two forms of Adolescents' Egocentrism and give one example for each one of these two types.

3. Which are two types of adolescents' behavior that should alarm adults to seek advice from a mental health professional?

4. Mention two factors that influence adolescents' self-esteem and two factors that influence adolescents' identity formation.

5. Describe briefly 3 factors of parents' behavior that can be beneficial for adolescents' healthy psychosocial development.

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Mental Health and Well-being - Pre-test

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What aspects of mental health are defined in the healthcare program of the EU?

- positive and negative
- subjective and objective
- life satisfaction, ratio of positive emotions
- coping with difficulties, contribution to social life

The positive, useful life can be described

Please indicate the answer which is NOT correct

- along six dimensions
- it is the primary source of positive emotions
- it can be described with the notions of self-acceptance, personal relations and environmental adaptation
- it is a central component of mental health

Subjective well-being is the psychological description of the "happiness"

- True
- False



According to research data, subjective well-being

- is related to altruistic behavior
- is not related to length of life
- is related to income
- can be influenced by political decision

Mark the true statement

- Mental health means the absence of mental disorders
- Mental health is determined by the dominance of positive emotions and useful social behavior

Sense of satisfaction with life is a core determinant of subjective well-being

- True
- False

Mark the true statements

- There is a connection between subjective well-being and goal-oriented behavior
- Job performance can be determined by level of subjective well-being
- Subjective well-being is mainly determined by how many books do we read
- There is a significant correlation between study time and subjective well-being

Looking for challenges is a contributor to subjective well-being

- True
- False



Mental health and Well-being - Post-test

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What conceptions are related to the area of mental health? Please describe them

Your answer

What are the main research results in the area of mental health an subjective well-being?

Your answer

What can be done in order to improve our mental health?

Your answer

Why it is important to research the domain of mental health?

Your answer

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Children's Socioemotional Development

PRE-TEST

1. Which stage of Erikson's Psychosocial Development corresponds to the development of children about 5-12 yrs-olds?

Να επισημαίνεται μόνο μία έλλειψη.

- Trust vs. mistrust
- Autonomy vs. shame & doubt
- Initiative vs. guilt
- Industry vs. inferiority

2. The concept 'self-esteem' refers to:

Να επισημαίνεται μόνο μία έλλειψη.

- what we believe about ourselves
- how we feel about ourselves
- how we present ourselves to others
- all the above refer to the term 'self-esteem'.

3. Failure to provide food to a child is an example of:

Να επισημαίνεται μόνο μία έλλειψη.

- Physical Abuse
- Physical Neglect
- Medical Neglect
- Emotional Abuse

4. Which of the following IS NOT an example of socioemotional problems in children's behavior?

Να επισημαίνεται μόνο μία έλλειψη.

- Persistent violation of others' rights
- Oppositional Defiant Behavior
- Attention Deficit and Hyperactivity disorder
- All of the above are examples of children's socioemotional problems.

5. Which of the following IS NOT a theory of children's Moral Development?

Να επισημαίνεται μόνο μία έλλειψη.

- Erikson's Theory
- Kohlberg's Theory
- Gilligan's Theory
- All the above are theories of children's Moral Development

6. In the case of parents' divorce (Select the most correct).

Να επισημαίνεται μόνο μία έλλειψη.

- The child might feel responsible for the parents' divorce
- The child might feel anxiety
- The child might feel depression
- All the above can be true in the case of parents' divorce.

7. A child's self-esteem is correlated

Να επισημαίνεται μόνο μία έλλειψη.

- positively with the child's high aims
- negatively with the child's high aims
- negatively with the child's performance
- negatively with mental health

8. Caring but not controlling one's own children's behavior is an example of the following Parenting-Style:

Να επισημαίνεται μόνο μία έλλειψη.

- Neglectful Parenting-Style
- Authoritarian Parenting-Style
- Authoritative Parenting-Style
- Permissive Parenting-Style

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Children's Socioemotional Development POST-TEST

1. Describe very briefly 5 ways that parents and teachers can use to increase children's self-esteem.

2. Describe briefly the difference among the terms a) self-concept, b) self-esteem and c) self-presentation.

3. Mention two characteristics of the personality of bullies and two characteristics of the personality of victims in the phenomenon of bullying.

4. Describe shortly 2 differences between the friendships a. among girls and b. among boys.

5. What do we mean by the term 'Important Others'; Who are these for a preschool child and how they can affect children's self-esteem?

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The Social Psychology of Group Processes - Pre-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Groups in social psychology!

1. A social group is a grouping of at least two people, the group is characterized by a certain form of social interaction, mutual interaction, it has an internal structure that determines social positions, roles, and the group operates on the basis of certain rules and norms.

Označte iba jednu elipsu.

True

False

2. How many members can a *medium group* have according to the classification of groups based on the number?

Označte iba jednu elipsu.

12-20 members

20-50 members

40-60 members

3. *Different fields or professions* belong to which type of groups according to classifications in terms of *social engagement*?

Označte iba jednu elipsu.

- psychological groups
 social organizations

4. Which type of group, according to the classification from the point of view of the way in which the positions of the members are explicitly created, is indicated by the following description:

... are created based on personal interest and personal relationships, e.g. there can be a group of students in the class who are united by common opinions, attitudes, sympathies.

Označte iba jednu elipsu.

- formal groups
 informal groups

5. What types of groups do we distinguish by classification in terms of *the way in which an individual is connected to a group*?

Začiarknite všetky vyhovujúce možnosti.

- member groups
 opened groups
 reference groups
 closed groups
 cancelable groups
 non-cancellable groups

6. "Strategically for benefits" refers to the following way we can become members of a certain group:

Označte iba jednu elipsu.

- voluntarily
- automatically
- coercion
- utilitarian

7. Social interaction is the interaction of selected members of the group, it takes place only according to written rules; every social group has the same rules of interaction, which do not depend on the nature of the group, its activities, group values, norms, goals.

Označte iba jednu elipsu.

- True
- False

8. The *formal leader* of the group is, ...

Označte iba jednu elipsu.

- who is designated by the group, but individuals may not respect him.
- who is not officially elected to the position, but is respected by the members.

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The Social Psychology of Group Processes - Post-test

Dear Students, you are kindly asked to complete the following questionnaire on the topic Groups in social psychology!

1. Briefly characterize the term social group!

2. List at least 3 aspects of the classification of social groups!

3. Choose one aspect of the classification of social groups, name and briefly characterize the types of groups of the selected classification!

4. List at least 15 groups you are a member of!

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Cooperative Learning Pre-test



1. Cooperation is a form of interaction that involves:

Marcar apenas uma oval.

- just two individuals with a common goal
- two or more individuals with different objectives
- two or more individuals with a common goal
- two or more individuals without defined objectives

2. To what kind of learning can we attribute the following sentence: "I achieve my goals if others achieve theirs".

Marcar apenas uma oval.

- Competitive learning
- Cooperative learning
- Individualistic learning
- Social learning

3. In a cooperative organisation of the learning activity, the students' work:

Marcar apenas uma oval.

- is a function of their personal goals and the rewards they receive depend on the help of their peers
- is a function of group objectives and the rewards they receive depend on the quality of the group work
- is a function of their group goals and the rewards they receive are independent of those received by their peers
- is a function of their personal goals and the rewards they receive depend on the quality of their own work

4. Which of the following statements does not characterise cooperative learning?

Marcar apenas uma oval.

- Provides an alternative to competitive and individualistic structures
- Involves several strategies, with different procedures
- Leads to active learning and involvement of students
- Is similar to ordinary group work

5. Positive interdependence is associated with:

Marcar apenas uma oval.

- Purposes
- Resources
- Task
- Purposes, resources, task and space

6. About cooperative learning strategies, which of the statements is false?

Marcar apenas uma oval.

- They can be used in different disciplines
- They can be used at various levels of schooling
- They are only used in formal contexts
- They have an impact on social and academic outcomes

7. Which of the following strategies involves the establishment of expert groups?

Marcar apenas uma oval.

- Think-Pair- Share
- Cooperative scripting
- Jigsaw
- Learning together

8. In cooperative learning, assessment is:

Marcar apenas uma oval.

- individual
- in group
- individual and in group
- there is no evaluation

Cooperative Learning Post-test

1. What are the main characteristics of cooperative learning?

2. Please describe two cooperative learning strategies.

3. Describe the stages of a lesson when using cooperative learning.

4. Which advantages have been attributed to cooperative learning?

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Identity Pre-test

Answer the following questions.

1. Erikson's notion of psychosocial moratorium is characteristic of the crisis

Marcar apenas uma oval.

- Confidence vs Mistrust
- Initiative vs Guilt
- Identity vs Identity confusion
- Integrity vs Despair

2. From Erikson's perspective, ego-identity is a process related:

Marcar apenas uma oval.

- with the person, but also with society,
- only with the person
- only with the society
- only with the synthesis made by each person of various dimensions of the development

3. Erikson characterizes development as a series of:

Marcar apenas uma oval.

- psychosocial stages
- psychosexual stages
- vocational stages
- moral stages

4. In Erikson theory of psychosocial development, each stage is characterized by:

Marcar apenas uma oval.

- a different psychosocial crisis
- an achievement scale
- a decision about professional issues
- a moral dilemma

5. Following Marcia, an identity that results in an individual exploring different options and making a decision is said to be:

Marcar apenas uma oval.

- Identity diffusion
- Identity foreclosure
- Identity achievement
- Negative identity

6. In Erikson's theory of development, adolescence is:

Marcar apenas uma oval.

- a moratorium
- the last stage of human development
- the only developmental stage where identity is developed
- a stage to make decisions that shall not be changed afterwards

7. Following J. Marcia, which identity status is defined by the combination of the experience of a crisis coupled with no commitment yet made?

Marcar apenas uma oval.

- Identity achievement
- Foreclosure Identity
- Moratoria
- Identity diffusion

8. Erikson argues that the negative side of the identity versus diffusion stage can lead the individual to:

Marcar apenas uma oval.

- consider the external world threatening
- feel difficulty in making choices
- evaluate the life course as a failure
- disinvest from intimate relationships

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Identity Post-test

Answer the following questions

1. Identify and characterise the principles of development proposed by Erikson.

2. Analyse Erikson's contributions to the study of identity, describing the main dimensions of this concept

3. What characterises the concept of psychosocial moratorium according to Erikson and what contribution does it make to understanding the construction of identity?

4. What are the identity statuses proposed by J. Marcia and what criteria define them?

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The Pygmalion Effect Pre test

Answer the following questions.

1. The Pygmalion effect is an example of:

Marcar apenas uma oval.

- operant conditioning
- reinforcement
- self-fulfilling prophecy
- cognitive dissonance

2. Rosenthal and Jacobson's (1968) study of the expectation effect, known as the Pygmalion effect, refers to:

Marcar apenas uma oval.

- experimental study in schools
- experimental study on animals in the laboratory
- study in a natural context
- documentary study on social beliefs

3. Which factor has the most influence on the teacher's expectations of the student?

Marcar apenas uma oval.

- Gender
- Previous achievement
- Social class
- Physical appearance

4. Among the variables mediating the expectations effect which one is related to the opportunity to respond given to the student?

Marcar apenas uma oval.

- Emotional support
- Input
- Output
- Feedback

5. Among the moderating variables of the expectations effect which one is related to the student's age?

Marcar apenas uma oval.

- Cognitive rigidity
- Self-concept
- Timing in the induction of expectations
- New situations or transitions

6. The results of the study developed by Rosenthal and Jacobson indicate that:

Marcar apenas uma oval.

- a person's actions are consistent with their beliefs
- behaviours and actions towards others influence their expectations, behaviours and performance both positively and negatively
- one's actions can become a self-fulfilling prophecy of the behaviour of others
- all of the above are correct

7. The Pygmalion Effect highlights that self-concept is influenced by:

Marcar apenas uma oval.

- the casual comments of strangers
- our own discipline, willpower, and inner strength
- our observations of the world around us
- the expectations of significant others

8. Which of the four factors proposed by Rosenthal to mediating expectations involves non-verbal communication?

Marcar apenas uma oval.

- Socio-emotional climate
- Input
- Output
- Feedback

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The Pygmalion Effect Post-test

Answer the following questions.

1. What does the expectancy effect consist of?

2. To what extent can the expectancy effect be an explanation for school failure?

3. What are the main issues that originate the expectancy effect?

4. How do you distinguish mediating variables from moderating variables on this effect?

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Metacognition Pre-test

Please answer the following questions.

1. What is not considered to be metacognition?

Marcar apenas uma oval.

- Thinking about thinking
- Being told what to think
- Asking questions while you think
- Going beyond thinking

2. Why is it important to teach students about Metacognition?

Marcar apenas uma oval.

- Students can monitor their learning process and become independent learners
- Students know exactly which content they shall learn
- It supports teacher activities
- It promotes cooperation among students

3. The concept of metacognition is credited to:

Marcar apenas uma oval.

- Flavell
- Piaget
- Freud
- Erikson

4. Metacognition contributes to:

Marcar apenas uma oval.

- planning homework for students
- understanding the process of learning
- understanding how teaching works

5. Nowadays, the scope of metacognition includes:

Marcar apenas uma oval.

- only cognitive dimensions
- cognitive and affective dimensions, as well as monitoring processes
- only monitoring processes

6. Which strategy can NOT be considered a self-regulatory learning strategy?

Marcar apenas uma oval.

- Planning
- Monitoring
- Evaluating
- Following teacher indications to resolve the task

7. What is metacognition?

Marcar apenas uma oval.

- Thinking what a text might be about
- Creating mental images in your mind
- Wondering as you read
- None is correct

8. Which activity can be considered an example of metacognition?

Marcar apenas uma oval.

- Reading
- Solving mathematics exercises
- Self-assessment
- Doing homework

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Metacognition Post-test

Answer the following questions

1. How can metacognition be defined? Describe key characteristics of the concept

2. Why is it important to teach students about Metacognition?

3. How to implement metacognition in the learning process? Please, describe examples.

4. What are the differences and similarities between executive monitoring processes and executive regulatory process, following Kluwe?

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