ECE 102 Chapter 4
Answer Section

TRUE/FALSE

1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. T
10. T
11. T
12. F
13. F
14. T

MULTIPLE CHOICE

15. D
16. E
17. B
18. A
19. C
20. B
21. A
22. A
23. B
24. A
25. D

COMPLETION

26. engage in symbolic play, use language, be egocentric, be involved in "all-or-none" thinking, use imagination
27. build a stimulating environment, encourage children to create their own representations of their understanding, provide frequent opportunities for peer interaction, help build the community by joint role-creating, help children create their own moral meaning or mental structures and ideas
28. maturational theory

SHORT ANSWER
29. Piaget's theory is both maturational and environmental:
   maturational: sequence of cognitive stages governed by heredity
   environmental: the experiences a child has directly influences development.

   Examples of each side of nature/nurture controversy:
   nature/maturational: any innate, genetic, or biologic factors, such as eye color, etc.
   nurture/environmental: any learned experience such as home/family, school, media, peers, toys, etc.

30. From Piaget's theory we learn that:
   Materials: children need many objects to explore, balanced between open-ended, guided, and self-correcting ones.
   Scheduling: children need lots of time to explore materials and engage in play, as well as some time for adult-given ideas and questions.
   Teacher's role: is to know ages and stages of typical development, to understand the egocentric way of thinking, to ask questions rather than always telling or giving answers, to provide opportunities for children to make decisions and exchange viewpoints.

31. Four conditions for learning as well as what programs and teachers do are:
   a. Learning must be real; teach about bodies, families, and neighborhoods. Use concrete materials instead of pictures, etc.
   b. Learning must be rewarding; include time to try, make mistakes, improve, and encourage improvement by providing atmosphere of acceptance and of giving feedback.
   c. Learning must build on children's lives; connect the program to the home. Involve families and the children's individual cultures in the school setting, help the family be welcome, understand, and support the school.
   d. Learning needs a good stage; care for children's health, emotional and mental, as well as physical; arrange the environment carefully; plan a sequential schedule with flexibility; interact with children and adults respectfully and clearly.