Chapter 7

1. Achievement tests help to measure a person’s accomplishments and mastery of skills. They are used to evaluate what a person already knows. Aptitude tests help determine a person’s strengths and weaknesses. Achievement tests are usually used by school administrators and provide a letter or number grade. Aptitude tests sometimes measure abstract reasoning skills as well as verbal skills. They are often used by employers as part of the hiring process.
2. Verbal-ability to think in words and use language to express meaning. Mathematical-ability to carry out mathematical operations. Spatial-ability to think three dimensionally. Bodily kinesthetic-ability to manipulate objects and be physically adept. Musical-ability to be sensitive to pitch, rhythm, melody, and tone. Interpersonal-ability to understand and interact effectively with others. Intrapersonal-ability to understand oneself. Naturalist-ability to observe patterns in nature and understand natural and human made systems. Existentialist-ability to grapple with the big questions of human existence, such as life and death, with special sensitivity to issues of human spirituality. According to Charles Spearmen, intelligence is a general ability, and the intelligent person is the jack of all cognitive trades.
3. Fixation is using a prior strategy and failing to look at a problem from a new perspective. Functional fixedness is failing to solve a problem as a result of fixation on a things usual functions. Confirmation bias is the tendency to search for and use information that supports ones ideas instead of refutes them. Hindsight bias is the tendency to report falsely, after the fact, that one has accurately predicted an outcome.
4. This is Sternberg’s theory that intelligence comes in three forms: analytical, creative, and practical. Analytical is ability to analyze, judge, evaluate, compare, and contrast. Creative is ability to create, design, invent, originate, and imagine. Practical is ability to use, apply, implement, and put ideas into practice.
5. When using deductive reasoning, it brings many possibilities to few. If the premises are true, the conclusion will be correct. For inductive reasoning, it brings few possibilities to many. The premises may support the conclusion, but the conclusion may or may not be true.
6. There’s color, number, and shape. The game “Set” provides an example of each of these. There are three colors: red, green, and purple. There are also three numbers, or quantities: ranging from 1 to 3. There are finally three shapes: circular, curved, and diamond.

Chapter 8

1. Trust vs. Mistrust: a sense of trust requires physical comfort and minimal fear about the future. Autonomy vs. Shame and Doubt: infants start to discover their own will but will develop doubt if restrained too much. Initiative vs. Guilt: preschool children encounter a widening social world and must develop more purposeful behavior to cope with the challenges. Industry vs. Inferiority: as children move into elementary school, they must direct their energy toward mastering knowledge and intellectual skills. Identity vs. Identity Confusion: individuals find out who they are, what they are about, and where they go in life. Intimacy vs. Isolation: individuals form intimate relationships with others. Generativity vs Stagnation: assisting the younger generation in developing and leading useful lives. Integrity vs. Despair: looking back and evaluating what you did with your life.
2. Oral: this begins the rooting and sucking stage. Anal: the infant learns to control bodily functions. Phallic: children learn to distinguish between males and females. Latent: children develop social skills, values, and relationships with peers and adults. Genital: developing a sexual interest in the opposite sex.
3. Sensorimotor: infants construct an understanding of the world by coordinating sensory experiences with motor actions. Preoperational: thought is more symbolic that sensorimotor thought. Concrete operational: individual uses operations and replaces intuitive reasoning with logical reasoning in concrete situations. Formal operational: thinking about things that are not concrete, making predictions, and using logic to come up with hypotheses about the future.