Instructions: Write T if the statement is true and F if it is false.

1. Learner-centered teaching emphasizes learners' active construction of meaning rather than simple reception of information.
2. The learner-centered psychological principles focus exclusively on internal learner factors and disregard environmental influences.
3. The principles of learner-centered teaching are intended to be applied holistically rather than independently.
4. Goal-directed learning requires learners to generate personally meaningful goals over time.
5. Knowledge that is not integrated with prior understanding is less likely to transfer to new situations.
6. Strategic thinking involves memorization strategies more than reasoning and problem-solving strategies.
7. Metacognition enables learners to monitor progress and modify strategies when learning goals are not met.
8. Learning is unaffected by cultural, technological, and instructional contexts.
9. Mild anxiety may enhance learning by helping learners focus on tasks.
10. Intense negative emotions generally interfere with motivation and learning performance.
11. Intrinsic motivation is strengthened when learners experience choice, relevance, and appropriate challenge.
12. Developmental readiness in one domain guarantees readiness in all learning domains.
13. Social interaction in learning settings can promote cognitive, moral, and social development.
14. Individual learning preferences should never be examined or modified by educators.
15. Assessment in learner-centered teaching serves both instructional decision-making and learner self-regulation.

Instructions: Read each statement carefully. Identify the correct term or concept described in each item by choosing from the Word Bank provided. Write the correct answer on the space after each statement. Each term may be used only once.

1. It is the teaching approach where learners actively construct understanding and the teacher facilitates learning experiences. _____
2. These are the principal originator of behaviorist approach. _____
3. It refers to learning as an intentional process of constructing meaning from experience and information. _____
4. It is the learner's ability to form coherent and increasingly refined representations of knowledge over time. _____
5. It refers to the meaningful integration of new information with existing knowledge structures. _____
6. It is the learner's capacity to select, apply, and evaluate reasoning strategies to achieve learning goals. _____
7. It refers to awareness and regulation of one's own thinking and learning processes. _____
8. It encompasses cultural, technological, and instructional influences that shape learning. _____
9. It refers to the influence of emotions, beliefs, interests, and goals on learning. _____
10. It is motivation driven by curiosity, interest, and personal satisfaction in learning. _____
11. It refers to the sustained energy and persistence learners invest in acquiring complex skills. _____
12. It recognizes that learning opportunities vary according to physical, emotional, social, and cognitive growth. _____
13. It refers to learning enhancement through interaction, collaboration, and communication with others. _____
14. It acknowledges that learners differ in strategies, pace, abilities, and learning preferences. _____
15. It emphasizes respect for learners' linguistic, cultural, and social backgrounds in instruction. _____
16. It refers to the systematic gathering of information to support learning and instructional decisions. _____
17. It is the learning theory that explains learning through observable behavior and environmental stimuli. _____
18. It is the basic principle explaining learning as a connection between stimulus and response. _____
19. It is the type of conditioning in which a neutral stimulus acquires meaning through association. _____
20. It refers to the weakening or disappearance of a learned response over time. _____

Metacognition	Behaviorism	Construction of Knowledge	Social Influences on Learning
Intrinsic Motivation	Learner-Centered Teaching	Context of Learning	Extinction
John B. Watson & B.F. Skinner	Strategic Thinking	Learning and Diversity	Classical Conditioning
Goals of the Learning Process	Assessment	Individual Differences in Learning	Stimulus–Response Principle
Effects of Motivation on Effort	Developmental Influences on Learning	Nature of the Learning Process	Motivational and Emotional Influences on Learning

LIVEWORKSHEETS

Instructions: Read each scenario carefully. Identify the correct component of classical conditioning being described in each item. Write UCS for Unconditioned Stimulus, UCR for Unconditioned Response, NS for Neutral Stimulus, CS for Conditioned Stimulus, and CR for Conditioned Response on the space provided.

1. During the first weeks of class, a student feels frightened whenever the teacher scolds him in a harsh voice. As the weeks go by, the student later feels tense as soon as the teacher speaks in that same serious tone, even when no scolding follows.

2. A student feels embarrassed and anxious when she receives negative comments during oral presentations. AAfter several class presentations, the student later becomes anxious and restless whenever presentations are announced, even before she speaks.

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