

New CED - Cognition Practice Exam (Sample)

Study Guide



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SAMPLE

Questions

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- 1. What role does monitoring progress play in self-regulated learning?**
 - A. It is optional and often disregarded**
 - B. It helps learners assess their understanding and adapt strategies**
 - C. It distracts learners from their goals**
 - D. It ensures only the instructor evaluates performance**
- 2. What is the primary goal of formative assessment in education?**
 - A. To grade students at the end of the course**
 - B. To provide ongoing feedback for improvement**
 - C. To evaluate teachers' effectiveness**
 - D. To standardize learning across different classes**
- 3. What does short-term memory typically hold temporarily?**
 - A. A large amount of information**
 - B. Experiences and events**
 - C. A few items of information, like a phone number**
 - D. Visual images**
- 4. What term describes the loss of the ability to recall previously learned information due to more recent information?**
 - A. Retroactive interference**
 - B. Proactive interference**
 - C. Repression**
 - D. Amnesia**
- 5. What type of memory encompasses facts and experiences that one can consciously know and declare?**
 - A. Implicit memory**
 - B. Explicit memory**
 - C. Associative memory**
 - D. Contextual memory**

- 6. What is meant by the zone of proximal development (ZPD)?**
- A. The difference between what a learner can achieve independently versus with assistance**
 - B. The amount of information that can be retained in memory**
 - C. The capacity for educational achievement**
 - D. The speed at which a learner can process information**
- 7. Which of the following best describes schemas in cognitive psychology?**
- A. A collection of memories about personal experiences**
 - B. A concept that guides perception and interpretation**
 - C. A method of memorization**
 - D. A storage mechanism for long-term memory**
- 8. How does anxiety typically affect cognitive performance?**
- A. It enhances memory and attention**
 - B. It has no effect on cognitive functioning**
 - C. It impairs attention and memory**
 - D. It improves overall cognitive functioning**
- 9. What are metacognitive strategies primarily aimed at?**
- A. Enhancing physical skills**
 - B. Regulating one's own learning processes**
 - C. Encouraging collaborative learning**
 - D. Facilitating implicit learning**
- 10. Which memory type refers to a person's recollection of their life experiences?**
- A. Semantic Memory**
 - B. Episodic Memory**
 - C. Autobiographical Memory**
 - D. Procedural Memory**

Answers

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- 1. B**
- 2. B**
- 3. C**
- 4. A**
- 5. B**
- 6. A**
- 7. B**
- 8. C**
- 9. B**
- 10. C**

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Explanations

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1. What role does monitoring progress play in self-regulated learning?

- A. It is optional and often disregarded**
- B. It helps learners assess their understanding and adapt strategies**
- C. It distracts learners from their goals**
- D. It ensures only the instructor evaluates performance**

Monitoring progress is a critical component of self-regulated learning as it enables learners to assess their understanding and make necessary adjustments to their learning strategies. By actively tracking their progress, students can identify which concepts they grasp well and which areas require further attention. This self-assessment process is pivotal in fostering a deeper understanding of the material and promotes adaptive learning strategies tailored to individual needs. For example, if a student realizes that they are struggling with a particular topic, monitoring progress allows them to adapt their study habits, seek additional resources, or change their approach to learning. This ongoing evaluation creates a feedback loop that empowers learners, helping them to take ownership of their educational journey and enhance their overall performance. In contrast, the other options suggest that monitoring progress is optional, distracting, or solely the responsibility of the instructor, which underestimates the active role learners must take in their own learning process. In self-regulated learning, the ability to monitor progress is essential for fostering independence and self-efficacy.

2. What is the primary goal of formative assessment in education?

- A. To grade students at the end of the course**
- B. To provide ongoing feedback for improvement**
- C. To evaluate teachers' effectiveness**
- D. To standardize learning across different classes**

The primary goal of formative assessment in education is to provide ongoing feedback for improvement. This approach emphasizes continuous evaluation throughout the learning process rather than focusing solely on the final product or performance. Formative assessments are designed to identify areas where students may struggle, allowing educators to address these issues promptly and tailor their instruction to better meet student needs. Unlike summative assessments, which occur at the end of a course and serve to assign grades, formative assessments are integrated into the learning journey. They help inform both students and teachers about progress, guiding instructional adjustments and fostering an environment where students can grow and develop their skills in real-time. This continuous feedback enhances student learning by promoting reflection and encouraging a growth mindset.

3. What does short-term memory typically hold temporarily?

- A. A large amount of information
- B. Experiences and events
- C. A few items of information, like a phone number**
- D. Visual images

Short-term memory is designed to hold a limited amount of information for a brief period, typically around 7 items, give or take a couple. This aligns well with the example of a phone number, which often consists of about 7 digits. The capacity to store only a few discrete pieces of information reflects the nature of short-term memory, which serves as a temporary holding space as we process and transfer information either to long-term memory or back to working memory for immediate use. In contrast, other options suggest broader or different types of memory functions. For instance, while short-term memory can encompass some visual images, it doesn't specifically focus on them to the exclusion of other types of information. Similarly, experiences and events are generally associated with long-term memory where they can be encoded with context and detail. A large amount of information implies a capacity beyond what short-term memory can effectively retain. Thus, the answer accurately captures the essence of short-term memory's function.

4. What term describes the loss of the ability to recall previously learned information due to more recent information?

- A. Retroactive interference**
- B. Proactive interference
- C. Repression
- D. Amnesia

The term that defines the loss of the ability to recall previously learned information due to the introduction of more recent information is retroactive interference. This phenomenon occurs when new information interferes with the retrieval of old memories. In other words, as new memories are formed, they can disrupt the recall process of earlier learned information, making it difficult for an individual to access that knowledge. For instance, if someone learns a new phone number, it might become challenging for them to recall an older number they had memorized earlier. This illustrates how new information can overshadow or disrupt the retrieval of previously established memories. Retroactive interference emphasizes the dynamic and sometimes conflicting nature of memory storage and retrieval processes in the brain. The other terms refer to different memory issues. Proactive interference involves prior knowledge hindering the formation or retrieval of new memories. Repression is a defense mechanism that blocks out painful or traumatic memories rather than information based on recency. Amnesia refers to a general loss of memory, which can occur from various causes but does not specifically relate to the interference of recent information affecting older information.

5. What type of memory encompasses facts and experiences that one can consciously know and declare?

- A. Implicit memory**
- B. Explicit memory**
- C. Associative memory**
- D. Contextual memory**

The type of memory that encompasses facts and experiences that one can consciously know and declare is known as explicit memory. This category of memory includes information that can be verbally articulated, such as names, dates, events, and personal experiences. Explicit memory is further divided into episodic memory, which involves personal experiences, and semantic memory, which pertains to general knowledge and facts about the world. In contrast, implicit memory refers to memories that are not consciously recalled, such as skills and conditioned responses. Associative memory relates to the connections made between different pieces of information, often without conscious awareness of the linkage. Contextual memory involves remembering information in the context in which it was learned, emphasizing the environmental and situational cues linked to the memory. None of these types encapsulate the conscious recall aspect as clearly as explicit memory does.

6. What is meant by the zone of proximal development (ZPD)?

- A. The difference between what a learner can achieve independently versus with assistance**
- B. The amount of information that can be retained in memory**
- C. The capacity for educational achievement**
- D. The speed at which a learner can process information**

The zone of proximal development (ZPD) refers to the difference between what a learner can achieve independently and what they can accomplish with guidance or assistance from a knowledgeable partner, such as a teacher or peer. This concept, introduced by psychologist Lev Vygotsky, emphasizes the importance of social interaction and collaboration in learning. The ZPD serves as a framework for identifying the optimal challenges for learners, allowing educators to provide appropriate support that enables students to progress beyond their current level of understanding. This targeted assistance is critical for helping learners develop skills and knowledge that they would not be able to master alone, thus fostering their cognitive growth. The other options, while related to learning and cognition, do not accurately define the ZPD. The amount of information retained in memory pertains more directly to cognitive capacity rather than the specific relationship between independent and assisted learning. Similarly, capacity for educational achievement and the speed of information processing are important aspects of learning but do not capture the essence of the ZPD, which focuses specifically on the potential for skill development through interactive learning environments.

7. Which of the following best describes schemas in cognitive psychology?

- A. A collection of memories about personal experiences**
- B. A concept that guides perception and interpretation**
- C. A method of memorization**
- D. A storage mechanism for long-term memory**

Schemas in cognitive psychology refer to cognitive frameworks or structures that help organize and interpret information in a meaningful way. They serve as mental shortcuts that allow individuals to process and categorically understand the world around them. By guiding perception and interpretation, schemas help individuals make sense of new experiences based on past knowledge and contextual cues. When people encounter new information or situations, schemas influence how they perceive this information and what meaning they derive from it. For example, if someone has a schema for a restaurant, they might expect certain elements to be present, such as menus, tables, and waitstaff, based on prior experiences. This answer is particularly pertinent in understanding various cognitive processes, such as memory, perception, and problem-solving, highlighting the active role that schemas play in shaping our mental processes and understanding. The other choices describe different concepts related to cognition but do not encapsulate the role of schemas accurately. For instance, the notion of a collection of memories pertains more to autobiographical memory rather than schemas. A method of memorization suggests specific strategies or techniques rather than the broader cognitive framework schemas provide. Finally, while schemas might influence long-term memory storage, they are not solely defined as a storage mechanism, as they are more about the organization and interpretation of information

8. How does anxiety typically affect cognitive performance?

- A. It enhances memory and attention**
- B. It has no effect on cognitive functioning**
- C. It impairs attention and memory**
- D. It improves overall cognitive functioning**

Anxiety typically impairs cognitive performance, particularly in areas such as attention and memory. When an individual experiences anxiety, their body goes into a heightened state of arousal, which can lead to difficulty concentrating and focusing on tasks. This heightened state can make it challenging to maintain attention, as the individual's mind may be preoccupied with anxious thoughts or worries. Furthermore, anxiety can affect working memory, which is crucial for processing information and carrying out cognitive tasks. With increased anxiety levels, there may be distractions that impair the ability to retrieve stored information, thereby diminishing performance on memory tasks. In contrast, the other options suggest positive effects or no effects on cognitive functioning, which do not align with current psychological research that indicates anxiety generally has a detrimental effect on these cognitive processes.

9. What are metacognitive strategies primarily aimed at?

- A. Enhancing physical skills
- B. Regulating one's own learning processes**
- C. Encouraging collaborative learning
- D. Facilitating implicit learning

Metacognitive strategies are primarily focused on regulating one's own learning processes. This involves being aware of and controlling one's own cognitive activities during the learning process. Such strategies include planning how to approach a learning task, monitoring comprehension, and evaluating the effectiveness of one's learning strategies after completing a task. By using metacognitive strategies, learners can make adjustments to their approaches, which leads to improved understanding and retention of information. The emphasis of these strategies is on self-awareness and self-regulation, enabling individuals to become more effective and efficient learners. This self-regulation allows learners to not just engage with material but also to reflect on their learning, set goals, and adapt strategies based on their progress and outcomes.

10. Which memory type refers to a person's recollection of their life experiences?

- A. Semantic Memory
- B. Episodic Memory
- C. Autobiographical Memory**
- D. Procedural Memory

The correct choice is the type of memory that specifically pertains to an individual's personal experiences and events from their own life. This encompasses significant moments such as first days at school, family vacations, and other memorable life events, which contribute to one's sense of identity and personal history. This type of memory allows individuals to recall the context of their experiences, including the time, place, and emotional responses associated with those events. While episodic memory also relates to the recollection of past events, autobiographical memory is more comprehensive, integrating both episodic elements and the broader narrative of a person's life. It emphasizes the personal significance and the narrative aspect of these memories, distinguishing it from other types of memories that may not require personal context or emotional involvement. The other options refer to different types of memory: semantic memory pertains to general knowledge and facts about the world, procedural memory involves the memory of how to perform tasks or skills, and episodic memory, while related, focuses on specific events and experiences rather than the narrative and personal context emphasized in autobiographical memory.