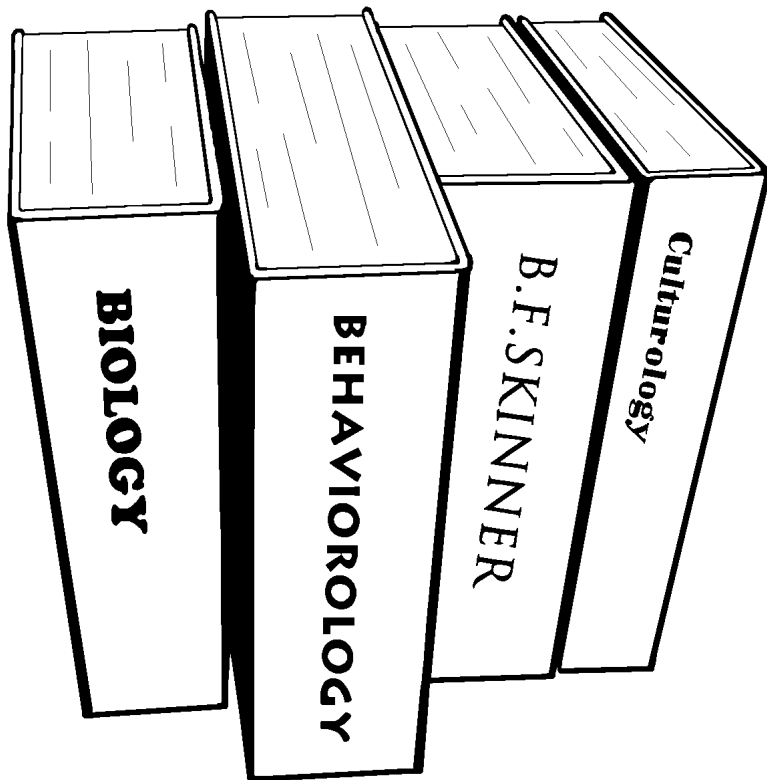


Study Questions for *Origins and Components of Behaviorology* — *Second Edition*



Stephen F. Ledoux



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To the Student and Teacher

About the Study Questions

These study questions were designed to increase the reader's benefit from reading the *Origins...* book by prompting and guiding the reader's learning. The study questions focus the reader's attention on many of the particular points that surround different topics which arise in the course of each paper or chapter in the book. And they bring to the reader's attention various general themes and trends that run through particular papers or chapters if not the whole book itself.

The study questions contain several kinds of questions. Some are simply factual. Others require abstract and associative thinking. Still others necessitate critical thinking. Some have different parts for undergraduate and graduate students. Most provide space for written answers while a few require preparation for oral-delivery of answers. The answers to the vast majority of the study questions are easily found directly in the book. While readers are encouraged to answer the questions "in their own words," only a few questions require answers in that mode. *All study questions cover material sequentially; they do not skip around in the material that they cover. (Making sure that some part of the book gets read was never the primary purpose for including any particular study question.)*↻

About the Book / Study Questions Combination

The book and study questions work together to achieve beneficial pedagogical aims. The book was designed to accompany either separate studies in the natural science of behavior, or integrated studies in related areas (e.g., applied science and technology of behavior, philosophy of science, applied behavior analysis, behavioral engineering). The study questions were designed to support this integration by covering topics in those areas as they arise in the book.

Teachers may manage these study questions in many different ways. Here are some of these ways: The entire collection may be assigned to students with instructions that they answer every question; this is the norm, especially at higher educational levels. Another option involves several questions from each paper or chapter being assigned by projecting them on the wall, while the teacher retains the remaining questions for later use as prompts for classroom discussions. Yet another option is to assign students to work in small groups each of which answers a subset of the questions for each paper or chapter. Many similar combinations are also possible.

Of course, not all teachers and not all courses need to use all the study questions. A teacher might excuse students from some study questions that are too specific for her or his course. There may even be some questions that a teacher simply does not want to deal with, and he or she may excuse students from those questions as well. All the questions taken together, though, help educate students in the full content range of the book.↻