

Contents

Part I Doing Without Learning

1	A Riddle	3
2	Below the Surface: An Introduction to Mental Organization	7
	Principle 1: Our Mind Gives Meaning and Intelligibility to Our Perceptual Experience	8
	Principle 2: We Do Not Consciously Perceive All the Stimuli That We Take In	9
	Principle 3: What We Perceive Is Influenced by Our Goals at the Moment	10
	Principle 4: Prior Experience Also Influences What We Perceive and Understand in the Present.....	11
	Principle 5: Meaning Organizes Long-Term Memory.....	12
	Principle 6: Long-Term Memory Depends upon Mental Boundaries	13
	Principle 7: Remembering Means Integrating Memories, Not Merely Retrieving Them.....	14
	Principle 8: Integrating New Learning Is a Process of <i>Reorganization</i>	16
	Concluding Remarks.....	16
3	At the Time of Learning: The Encoding Process	19
	Establishing a Learning Goal.....	21
	Demarcation.....	23
	Selective Attention.....	24
	Set Construction.....	26
	Concluding Remarks.....	27

4 How Things Go Wrong: Breakdowns in Organization	31
Demarcation and Demand from Information.....	34
Selective Attention and Demand from Information.....	35
Set Construction and Demand from Information.....	36
Establishing the Learning Goal and Demand from Information	37
Concluding Remarks.....	38
5 Learning to Learn: Organization and the Student's Experience	39
Experience.....	40
Approach to Learning	42
Attitudes Related to Learning	44
Concluding Remarks.....	45

Part II Teaching with a New Awareness

6 The Role of the Teacher	49
7 Awareness and Sensitivities: Four "Anchors" to Use in the Classroom	55
Anchor 1: The Learning Goal	56
Anchor 2: New Information and Prior Learning.....	58
Anchor 3: Shifts in Topic and Mental Transitions	60
Anchor 4: Attentional Demand.....	62
Concluding Remarks.....	64
8 Enlarging the Classroom: Practices for Creating Supportive Conditions	67
Learning-Goal Practices.....	68
Practice 1: Clarify and Emphasize the Learning Goal on an Ongoing Basis	68
Practice 2: Address the Importance of the Learning Goal Explicitly ...	71
Practice 3: Discuss Differences in the Learning Goal.	72
New Information Practices.....	73
Practice 1: Prioritize Review of Previous Relevant Learning	73
Practice 2: Help Students Prioritize and Direct Attention	75
Practice 3: Stagger Periods of Heaviest Demand from New Information	77
Practice 4: Provide Backup Documentation to Verbal Material	79
Shifts-in-Topic Practices	80
Practice 1: Review and Preview at the Beginning of Each Class.	80
Practice 2: Consistently Mark and Discuss Shifts in Topic as Class Progresses.	82
Practice 3: As Class Nears an End, Consider Stopping the Lecture or Discussion Before Another Transition must be Negotiated.....	83

Attentional Demand Practices.....	85
Practice 1: Make Note-Taking Optional, and Make Notes and Outlines Freely Available.....	85
Practice 2: Regularly Offer Support for Underlying Skills.....	87
Practice 3: Allow for Variation in Practice and Rehearsal.....	88
Concluding Remarks.....	90
 Part III The Principle View	
 9 How Enlarging the Classroom Makes Room for Variation in Cognitive Capacities.....	 95
The Profile View	95
Cognitive Weaknesses Attenuate Organizing Processes.....	96
Exercising Strong Capacities Facilitates Organizing, But Does Not Guarantee It.....	97
Support for Organizing Processes Can Mitigate the Effects of Cognitive Weaknesses	99
 10 Two Ways of Understanding Learning: Integrating the Profile and Principle Approaches	 101
 Conclusion: Coming to Balance.....	 111
References	115
About the Authors.....	119
Index.....	121

Beyond Individual Differences
Organizing Processes, Information Overload, and
Classroom Learning

Ahern, C.A.; de Kirby, K.

2012, XVII, 125 p., Hardcover

ISBN: 978-1-4614-0640-2