This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Principles of Cognitive Psychology. Your competency will be assessed on a performance assessment, CPT1. This course of study may take up to ten weeks to complete. Consult with your mentor if you wish to accelerate your progress through this course of study.

**Introduction**

Have you ever wondered how you learn? Have you reflected on how you first acquired knowledge? As an advanced educational professional, you will find that having an understanding of how individuals learn and process information is invaluable. This course of study will help you better understand how individuals learn and process information as you study learning perspectives, processing models, and learning strategies. The competence you acquire will help you not only in the classroom but also as you review and evaluate education programs and provide services to potential learners. An understanding of how people learn and process new information will help distinguish you as an education professional.

**Competencies**

This course of study covers the following competencies:

**Competency: Learning Perspectives**
The graduate analyzes major learning perspectives that underlie educational practices.

**Competency: Processing Models**
The graduate uses information processing and other memory models to understand learning.

**Competency: Learning Strategies**
The graduate understands information processing, self-regulation, and generalized learning strategies and can apply knowledge of strategies to effective strategy instruction.

**Required Learning Resources**

*Note: These books will be used in other related courses of study.*


**Preparing for Success**

To successfully complete this course of study, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

**Topics**

**Acquire Learning Resources**

Arrange to obtain the learning resources listed in the "Required Learning Resources" section so there will be no delays in your studies. These items are essential for you, as this document will
guide you in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current.

**Resources**

**Access E-Reserves and the WGU Library**

You will need to go to the WGU Library during this course of study to look for academic and industry journal articles and papers. In the Student Portal, you can access the WGU Library by clicking on the link found on the "Resources" tab. You will first be shown a window of relevant usernames and passwords for various areas of the library. Keep this window open for reference, since you will need these to access full-text databases, use the e-reserves, and so forth when you are actually in the library. As you use the various library resources or need to ask a question at the Reference Desk, do not hesitate to contact the WGU librarians; the home page of the WGU Library lists their contact information.

You can access the library e-reserves by following these steps:

1. Log in to the MyWGU Student Portal.
2. Select the "Resources" tab.
3. Click on the "Library" link. This will take you to the "WGU Library Login Info" page.
4. Copy the password from this page to use later. This password changes approximately every six months.
5. Select "Enter the WGU Library" at the bottom of the page.
6. Click on "E-Reserves."

**Access the Learning Community and Message Board**

Learning communities are an integral part of the WGU learning experience. Learning communities provide opportunities to learn through communication with the course mentor and other students. Any time you have a question about the content you are learning in this course of study, contact the course mentor for assistance. Course mentors and other students will not provide answers but will engage you in discussion to help you clarify and extend your understanding of important concepts. In the right-hand navigation portion of the course of study screen, there is a message-board area. However, you should use the learning community discussion board for posting, as directed in specific course of study activities. If you have questions of your own, do not hesitate to use the course of study message board to get those answered as you develop your competence.

**Request CPT1 in TaskStream**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

To access the CPT1 performance assessment, follow these instructions:

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the
instructions, see the rubric, and submit your assessment for grading.

**Take Study Notes**

As you engage in the activities throughout this course of study, you will be answering questions, completing exercises, sketching out concepts, and so forth. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competence through the assessment.

**Order Your Textbooks**

The textbooks that you will need to order for this course of study are listed below. You will need to order these early in order to avoid any delays in getting them. These books will be used in other related courses of study.


*Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.*

**Principles of Cognitive Psychology, Part 1**

How do students learn? What are the different theories of learning? Part 1 of Principles of Cognitive Psychology includes a review of learning perspectives, such as social-learning theory, cognitive psychology, behaviorism, situated cognition, and distributed knowledge. "Cognitive psychology is a theoretical perspective that focuses on understanding human perception, thought, and memory" (Bruning, Schraw, Norby, & Ronning, 2004, p. 1). Cognitive psychology includes the fundamental principles that teach individuals to view learning from several perspectives, to understand how learning occurs, and to incorporate strategies that improve learning.

**Topics**

**Learning Perspectives**

Do you know how learning occurs? How have learning theories evolved? Learning perspectives attempt to define what learning is and explain how it occurs. Learning perspectives guide educational practices and provide alternative directions for thinking about how to improve learning. In this topic, you will be exploring learning theories and comparing and contrasting varying learning perspectives. This topic will provide you with background on how learning theories have evolved over the years and why things have changed to the way they are today. As you read through the varying theories, think about which learning theories best apply to your current learning situation.

**Resources**

**Learning Perspectives: Message Board**

Discuss the questions you wrote about in the "Learning Perspectives: Journal" activity in the course of study message board.
Learning Theories

URLs:

Social Cognition
http://chiron.valdosta.edu/whuitt/col/soccog/soccog.html

Social Learning Theory
http://psychology.about.com/od/developmentalpsychology/a/sociallearning.htm

The Cognitive System
http://www.edpsycinteractive.org/topics/cogsys/cogsys.html

Behaviorism
http://www.iep.utm.edu/b/behavior.htm

Access and read articles on social cognition and social learning theory from the links above. What are the main points in this theory? Take notes in your notebook so that you can compare this theory with others that you will review for this section.

Access and read "The Cognitive System" and "Behaviorism" from the URLs above. Take notes in your notebook on the main points of these theories.

Learning Perspectives: Reading

Read chapter 1 ("Introduction to Cognitive Psychology") in Cognitive Psychology and Instruction. As you read, consider the following questions:

- What beliefs do you have about learning?
- How have your beliefs changed over time?
- How might you apply principles of cognitive psychology to your professional practice?

Compare and Contrast Learning Perspectives

URLs:

Learning Theories
http://www.emtech.net/learning_theories.htm

Learning Theory
http://www.infed.org/biblio/b-learn.htm

Access the links above and read information related to several learning theories, including behaviorism, information processing models, social learning theory, and others.

Learning Perspectives: Journal

In your notebook, respond to the following questions:

- How is your personal theory of learning changing?
- Which theories have challenged your original ideas about learning?
- What critical elements should any learning theory address?

Behaviorism Versus Cognitive Psychology
How do behaviorists and cognitive psychologists define learning? Discuss their perspectives in the course of study message board.

Journaling #2

Start thinking about what you believe about learning. Why do different views of learning exist? Is it possible that there are several viable ways in which individuals learn? Record your thoughts in your notebook.

Situated Cognition

Access and read the following article from the WGU e-reserves:


How does situated cognition differ from the traditional cognitive theories of learning? Record your answer in your notebook.

Distributed Knowledge

Access and read the following article from the WGU e-reserves:


Think of an application of distributed cognition in the classroom. Record this in your notebook.

Performance Task 609.1.1-01, 10

URL: http://www.taskstream.com

Complete performance task 609.1.1-01, 10 in TaskStream.

Principles of Cognitive Psychology, Part 2

Who was Albert Bandura, and what were his contributions to learning theory? What are the elements of constructivism and schema theory? This section, "Principles of Cognitive Psychology, Part 2," includes a more detailed discussion of social learning theory and cognitive themes and a review of constructivism, schema theory, and conceptual development in schema theory.

Learning perspectives have practical learning applications. The cognitive perspective includes a number of themes that provide a framework for thinking about learning. How do individuals learn? Constructivism and schema theory suggest that learning is a process characterized by the construction of meaning into organized units of instruction.

Topics

Social Learning Theory and Cognitive Themes

Learning perspectives attempt to define what learning is and explain how it occurs. Learning perspectives guide educational practices and provide alternative directions for thinking about how to improve learning. Social learning theory is attributed to Albert Bandura, who theorized that
learning is the result of the interaction between personal attitudes, behaviors, and environmental stimuli (Bandura, 1986, 1997). Other cognitive perspectives will also be reviewed in this section.

**Resources**

**Social Learning Theory: Internet Reading**

**URLs:**

**Social Learning Theory**
http://teachnet.edb.utexas.edu/~lynda_abbott/Social.html

**Albert Bandura and Social Learning Theory**
http://www.emtech.net/learning_theories.htm#Bandura1

Using the URLs above, access and read the articles on both websites. The second URL covers Albert Bandura and the social learning theory. It will be sufficient to read three or four of the articles listed under the main heading.

**Social Learning Theory: Reading**

Read chapter 6 ("Beliefs About Self") in *Cognitive Psychology and Instruction*.

**Social Learning Theory: Note Taking**

Take notes from your reading on the following questions:

- What is the significance of social learning theory in your life?
- How do the fundamental elements of social learning theory interact with each other?

In your notebook, develop a graphic representation to show your understanding of social learning theory. Include critical components of this learning perspective.

**Social Learning Theory and Instructional Planning**

In your notebook, develop an instructional plan in which you apply the cognitive-modeling process to a lesson topic of your choice. In your instructional plan:

- Provide an objective for the lesson that is related to learning a skill or procedure.
- List the six steps of the cognitive-modeling process.
- For each step, provide specific, relevant teacher and student actions (e.g., behaviors, statements, directions) that will occur during the lesson.

Summarize the key elements of social learning theory. How are those elements evidenced in a learning situation? Discuss this in the community discussion thread "Social Learning Theory."

**Themes of Cognitive Perspective**

Review chapter 1 ("Introduction to Cognitive Psychology") in *Cognitive Psychology and Instruction*. Think of examples to show how the cognitive themes are used in teaching and learning. Share your examples in the discussion thread "Cognitive Perspective Themes."

**Constructivism**

How does interaction with other students contribute to learning? Constructivism is generally
associated with the idea that learners contribute to their own learning through their interactions with others as well as through their own individual learning process (Bruning, Schraw, et. al., 2004).

**Resources**

**Constructivism**

Read chapter 9 ("Classroom Contexts for Cognitive Growth") in *Cognitive Psychology and Instruction*.

Access and read the following article from the WGU e-reserves:


Brainstorm a list of words to describe constructivism. Think of examples to show how constructivism is evidenced in learning situations. Record your list and examples in your notebook. Explain an example of constructivism in the course of study message board.

**Mental Frameworks and Schema Theory**

Schema theory describes one way in which people acquire and organize new information. Initiated by Jean Piaget, it is one of the dominant schools of thought in traditional education. Schema theory, conceptual development, and their implications for learning are reviewed in this section.

**Resources**

**Schema Theory**

**URLs:**

- Schema Theory of Learning
- ERIC

Access and read "Schema Theory of Learning" at the URL above. Then access the ERIC website and search ERIC for # ED351392 for the following article:


In your notebook, develop a list of at least five of the most important concepts of schema theory. How can teachers use schema theory to structure effective learning environments? Discuss this question with other students in the discussion thread "Schema Theory."

**Principles of Cognitive Psychology and Information Processing, Part 1**

How is information processed? How do humans remember what they have been taught? This section, "Principles of Cognitive Psychology and Information Processing, Part 1," includes a review of information processing models as well as topics such as attention, memory processes, organization strategies, and automaticity.
Topics

Information-Processing Model

How is information encoded and stored? How does memory function? Sensory, short-term memory, and long-term memory are reviewed in this section.

Information-processing or modal models explore cognitive processes that allow information to be encoded, stored, and remembered. Understanding memory functions provides insight into both teaching and learning processes. When learners understand memory processes, they have the potential to improve their learning. When teachers understand memory processes, they have the potential to design instruction in ways that promote effective learning.

Resources

Attention

Read the following excerpt available from the WGU e-reserves:


What kinds of properties of physical objects capture attention? How can teachers use those properties to gain student attention? How can individuals pay attention to more than one thing at a time? Record your answers in your notebook.

Study Tip: Information-Processing Model

Develop a matrix using the template below. Enter your current understanding of sensory, working, and long-term memory. Expand your matrix as you complete the reading and other activities in this section, and use your matrix as a study and review aid. Save this in your notebook.

<table>
<thead>
<tr>
<th></th>
<th>Sensory</th>
<th>Working</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity</td>
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<tr>
<td>Duration</td>
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<tr>
<td>Sub-Systems</td>
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<td>Encoding</td>
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<td>Storage</td>
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<td>Retrieval</td>
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<td></td>
</tr>
<tr>
<td>Forgetting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modal or Information-Processing Model

Read chapters 2 (“Sensory, Short Term, and Working Memory”) and 4 (“Encoding Processes”) in *Cognitive Psychology and Instruction*. Identify and describe the most important elements and processes of the modal model. Identify the three memory stores and the four memory processes. Record this in your notebook.

Information Processing

Read about information processing at the above URL. Complete the quiz on information processing and score your results. Click on additional links at the bottom of the page for more information. Explain what learners need to do to overcome the limitations in sensory memory systems. Record this explanation in your notebook.

**Information Processing Models**

Review chapters 2 ("Sensory, Short Term, and Working Memory") and 4 ("Encoding Processes") and read chapter 5 ("Retrieval Processes") in *Cognitive Psychology and Instruction*. How can teachers use their knowledge of information processing to structure lessons that promote effective learning? Discuss this question in the discussion thread "Information Processing Models."

**Influence of Context on Processing**

Read pages 22-23 in *Cognitive Psychology and Instruction*. What factors influence whether or not meaning is assigned to information coming through sensory memory? Respond to this question in your notebook.

In your notebook, create a situation wherein attention impacts a specific learning process. Explain at least two strategies an instructor might use to enhance attention in the specific situation.

Post your strategies in the community discussion thread "How to Enhance Attention in the Learning Process."

**Performance Task 609.1.1-04, 05, 09**

URL: http://www.taskstream.com

Complete performance task 609.1.1-04, 05, 09 of CPT1 in TaskStream.

**Principles of Cognitive Psychology and Information Processing, Part 2**

The discussion of information processes continues in part 2 of this subject. Memory processes, including automaticity, processing, and learning, are covered in this section.

**Topics**

**Memory Processes**

How does your memory encode information? How do you retrieve this information? Memory processes, including working memory, encoding, and retrieval processes, will be reviewed in this section.

**Resources**

**Working Memory: Note Taking**

Take notes on the following question:

- How can you overcome limitations in working memory? Record your answer in your notebook.
Memory: Reflection

Think of a concept you want to learn. How can you use memory processes (ways to encode in long-term memory) to effectively learn the concept? Record your thoughts in your notebook.

Memory Processes: Internet Resources

URLs:

Working Memory

Human Memory Encoding, Storage, Retention, and Retrieval
http://web-us.com/MEMORY/memory_encoding.htm

Access the websites above and review information on working memory, encoding, and retrieval. Review additional links on memory, recall, strategies for remembering, etc. Take notes as appropriate in your notebook.

Memory Processes: Reading

Review chapters 2 ("Sensory, Short Term, and Working Memory"), 4 ("Encoding Processes"), 5 ("Retrieval Processes"), and 6 ("Beliefs About Self") in Cognitive Psychology and Instruction.

Study Tip: Organization

How does organization of incoming information promote learning? Explain some specific instructional strategies that help students organize new information into meaningful units in the community discussion thread "Organization Strategies."

Organizing Strategies: E-Reserve Reading

Access and read the following excerpt through the WGU Library > "E-Reserves" > "Teacher Education" > "Advanced Educational Psychology" > "Principles of Cognitive Psychology":


In your notebook, explain how something you are learning in this course can be better learned by organizing the information into a matrix, concept map, or outline.

Automaticity

Review pages 25-26 in Cognitive Psychology and Instruction and pages 169 and 175-176 in Educational Psychology. Think of an example of something you have learned to the point that it is automatic. What advantages does automaticity provide learners? Record your thoughts in your notebook.

Memory Processes and Learning

Consider this scenario: You are a teacher accountable for helping your students increase their scores on end-of-year standardized assessments. In order to improve their scores, students need to improve their skills in storing, retrieving, and transferring information. You must develop a stronger personal knowledge base about how specific memory processes affect learning, and you must
subsequently be able to teach and model effective encoding strategies. The school principal wants you to construct a personal growth plan that focuses on this topic. Direct your examples and strategies toward helping students process math facts quickly.

1. Using the above scenario, in your notebook, complete the following activities:
   a. Identify at least five specific memory processes.
   b. Explain how each identified process impacts learning.
2. Propose an effective encoding strategy for the given learning scenario.

Share your encoding strategy in the discussion thread "Effective Encoding Strategies."

Cognitive Processing and Organization, Part 1

How is organization related to learning new information? How does organization assist memory? Cognitive processing and organization impact how effectively students learn and remember. This section of the course of study will review various processing models and remembering strategies and limitations to those strategies.

Encoding in long-term memory occurs through elaboration, organization, and visual imaging. Multimedia learning has provided new avenues for presenting to-be-learned information. However, this learning format also presents possible cognitive overload problems. Design principles can be followed to prevent cognitive overload in multimedia presentations. Remembering is a complex process that includes many different forms, such as recall versus recognition, reconstruction, and relearning.

Topics

Organization and Elaboration

How is complex information processed and organized? This section includes information on encoding complex information and on organizing and elaborating on information to assist in memory processes.

Resources

Organization and Elaboration

Review chapter 4 ("Encoding Processes") in Cognitive Psychology and Instruction. Focus on information related to elaboration strategies. Take notes in your notebook.

Think of examples of each of the mnemonics found in chapter 4. What are the limitations of mnemonics? In your notebook, brainstorm organizing strategies that can be used to encode information.

Performance Task 609.1.2-06, 07, 09, 10

URL: http://www.taskstream.com

Complete performance task 609.1.2-06, 07, 09, 10 of CPT1 in TaskStream.

Prior Knowledge

Why is being aware of a student's prior knowledge important? How is it used to introduce new material? Prior knowledge and its influence on learning are reviewed in this section. Several
important factors that influence whether or not learning occurs are prior knowledge and cognitive overload. It is important to understand how information is learned and how to minimize factors that negatively impact encoding in long-term memory.

**Resources**

**Prior Knowledge and Expertise**

**URLs:**

**Assessing Prior Knowledge**

**Increasing Comprehension by Activating Prior Knowledge**
[http://www.ericdigests.org/pre-9219/prior.htm](http://www.ericdigests.org/pre-9219/prior.htm)

Access and read the following excerpt through the WGU Library > "E-Reserves" > "Teacher Education" > "Advanced Educational Psychology" > "Principles of Cognitive Psychology":


Review pages 182 and 187-191 in *Educational Psychology*. How does prior knowledge influence learning? Write a few paragraphs in your notebook to explain your understanding of this topic.

Access articles on prior knowledge and activating prior knowledge at the URLs above. What are two strategies you could use in the classroom to activate your student's prior knowledge of a particular subject? Record your thoughts in your notebook.

**Novices Versus Experts**

Read chapter 8 ("Problem Solving and Critical Thinking"), pages 174-178, in *Cognitive Psychology and Instruction*.

Access and read the following article through the WGU Library > "E-Reserves" > "Teacher Education" > "Advanced Educational Psychology" > "Principles of Cognitive Psychology":


How do novices and experts differ? Discuss this question in the discussion thread "Experts vs. Novices."

If you want to develop expertise in a specific area, what do you need to do? How is an expert's thinking different from a novice's thinking? Record your thoughts in your notebook.

**Performance Task 609.1.2-14, 20**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

Complete performance task 609.1.2-14, 20 of CPT1 in TaskStream.

**Cognitive Processing and Organization, Part 2**

The subject of cognitive processing and organization is continued as cognitive overload is covered.
Cognitive Overload

It is likely a safe statement that everyone has experienced cognitive overload at one time or another. What is cognitive overload? How can you avoid this when teaching students? Consider the negative impact that this can have on learning. This section will include readings on cognitive overload and ways to reduce overload in the classroom.

Resources

Study Tip: Cognitive Overload

In your notebook, describe at least three strategies that an instructor can use to reduce cognitive overload in multimedia learning. Explain how each strategy would reduce cognitive overload.

Cognitive Overload

Access and read the following article through the WGU Library > "E-Reserves" > "Teacher Education" > "Advanced Educational Psychology" > "Principles of Cognitive Psychology":


Cognitive Overload: Note Taking

In your notebook, write your definition of *cognitive overload* and develop a matrix to compare and contrast nine ways to reduce cognitive load. How has your definition of cognitive overload changed?

What factors contribute to cognitive overload?

Cognitive Overload: Message Board

URL: https://web5.wgu.edu/aap/content/CPT1%20Cognitive%20Overload%20edited%20version_CTS.pdf

Analyze the "Cognitive Overload" presentation (PDF document) at the URL above. Describe at least three aspects of the presentation that may cause cognitive overload.

1. Explain how each aspect may cause cognitive overload.
2. For each problematic aspect of the presentation, describe how it could be modified to minimize cognitive overload.

Post your ideas in the message board.

Cognitive Processing and Organization, Part 3

The subject of cognitive processing and organization is continued as remembering is covered.

Topics

Remembering
How do teachers promote a student's ability to remember material taught in the classroom? The process of remembering will be reviewed in this section, as well as ways teachers can enhance learning by reinforcing remembering strategies with students.

**Resources**

**Remembering: Reading**

Review chapter 5 ("Retrieval Processes") in *Cognitive Psychology and Instruction*. Identify kinds of remembering. Think of examples to illustrate each type of remembering.

_**Note: Remembering is sometimes called retrieval.**_

How do individuals remember? In your notebook, create a concept web to review your understanding of remembering.

Explain how teachers can use what they know about remembering to enhance learning in the discussion thread "Remembering." Revise your concept map to show any new understanding of remembering you have gained by participating in the discussion thread.

**Processing Model Limitations**

What limitations are there to processing models? Processing models were reviewed in previous sections of this course of study. This section will cover the limitations of processing models.

**Resources**

**Limits of Information Processing Models**

Read chapter 3 ("Long-Term Memory: Structures and Models") in *Cognitive Psychology and Instruction*. What are the limitations of current information-processing models? Answer this question in your notebook.

**Performance Task 609.1.3-02, 04, 12; 1.2, 04, 08**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

Complete performance task 609.1.3-02, 04, 12; 1.2, 04, 08 of CPT1 in TaskStream.

**Cognitive Psychology Learning Strategies, Part 1**

What are the different strategies employed to help students learn? How are they related to learning styles? This section of the course of study will review various kinds of learning strategies, including search and selection, domain-specific versus generalized strategies, rehearsal, and embedded versus stand-alone strategies. Research-based strategies and the benefits of conducting educational research are also included.

Learning strategies are techniques individuals use to help them learn. Effective instructors provide explicit learning-strategy instruction to help students learn strategies to process information and to regulate learning.

**Topics**
Learning Strategies

Having a strategy means you can work intentionally, with purpose. Being able to do so is what distinguishes you as a professional. What are the different types of learning strategies? How and when should you use them? Various learning strategies and ways to use them in the classroom will be reviewed in this section.

Resources

Learning Strategies

What are learning strategies? In your notebook, develop a graphic representation to display your understanding of learning strategies.

Learning Strategies: E-Reserve Reading

Access and read the following article through the WGU Library > "E-Reserves" > "Teacher Education" > "Advanced Educational Psychology" > "Principles of Cognitive Psychology":


Answer the following questions in your notebook:

- Think of a specific learning task. What learning strategy would you use to accomplish the task?
- Why did you select that specific strategy?

After completing the reading, revise your graphic representation to convey your current understanding of learning strategies.

Performance Task 609.1.3-04, 05

URL: http://www.taskstream.com

Complete performance task 609.1.3-04, 05 in CPT1 in TaskStream.

Cognitive Psychology Learning Strategies, Part 2

The subject of cognitive psychology learning strategies continues with an overview of search and selection strategies, including the use of technology and self-regulation.

Topics

Search and Selection Strategies

How do you use technology to support the learning process? Good search and selection strategies are the key to helping students find information that they need to learn. This section will review strategies that include the use of technology to find and retrieve information.

Resources

Search and Selection With Technology
Read chapter 10 ("Technological Contexts for Cognitive Growth") in *Cognitive Psychology and Instruction*.

In your notebook, write your own definitions of search and selection strategies. How do you employ search and selection strategies when using technology? Why do you use the strategies you have selected?

**Learning Strategies and Self-Regulation**

Access and read and read the following articles from the WGU e-reserves:


**Self-Regulation: Discussion**

What are the elements of self-regulation? Discuss how self-regulation is important in your success as a WGU student in the discussion thread "Self-Regulation."

**Self-Regulation: Reflection**

What are the elements of self-regulation? Think of examples of each of the elements.

**Rehearsal**

Read page 161 in *Educational Psychology* and review pages 6-68 in *Cognitive Psychology and Instruction*. What would be an example of a rehearsal strategy? Record your thoughts in your notebook.

**Cognitive Psychology Learning Strategies, Part 3**

The subject of cognitive psychology learning strategies continues with an overview of research-based learning strategies that include domain-specific versus generalized strategies, metacognition and self-regulation, embedded versus stand-alone programs, and cultural influences.

**Topics**

**Research-Based Learning Strategies**

What are research-based strategies? Why are they important in the learning process? This section covers research-based learning strategies and key elements of effective strategy research.

**Resources**

**Research-Based Learning Strategies**

Access and review the following article:

In your notebook, identify the key elements of effective research-based learning strategies.

**Domain-Specific Versus Generalized Strategies**

The differences between domain-specific and generalized learning strategies are reviewed in this section. How do you compare these types of strategies? How are they similar or different?

**Resources**

**Domain-Specific Versus Generalized Strategies**

Review chapter 4 ("Encoding Processes") in *Cognitive Psychology and Instruction*.

**Domain-Specific Versus Generalized Strategies: Message Board**

In your notebook develop a T-chart to compare and contrast domain-specific versus generalized strategies. Think of examples of each kind of strategy. Share your thoughts in the message board.

**Metacognition Versus Self-Regulation**

What is metacognition? Metacognition is thinking about thinking -- a critical exercise in the study of cognitive psychology. How does metacognition relate to self-regulation? This section will review the concepts of metacognition and self-regulation and the relationship between the two.

**Resources**

**Metacognition and Self-Regulation**

Review chapters 4 ("Encoding Processes") and 6 ("Beliefs About Self") of *Cognitive Psychology and Instruction*.

In your notebook, write definitions of self-regulation and metacognition. Write a summary to explain the relationship between self-regulation and metacognition. How do you use metacognition?

**Embedded Versus Stand-Alone Programs**

What programs can be used to help students solve problems? This section will review several programs designed to improve thinking and problem solving in students. Both embedded and stand-alone programs will be addressed.

**Resources**

**Embedded Versus Stand-Alone Strategy Instruction**

Read chapter 8 ("Problem Solving and Critical Thinking"), pages 186-189, in *Cognitive Psychology and Instruction*.

Access and read the following article through the WGU Library > "E-Reserves" > "Teacher Education" > "Advanced Educational Psychology" > "Principles of Cognitive Psychology":


Explain a learning strategy you can teach students that will improve their learning of content. Be specific with your example and post it in the discussion thread "Learning Strategies."
Cultural Influences

How does classroom diversity influence the learning process? How do teachers choose learning strategies based on the cultural background of their students? This section will review cultural influences on learning and learning strategies.

Resources

Cultural Influences on Learning Strategies

URL: http://www.ascd.org

Access and read "Bridging Cultures with Classroom Strategies" by following these instructions:

1. Go to the ASCD website above.
2. Click on "Publications" > "Educational Leadership" > "Archives."
3. Click on "Search" in "Educational Leadership" and use the words "bridging cultures."
4. Select and click on "Educational Leadership: Understanding Race, Class and Culture: Bridging Cultures with Classroom Strategies."

How do you believe your culture influences the learning strategies you use? In your notebook, list some of the cultural influences on learning strategies that you think you will need to be aware of in the classroom.

Performance Task 609.1.3-10

URL: http://www.taskstream.com

Complete performance task 609.1.3-10 in CPT1 in TaskStream.

Conclusion

Congratulations on completing the Principles of Cognitive Psychology course of study. As you are aware, this course of study covers a wide range of topics, from learning perspectives to cognitive processes and strategies. You have also completed the tasks of CPT1. You will find the strategies and concepts discussed in this course of study to be valuable knowledge in the classroom and in other educational settings. A clear grasp of how students learn provides the fundamental support teachers need to design appropriate instruction to facilitate and enhance student learning. With the skills you have learned in this course of study, you have developed the competency to optimize progress and create an effective learning environment for students.

For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you request them through your AAP and your mentor approves your request.

CPT1 609.1.1-01, 10
CPT1 609.1.1-02, 03
CPT1 609.1.1-04, 05, 09
CPT1 609.1.2-03, 15
CPT1 609.1.2-05, 11, 12
CPT1 609.1.2-06, 07, 09, 10
CPT1 609.1.2-14, 20
CPT1 609.1.2-16, 17
CPT1 609.1.3-02, 04, 12, 1.2-04, 08
CPT1 609.1.3-04, 05
CPT1 609.1.3-10

**Topics**

**Next Steps**

You are now ready to proceed to the course of study for the next assessment, BCT1.

**Feedback**

To provide feedback on this or any other course of study, please use the [Course of Study Feedback form](#).

**ADA Requirements**

Please review the [University ADA policy](#).