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“Curse of Knowledge” Reading Guide

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¶2. How would you define the "curse of knowledge."

¶3. How is the brain of novice learners different from that of experts? (¶3)

¶3. What impact does the standard lecture demonstration have on learning? Why?

¶4. What's the problem with thinking about student learning based on what content to present and how to present it (e.g., the "expert-centered approach")?

¶6. What strategies have physics instructors used to address the above problem?

Think It Over

Have you taken a physics course? If so, and you are not a physics major, what did you think about the way it was taught?

Can you think of an example in your discipline which might yield results similar to those of Elizabeth Newton's "tappers?" Explain. If not, can you recall a course in which your professor suffered from the 'curse of knowledge?" Explain.

At the end of paragraph three, the author states, "it is almost as if the instructor and the student are speaking different languages but neither realizes it." Has then ever been true for you? Will it be a problem for student in your course?

Is there a body of research in your discipline on common misconceptions? How could you find out?

What's *your* plan for avoiding the "curse of knowledge" in your teaching?

