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Week Two: Chapter 1 Reading Guide

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Chapter 1 Reading Guide

1. Given that “students connect what they learn to what they already know” (p. 15), what part does prior knowledge play in the learning process? pp. 13-15
2. What approaches can you use to assess the scope and nature of students prior knowledge? pp. 27-31
3. Prior knowledge helps students integrate new knowledge. How can you activate student’s *accurate* prior knowledge? pp. 31-33
4. If students have accurate prior knowledge but it is limited or insufficient, what are the implications for learning? pp. 18-20
5. What can you do to help students learn where their prior knowledge is and is not applicable? p.23
6. How can you help students recognize inappropriate prior knowledge? pp. 35-37
7. What are misconceptions? Why are they so resistant to change/correction? pp. 24-27
8. What methods can be used to correct inaccurate knowledge/misconceptions? pp. 37-38

Think It Over

What prerequisite knowledge/skills do student need to succeed in your target course? What assumptions do you make about what students already know/can do? How do you know whether or not they have the required prerequisite knowledge/skill?

What are you doing (or planning to do) to activate students’ prior knowledge?

Are your students more like to have accurate but insufficient prior knowledge, or inappropriate or inaccurate prior knowledge? What strategies have you use (or plan to use) to address this learning impediment? How successful were they (or might they be)?