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### Week Two: Chapter 2 Reading Guide

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## Chapter 2 Reading Guide

1. How does the way in which experts organize knowledge differ from the knowledge organization of novice learners? What impact does this have on novice learners' learning? pp. 42-46
2. In what natural ways are knowledge associations and connections made? How does knowledge organization develop? pp. 46-49
3. Why are expert knowledge connections more “dense”? How do experts use “chunking”? pp. 49-52
4. Why are novice knowledge connections less dense? pp. 49-50 What can you do to help students organize and structure new learning? pp. 53-54
5. How does the “nature of knowledge connections” differ between experts and novices? pp. 54-57
6. How can you help students develop multiple knowledge organizations? pp. 58-59

### Think It Over

How do you (or will you) assess your knowledge organization? How do you (or will you) assess students' knowledge organization? How large a difference do you think there is (or will there be) between your knowledge and that of your students? What impact does (will this) have on student learning?

Of the many strategies recommended to “help students develop more connected, meaningful, and flexible ways of organizing their knowledge” on pages 59-64, which would work best in your target course? Have you tried any? What happened? If you haven't tried any (or what you tried was not successful), what's your plan for using one or more of the suggested strategies in your target course?