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# Week Four: Chapter 4 Reading Guide

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## Recommended Citation

# Chapter 4 Reading Guide

1. Given properly motivated students who don't sign up for courses intending to fail them, what aspects of skill acquisition might account for their failure? pp. 92-94

2. Compare novice learners and experts relative to their competence and consciousness. pp. 95-98

3. As unconscious competent experts, what three elements of mastery do we need to become more conscious of? p. 99

4. What are the advantages and disadvantages to teaching component skills in isolation and as a whole-task? Which method is most effective? pp. 100-103

5. Once students acquire component skills, are they prepared to perform more complex tasks? Explain. p. 103

6. Why is the easier for experts to perform complex tasks or combine multiple tasks than it is for novices to do the same thing? pp. 103-105

7. What is transfer? What is the difference between near and far transfer? pp. 107-108

8. What kinds of problems do students have when they fail to transfer relevant knowledge and skills they have already mastered to new contexts? What can instructors do to facilitate transfer? pp. 108-111

**Think It Over**

What do you do to ensure that you "unpack" or "decompose" complex tasks so that you can teach them systematically without missing any of the pieces?

In your target course, would it be better to teach complex component skills in isolation or as a whole-task? Are you currently using the most effective method? How do you know? If your current method is not as effective as it could be, what can you do to change this?

Once your students have acquired the component skills and can integrate them, how do you ensure that they learn the "conditions of their appropriate application" to ensure both near and far transfer?

Pages 112-120 contain suggested strategies for helping students develop mastery, grouped into those which (1) expose and reinforce component skill, (2) build fluency and facilitate integration and (3) facilitate transfer. Which of the groups is most critical to learning in your target course? Which of the strategies are you already using? Which to do you need to work on?