

Using Schema Theory To Teach American History

For decades, cognitive scientists and psychologists have discussed the schema theory of human memory (Head 1920; Piaget 1926; Bartlett 1932; Ausubel 1967). The underlying idea of this theory is that humans, as they receive incoming information, organize it around their previously developed schemata, or "networks of connected ideas" (Slavin 1988, 155).

Humans develop many schemata over the course of their lifetimes. Young children have mental images of what a human face looks like; all new faces encountered are in some way compared to this image. In adult life, we each have a mental image of what the current tax system is like. Each new tax rule or regulation we learn about fits into our existing mental network of tax information.

As a major theory of learning, schema theory has tremendous implications for school classrooms. It is crucial for teachers to realize that students can remember substantial amounts of new information only if they are able to cluster it with their related existing ideas. People forget information if they do not work to integrate it into their existing mental frameworks. Ausubel states that "as a result of this type of anchorage to cognitive structure, the newly-learned material is no longer dependent for its incorporation and retention on the frail human capacity for assimilating and retaining arbitrary associations" (Ausubel 1967, 20). Teachers also must realize that the schemata of each student are distinct from those of others, even the teacher himself/herself. In this ever-changing, information-based society, history teachers must design instructional methods that are solidly rooted in these realizations. If we do this, we can give our students the historical framework, the thinking skills, and the reflective habits they will need later in life.

Several methods have been advocated as schema activators, or ways to foster more meaningful learning. David Ausubel (1960) championed the "advance organizer" as the best way for teachers to activate the appropriate schemata of students so that more conscious clustering of new information with existing ideas could take place. For example, to introduce a lesson on Shintoism, a teacher might activate students' religion schemata by having students think about their own religions—their major lessons, stories, and principles. This teacher's students are more likely to remember the key tenets of Shintoism by directly placing them into their existing schematic "organizations" than if they were presented with those tenets with no cognitive preparation. Other educators have suggested that concept maps and teacher questions are useful for activating students' cognitive structures (Willerman and Mac Harg 1991; Cliburn 1990; LeNoir 1993).

What happens, though, when students are limited by their experiences and have no schemata with which to organize new information? Torney-Purta puts cognitive theory in a developmental context by stating that "younger children have less elaborate or complex schemata for political, social, or economic events...than older children" (1991, 205). To meet the learning needs of these students, I argue that teachers often must go beyond merely activating existing student schemata. When dealing with complex concepts or ones that are foreign to students, teachers must help students develop the appropriate new schemata. Young people often have no conception of such faraway and abstract ideas as international trade or social policy. For this reason, should we omit these concepts from our curricula? Of course not. But if we do teach them, we must try our best to make sure students understand them. How can we do this?

Coming to a comfortable understanding of a topic often requires great effort. Remember college calculus? With this in mind,Sizer (1984) states that students must be considered "workers" rather than receptacles for information. Only with their cognitive effort and the appropriate "coaching" from their teachers will true understanding and skill acquisition arrive. Those educators who base their efforts on schema theory find truth in Sizer's principle of "student-as-worker"; students must work hard and receive the right kind of instruction to integrate new information actively into their existing schemata, to make sense of complex new ideas. In a school that adheres to the "student as worker" tenet, students are logically placed on center stage; the work of all adults in the buildings is centered on their thinking.

Using Schema Theory To Teach American History

Pamela J. Farris



Using Schema Theory To Teach American History:

Educating Everybody's Children Robert W. Cole W. Cole, 2008-06-15 Designed to promote reflection discussion and action among the entire learning community *Educating Everybody's Children* encapsulates what research has revealed about successfully addressing the needs of students from economically ethnically culturally and linguistically diverse groups and identifies a wide range of effective principles and instructional strategies Although good teaching works well with all students educators must develop an extensive repertoire of instructional tools to meet the varying needs of students from diverse backgrounds Those tools and the knowledge base behind them are the foundation of this expanded and revised second edition of *Educating Everybody's Children* Each strategy discussed in the book includes classroom examples and a list of the research studies that support it The most important thing we have learned as a result of the education reform movement is that student achievement stands or falls on the motivation and skills of teachers We must ensure that all teachers are capable of delivering a standards based curriculum that describes what students should know and be able to do and that these standards are delivered by means of a rich and engaging pedagogy of plenty By these two acts we can ensure that all schools will be ready and able to educate everybody's children *Web-Based Instructional Learning* Khosrow-Pour, D.B.A., Mehdi, 2001-07-01 Advances in technology are making Web Based Education WBE a reality but there are still many questions that need to be answered These questions and more are addressed in *Web Based Instructional Learning*

Elementary and Middle School Social Studies Pamela J. Farris, 2015-02-03 The latest edition of Pamela Farris's popular value priced text continues to offer pre and in service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners Coverage includes the C3 Framework and the four sets of learning from the National Curriculum Standards for Social Studies Farris together with contributors who specialize in implementing successful teaching methods and theories demonstrate how classroom teachers can excite and inspire their students to be engaged learners *Creating Exhibits That Engage* John Summers, 2018-03-02 Winner of the 2018 Ontario Museum Association Award of Excellence Winner of the 2019 Canadian Museum Association Award of Outstanding Achievement in the Research Cultural Heritage Category *Creating Exhibits that Engage A Manual for Museums and Historical Organizations* is a concise useful guide to developing effective and memorable museum exhibits The book is full of information guidelines tips and concrete examples drawn from the author's years of experience as a curator and exhibit developer in the United States and Canada Is this your first exhibit project You will find step by step instructions useful advice and plenty of examples Are you a small museum or local historical society looking to improve your exhibits This book will take you through how to define your audience develop a big idea write the text manage the budget design the graphics arrange the gallery select artifacts and fabricate install and evaluate the exhibit Are you a museum studies student wanting to learn about the theory and practice of exhibit development This book combines both and includes references to works by noted authors in the field

Written in a clear and accessible style Creating Exhibits that Engage offers checklists of key points at the end of each chapter a glossary of specialized terms and photographs drawings and charts illustrating key concepts and techniques

Bilingual and ESL Classrooms Carlos J. Ovando, Mary Carol Combs, 2018-01-02 Now in its 6th Edition this classic text integrates theory and practice to provide comprehensive coverage of bilingual and ESL education The text covers the foundations of bilingual and ESL education and provides a strong focus on what the teacher needs to know in a bilingual classroom Woven throughout the text are quotes from bilingual and ESL students and teachers that illuminate the bilingual ESL learning and teaching experience *Bilingual and ESL Classrooms* is written for both preservice and experienced educators serving grades pre K through 12 mainstream bilingual ESL and special education teachers as well as administrators school counselors and educational policymakers New in the Sixth Edition This sixth edition presents updated research on and expanded coverage of key issues related to the education of English language learners in the United States such as continuing controversies and findings in demographics the impact of globalization on K 12 public schooling evidence driven teaching practices white normativity using technologies developed for language minority populations making sense of Census 2010 and achievement levels of ELLs in math and science More specifically this sixth edition includes Coverage of the 2015 Every Student Succeeds Act An expanded and updated Human Face of Bilingual Students and ELLs A revised co authored student chapter A thoroughly revised assessment chapter A revised chapter on bilingual special education

Distance Learning Technologies: Issues, Trends and Opportunities Lau, Linda K., 1999-07-01 In today s technology crazed environment distance learning is touted as a cost effective option for delivering employee training and higher education programs such as bachelor s master s and even doctoral degrees *Distance Learning Technologies Issues Trends and Opportunities* provides readers with an in depth understanding of distance learning and the technologies available for this innovative media of learning and instruction It traces the development of distance learning from its history to suggestions of a solid strategic implementation plan to ensure its successful and effective deployment

Resources in Education

, 2000-10 **More Strategies for Educating Everybody's Children** Robert W. Cole, 2001 This book presents a collection of papers offering practical strategies that teachers can use to enhance student performance at all levels The authors identify and describe the most effective teaching approaches for helping students learn history civics geography and science The book extends the notion of diversity by examining different populations that have been underserved by schools e g homeless and immigrant students After a Foreword Gene R Carter and Preface Robert W Cole and Helene Hodges the eight papers are 1 Overcoming a Pedagogy of Poverty Helene Hodges 2 Diverse Teaching Strategies for Homeless Children Evelyn Reed Victor and James H Stronge 3 Diverse Teaching Strategies for Immigrant Children JoAnn Crandall Ann Jaramillo Laurie Olsen and Joy Kreeft Peyton 4 Strategies for Increasing Achievement in Civics Mary Ellen Bafumo and Burton Cohen 5 Strategies for Increasing Achievement in Geography Mary E Haas 6 Strategies for Increasing Achievement in History Virginia E Causey

and Beverly J Armento 7 Strategies for Increasing Achievement in Science Charles Watson Alvin Pettus and Steven Fairchild and 8 ASCD Talks Back educators respond to papers in this volume Papers contain references SM **Episodes from a History of Undoing** Reghina Dascal,2011-12-14 Episodes from a History of Undoing The Heritage of Female Subversiveness paraphrasing Rada Khumar s seminal study of the development of the feminist movements in India The History of Doing is a volume purporting to illustrate women s resistance to patriarchal colonization through societal norms and hegemonic discourses Whether mythical amazons mediaeval authors or regular cannoneesses Renaissance monarchs activists and academics philosophers or politicians such women have become trail blazers in their fields attempting to forge new epistemes through strategies of undoing refashioning rewriting or revising political and cultural concepts practices and institutions The volume comprises 11 essays authored by academics from Brazil Hungary Poland Romania Turkey and the USA and addresses a wide readership of academics students historians NGO activists etc The volume is prefaced by Professor Margaret R Higonnet from Connecticut University *Instructional-Design Theories and Models, Volume III* Charles M. Reigeluth,Alison A. Carr-Chellman,2009 Instructional Design Theories and Models Volume III Building a Common Knowledge Base begins the daunting task of developing a common knowledge base that underlies and supports the vast array of instructional theories models and strategies that constitute the field

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