

Psych 353 Learning and the Young Child

Dr. Schwartz

Unit Objectives

Information Processing Perspectives in Development

Students should be able to:

1. Identify, and briefly describe the capacity limitations and functions of, the components of the information processing system.
2. Differentiate between the terms "short-term memory" and "working memory".
3. Explain what psychologists know about speed of cognitive processing in children.
4. Describe what Case meant by *storage space* and *operating space* relative to *total processing space*. Tell how these concepts help to explain the way children process information more or less efficiently.
5. Explain what is meant by a "cognitive strategy", and tell whether teachers routinely teach strategies to their students across tasks and ages of their students.
6. Tell what purpose cognitive strategies serve. Then, list and describe 5 cognitive strategies.
7. Identify, then differentiate between, a mediational and production deficiency.
8. Explain what a *utilization deficiency* is, and tell how it reveals the developmental pattern of cognitive strategy use in children.
9. Explain the role of limited mental capacity in the use of cognitive strategies in young children.
10. Briefly explain the *strategy choice model*.
11. Describe how prior knowledge affects information processing.
12. Contrast younger and older children on their ability: (a) to selectively attend to relevant task demands, and (b) regulate their strategy use.
13. Explain the structure and function of working memory as described by Alan Baddeley

14. Explain the similarities and differences between Case's and Baddeley's models.