



Anticipatory Guide

Name _____

Topic “Putting Students on the Path to Learning: The Case for Fully Guided Instruction”

Directions: Read the statements below. In the column labeled, “Before Reading,” place an “A” or “D” next to each statement indicating whether you agree or disagree with the statement. When you have finished reading, re-read the statements again and place an “A” or “D” after each statement in the “After Reading” column.

Before Reading Agree/Disagree	Statement	After Reading Agree/Disagree
	1. There are decades of research that clearly and consistently demonstrate that for novices, direct, explicit instruction is more effective and more efficient than instruction that is partial guidance.	
	2. Small group and independent problems and projects can be effective approaches to making discoveries as part of the learning process.	
	3. Fully guided instruction is limited to having teachers explain the concepts and skills that students are required to learn and cannot be provided through a variety of media (e.g., lectures, modeling, videos, computer-based presentations, and realistic demonstrations).	
	4. The ultimate goal for all instruction is to add knowledge and skills to long-term memory. If nothing has been added to long-term memory, nothing has been learned.	
	5. When a student is processing novel information, the working memory is very limited in duration (about 30 seconds if not rehearsed) and capacity (usually estimated to be 7 elements but may be as low as four, plus or minus one).	
	6. The limitations of working memory apply to new, to-be-learned information (e.g., information that has not yet been stored in long-term memory). When dealing with previously learned, organized information stored in long-term memory, these limitations disappear.	
	7. For novices, searching for a solution overburdens limited working memory and diverts working-memory resources away from storing information in long-term memory. As a consequence, novices can engage in problem-solving activities for extended periods and learn almost nothing.	