

## Helping Students Process Information

During the course of a typical lesson or unit of study, teachers regularly present students with new information. Sometimes the information is peripheral—even if students do not understand it, they can still grasp the overall goal of the lesson or unit. However, sometimes the information is essential—without it, students will have little chance of comprehending the



### Five Avenues to Understanding

#### Chunking

- Gather new information in small, digestible bites. Determine the crucial points the teacher intends to present in lecture or lab.

#### Scaffolding

- Involves the *content* of the bites and their logical order.
- First step: Determining the main idea
- Second step: Determine whether the major ideas/sections logically flow into one another
- Third step: determine whether the idea as a whole sends a unified message.

#### Interacting

- Refers to how you process the information. Summarize the content of materials, identify what was confusing, apply, and predict what information might be found in the next section with a classmate or friend.

#### Pacing

- Involves the extent to which you move through materials at an appropriate pace—not too fast and not too slow.
- Slow down if you do not understand the content of the material or speed up when the engagement in a particular section begins to disengage.

#### Monitoring

- Involves checking for understanding.
- If you do not understand the content in a particular order, ask the teacher to revisit or reteach that information before moving on to another topic.
- It is important to Read, Review, and Recite..

## Recommended Apps

One Note



Knowt



[Instructional Scaffolding to Improve Learning - NIU - Center for Innovative Teaching and Learning](https://www.niu.edu/citl/resources/guides/instructional-guide/instructional-scaffolding-to-improve-learning.shtml)

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