

Classroom Applications of CIP

Gain Attention

- Establish a cue to signal when you are ready to begin class.
- Use movement and voice inflection with purpose.
- Provide handouts and/or write an outline on the board to focus the students' attention.
- Use C.U.E. method - employ a Creative, Useful, and/or Emotional hook.
- Create a simple song that helps students to remember a 'rote list' like the provinces and their capitals. Movement and rhyme can be added as well.

Activate Prior Learning

- Review the previous lesson, possibly discussing the learned content before introducing a new concept.
- To reinforce previously learned materials and skills, assign class work and homework for practice.

Use Control Processes

- Present the information in an organized manner or format showing a sequence that is logical
- Categorize information, 'chunking' it into sections.
- Proceed from the simple to the complex when presenting any material.
- Teach inductive reasoning skills.
- Connect new information to something the students already know and understand in order to elaborate their understanding.
- Teach students to find similarities and differences in a variety of concepts, i.e. examples and counter-examples.
- Teach coding devices like mnemonics.
- Complete mental imagery exercises to help students learn to visualize.
- Important ideas or concepts should be stated several times in different ways during the presentation of information while the information is being explored in working memory.
- Use "higher-level thinking skills such as meta-cognition strategies, transfer, problem solving, and critical thinking" (Culatta, 2011).

Minimize Forgetting

- During classroom activities, minimize forgetting by reviewing information and skills periodically to ensure the long-term memory remains.
- Create review packages for students to complete during vacation time to maintain or hone their skills.
- For simpler concepts that need to be rote memorized, perform daily drills.
- Play games including class content to reinforce knowledge and skills.

References

- Culatta, Richard. (2011). Cognitivism Activities. *Innovative Learning*. Retrieved from www.innovativelearning.com/educational_psychology/cognitivism/activities.html Cognitivism Activities
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- Schunk, D. H. (2008). Learning Theories: An Educational Perspective (pp. 130-181; ch. 4 – Information Processing). Upper Saddle River, NJ: Pearson.