Contents

Volume 1: Cognitive Process Analyses of Aptitude

Foreword xi

Acknowledgments xiv

1. **Adaptive Instruction: Trends and Issues** 1
   Pat-Anthony Federico
   Summary of Preceding Pertinent Symposia *1*
   Alternative Approaches to Adaptive Instruction *8*
   The Theme of this Meeting *22*

2. **Aptitude Processes** 27
   Richard E. Snow
   Models of Aptitude *31*
   Toward a Theory of Aptitude *58*
   Toward Adaptive Instruction *60*

3. **Information-Processing Abilities** 65
   Andrew M. Rose
   Introduction *65*
   Operations *70*
   Task Descriptions *71*
   Overview of Results *80*

4. **The Foundations of Verbal Comprehension** **87**
Earl Hunt
Theoretical Considerations *88*
Structural Processes *90*
Attention Allocation *96*
Sentence Comprehension *97*
Concluding Comments *101*

5. **Component Skills in Reading: Measurement of Individual Differences Through Chronometric Analysis** **105**
John R. Frederiksen
Validation in a Component Skills Analysis *106*
Component Skill Measures *107*
Evaluation of the Component Skills Model *119*
Summary and Conclusions *125*
Extensions of Component Skills Analysis to Reading of Text *126*
Conclusions *136*

6. **Discussion: Aptitude Processes, Theory, and the Real World** **139**
John B. Carroll
Aptitudes and Aptitude Processes *140*
Are Processes the Only Kinds of Considerations? *142*
Acquired Knowledge and the Structure of Abilities *145*
Summary *147*

7. **Spatial Information Processing: Strategies for Research** **149**
Lynn A. Cooper
Analysis of Processes Underlying Performance on a Single Spatial Task *150*
Individual-Difference Analysis of Spatial Information Processing *155*
Analysis of the Task-Dependent Nature of Spatial Information Processing *169*
Concluding Remarks *174*

8. **Components of Inductive Reasoning** **177**
James W. Pellegrino and Robert Glaser
The Analysis of Aptitude: Overview *177*
Analyses of Inductive Reasoning *181*
Summary and Conclusions *212*

9. **Deductive Reasoning** **219**
Robert J. Sternberg, Martin J. Guyote, and Margaret E. Turner
Categorical Syllogisms *219*
Conditional Syllogisms *230*
Linear Syllogisms *234*
Conclusions and Current Directions *243*

10. **A Cognitive-Style Approach to Metaphoric Thinking** **247**
Nathan Kogan
Introduction *247*
Task Description *252*
Descriptive Statistics for the Metaphoric Triads Task *256*
External Correlates of MTT Performance *261*
Training Metaphoric Thinking *265*
Educational Implications and Future Directions *269*
Summary *276*
Appendix: Sample Metaphoric Triads Task (MTT) Items *277*

11. **Discussion: Maps, Models, Methods, and Metaphors** **283**
Richard E. Snow

12. **Independent Process Analyses of Aptitude-Treatment Interactions** **293**
Robert C. Calfee and Larry V. Hedges
Learning Models *293*
Independent Processes *295*
An Independent Process Perspective on Aptitudes and Treatments *304*
Conclusion *311*

13. **Cognitive Learning Strategies and Dualities in Information Processing** **315**
Joseph W. Rigney
Introduction *315*
Some Conceptual Geography *316*
Duality in the Human Information-Processing System *322*
Implications for Cognitive Learning Strategies *336*
Summary *340*

Author Index **344**
Subject Index **350**

Volume 2: Cognitive Process Analyses of Learning and Problem Solving

Foreword **xi**
Acknowledgments **xiv**

14. **Some Examples of Cognitive Task Analysis with Instructional Implications** **1**
James G. Greeno
Problem Solving in Geometry *2*
Computation and Understanding in Arithmetic *7*
Conclusions *18*

15. An Elaborative Conception of Learner Differences 23
William D. Rohwer, Jr.
Performance Differences on Learning and Memory Tasks *24*
An Elaborative Conception of Learner Differences *25*
Recent Research on Elaboration and Learner Differences *30*
Instruction and Differences in Elaborative Proficiency *43*

16. Event-Related Potentials: Approaches to Cognitive Psychology 47
Emanuel Donchin and Jack B. Isreal
Introduction *47*
Event-Related Brain Potentials *48*
The P300 Component and Human Information Processing *52*
Task Relevance and the P300 *55*
Subjective Probability and P300 *59*
Relationships Between P300 Latency and Reaction Time *72*
Concluding Remarks *78*

17. Discussion: Process Analyses of Learning and Problem Solving 83
Henry M. Halff
Donchin and Isreal's Electropsychophysiology *83*
Rohwer's Elaboration Theory *87*
Greeno's Cognitive Task Analysis *90*

18. Planning Nets: A Representation for Formalizing Analogies and Semantic Models of Procedural Skills 95
Kurt VanLehn and John Seely Brown
Introduction *95*
A General Theory of Analogy *98*
Finding the Right Representation for Procedural Analogies *102*
Analogies and Teleologic Semantics in Educational Research *121*
Conclusions *131*
Appendix: An Explanation of the Teleologic Semantics of Subtraction *132*

19. A Theory-Based Approach to the Study of Individual Differences in Mental Imagery 139
Stephen M. Kosslyn and Pierre Jolicoeur
Individual-Differences Research *140*
A Model of Imagery *144*
The Model *149*
Imagery and Question Answering *153*
Individual Differences in Imagery Use *162*
Conclusions *172*

20. Multiple Conceptual Models of a Complex System 177
Albert L. Stevens and Allan Collins
Introduction *177*
Models *182*
Conclusion *196*

21. Complex Learning Processes 199
John R. Anderson, Paul J. Kline, and Charles M. Beasley, Jr.
Abstract *199*
Introduction *199*
The ACT Production System *201*
Production Designation *208*
Generalization *211*
Discrimination *217*
Production Strength *222*
The Origin of Designating Productions *229*
Future Directions: Inspection of Productions *232*

22. Discussion: Teaching, Learning, and the Representation of Knowledge 237
Donald A. Norman
Learning and Understanding Through the Use of Conceptual Models *238*
Complex Learning: The Chapter by Anderson, Kline, and Beasley *240*
Mental Images: The Chapter by Kosslyn and Jolicoeur *242*
Overview *244*

23. Models of Concept Formation 245
Richard B. Millward
Prototype Models *246*
The Exemplar Model *249*
Frequency Models *254*
The Rule Model *257*
A Computational Theory *259*

24. Learning Theory, Instructional Theory, and Adaptation 277
Thomas J. Shuell
The Relationship Between Learning and Instruction *278*
The Role of Individual Differences *289*
Adaptive Instruction *294*
Implications for Future Research *298*

25. **Discussion: Coordinating Research Topics With Instructional Requirements** **303**
William E. Montague

26. **General Discussion: Relationships Between Aptitude, Learning, and Instruction** **309**
Robert Glaser
Approaches to Process Theories of Aptitude *310*
Learning and Instruction *315*
Adaptive Instruction *322*

Author Index **327**

Subject Index **333**