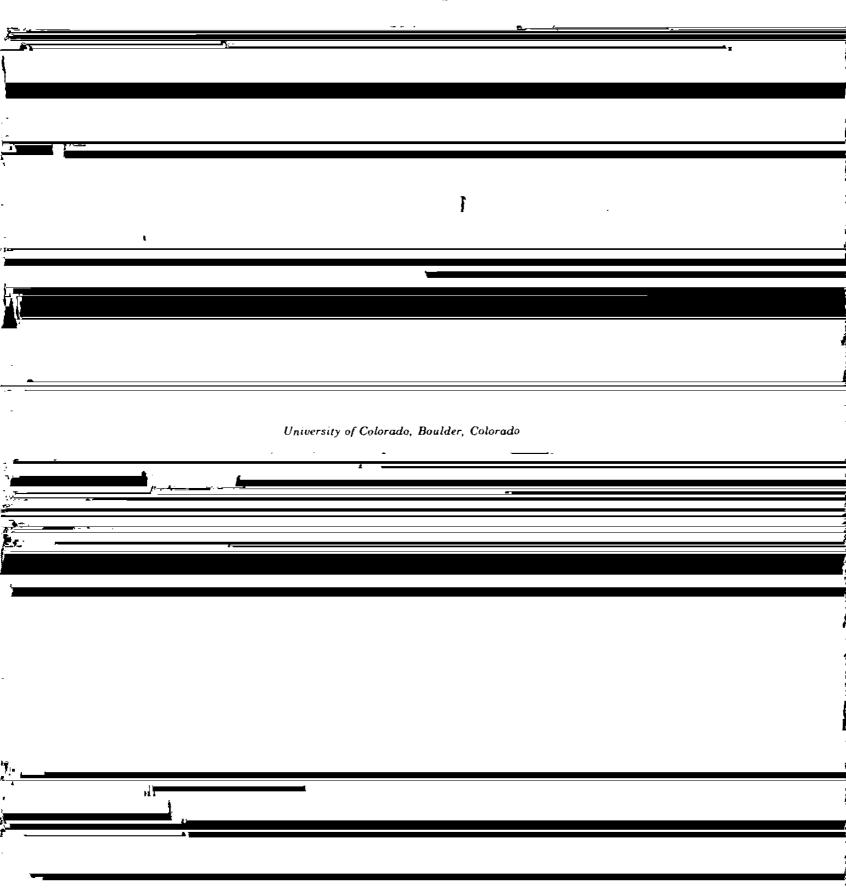
Contributions of different feedback assistance to text memorial representation

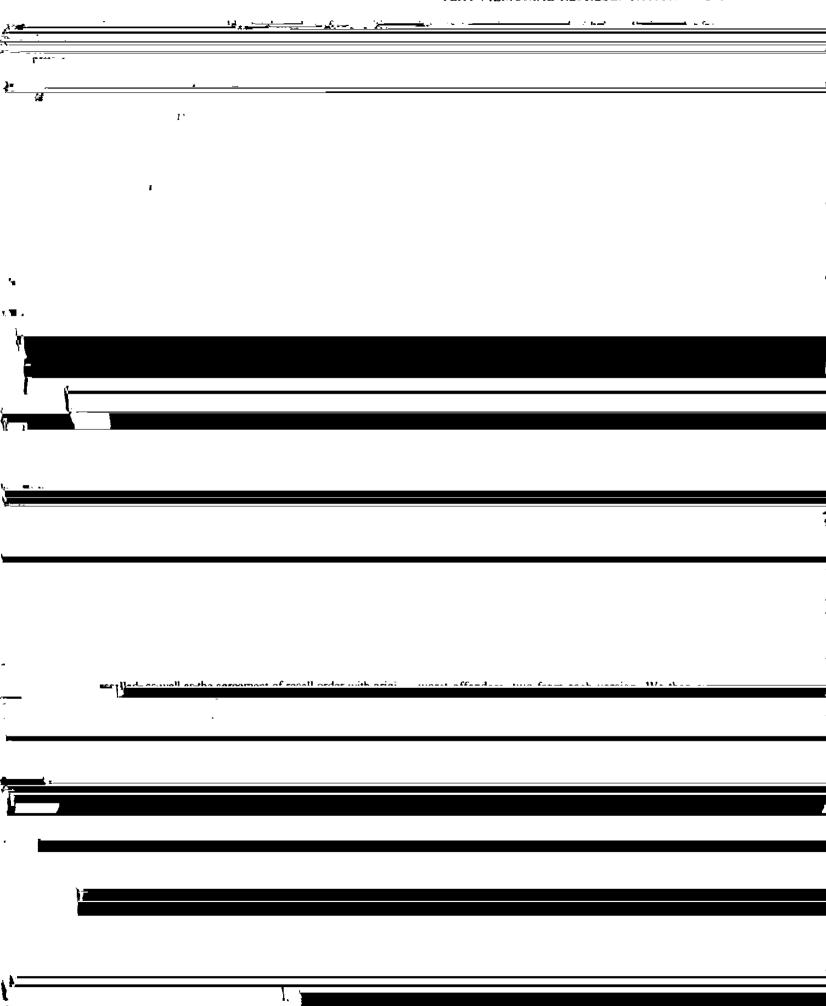


LANGER, KEENAN, AND BERGMAN

irism contributed to the problem, insofar as an as-

mist model was accepted as a given. This model so we chose to call our town Mapleton. As in Perrig and archers to decompose more complex learning into Kintsch's research, there are two descriptive versions of vey description, while the other is a route version that /y & Anderson, 1972). 12 pthos hand the abconce of any circumstin om mides the driver through the town. The stories were tured

nal description of the town has been slightly modified,



LANGER, KEENAN, AND BERGMAN

g supplemental information to assist processing for the text prohere is little reason to suspect that feedback served basically tive function. Again, when subjects request assistance, we asat it is the outcome of a direct decision to test certain assumpout understanding. Indeed we have argued in the past that text BERLINER, D. C., & ROSENSHINE, B. (1977). The acquisition of knowledge in the classroom. In R. C. Anderson, R. J. Spiro, & W. E. Montague (Eds.), Schooling and the acquisition of knowledge (pp. 375-404). Hillsdale, NJ: Erlbaum.

