

Contributions of different feedback assistance to text memorial representation

University of Colorado, Boulder, Colorado

erism contributed to the problem, insofar as an as-
-nist model was accepted as a given. This model
archers to decompose more complex learning into

nal description of the town has been slightly modified,
so we chose to call our town Mapleton. As in Perrig and
Kintsch's research, there are two descriptive versions of

ry & Anderson, 1972).

the absence of any automatic am

vey description, while the other is a route version that

guides the driver through the town. The stories were typed

1'

1

accepted, as well as the payment of small order with prior worst offenders, two from each session. We also

1

LANGER, KEENAN, AND BERGMAN

g supplemental information to assist processing for the text pro-
here is little reason to suspect that feedback served basically
tive function. Again, when subjects request assistance, we as-
at it is the outcome of a direct decision to test certain assump-
out understanding. Indeed we have argued in the past that text

BERLINER, D. C., & ROSENHINE, B. (1977). The acquisition of knowl-
edge in the classroom. In R. C. Anderson, R. J. Spiro, & W. E. Mon-
tague (Eds.), *Schooling and the acquisition of knowledge* (pp. 375-
404). Hillsdale, NJ: Erlbaum.

BRITTON, B. K., & BLACK, J. B. (1985). *Understanding expository text*.
Hillsdale, NJ: Erlbaum.