Questions from the slides on Modeling and imagery

1. Where might information for learning movement skill come from?

2. What does the Wilson and Knoblich paper tell us about modeling and how it might affect learning?

3. What can be said of the information picked up from a demonstration, relative to other ways of relating such information for learning, and what are emphasized as reasons for demos being better than other modes of transmitting information? (do you remember the example used in the slides – slide #5?)

4. What is point light display research? What does it tell us about observational learning?

5. There is a longish conversation on the nature of learning with demos between slides 10 and 12 in set 1. Overall, what can be gleaned from the evidence presented about the effect of demonstrations on learning simple and complex skills?

6. How does Patient H.M. help us understand the special way in which motor skills are remembered, in contrast with, for instance, verbal skills? So, does movement learning require declarative knowledge to be acquired prior to procedural knowledge?


8. What are the “perceptual processes” at the top of the ALI model?

9. Contrast the model given in the first set of slides (modeling) with the ALI model given in the second set of slides (imagery). How are they different (hint – think about the theme here – different types of information, different memory types)?

10. How might the use of verbal instructions differ from using demonstrations, according to (and in terms of) the ALI model?