

Active Learning - Imagery

- When to use:** When teaching about visual versus auditory encoding, or deep versus surface encoding.
- Purpose:** To demonstrate the superior nature of visual encoding (deep) over an auditory encoding (shallow), although it can also be used to demonstrate depth of processing, the generate effect, meaningful learning, elaborative learning, imagery, encoding specificity, self-generation, and/or self-referencing, depending how one presents the activity.
- Materials:** Each student needs a copy of the scoring sheet. The teacher needs a copy of the probe sentences. The sentences presented here are not the original sentences.
- Directions:**
- Inform the students that you will be reading a series of sentence to them. Instruct the students that for the first 10 sentences they are to rate how easily the sentence is to pronounce. Refer the students to the directions on the scoring sheet. Read the first 10 sentences, pausing long enough for the students to record their ratings. Then, instruct the students that for the next 10 sentences (11 through 20) they are to mentally image the content of the sentences and then rate the ease with which the imagery was completed. Read the second 10 sentences, pausing long enough for the students to image and record their ratings.
- Inform the students that you will be reading a series of questions regarding the first 10 sentences they heard. They are to answer each of the questions next to the numbers 1-10 on their rating sheets. Read the first 10 questions.
- Inform the students that you will be reading a series of questions regarding the second 10 sentences they heard. They are to answer each of the questions next to the numbers 11-20 on their rating sheets. Read the second 10 questions.
- Now, read through the first 10 questions again, asking students to provide the answer. If no one knows then answer then provided the answer. Poll the students to obtain their scores for the number of questions answered correctly for the first 10 questions. Graph the results on the whiteboard or PowerPoint slide.
- Now, read through the second 10 questions again, asking students to provide the answer. If no one knows then answer then provided the answer. Poll the students to obtain their scores for the number of questions answered correctly for the second 10 questions. Graph the results on the whiteboard or PowerPoint slide.
- Time:** This activity should take about 20-30 minutes.
- Notes:** Generally, students will answer approximately 4 questions correctly from the first 10 questions, and 8 questions correctly from the second 10 questions.
- Source:** This activity was created by Janet Simons and Don Irwin (1993), and included in various activity manuals.

Experiment Rating Sheet

Part I: Sentences 1 to 10.

Please rate the sentences that will be read aloud on how easily you can pronounce them. Repeat the sentences silently to yourself. Use the following scale:

1	2	3	4	5
very difficult to pronounce				very easy to pronounce

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Part II: Sentences 11 to 20.

Please rate the sentences that will be read aloud on how well you can form a vivid mental picture or image of the action of the sentence. Use the following scale:

1	2	3	4	5
very difficult to imagine				very easy to imagine

- | | |
|-----|-----|
| 11. | 16. |
| 12. | 17. |
| 13. | 18. |
| 14. | 19. |
| 15. | 20. |

Probe Sentences and Questions

Sentences:

1. The trashy tabloid told truths about Tiny Tim.
2. The smiling maitre d looked out the window.
3. The hurried race-car driver was stopped for speeding.
4. The toasted bread fell from the table.
5. The wolf picture was old and faded.
6. The red sunbather wore a coat and mittens.
7. The lanky librarian had licorice lapels.
8. The loud duck defended his territory aggressively.
9. The bearded plumber was flushed with success.
10. The tasty cake was left unattended.

11. The black book was sitting on the table.
12. The large cows were standing in the field.
13. The missing mini-van was located in the lower lot.
14. The long “to do” list was left on the counter.
15. The verbose concierge alighted on the luggage.
16. The green grass was waving in the breeze.
17. The swift dog ran circles around the guests.
18. The apprentice acrobat was afraid of heights.
19. The cooling coffee was left in the car at work.
20. The university professor ate a wormy apple.

First

Questions:

1. What told truths about Tiny Tim. (the trashy tabloid)
2. What was left unattended. (the hard cake)
3. Who had licorice lapels. (the lanky librarian)
4. Who wore a coat and mittens. (the red sunbather)
5. Who was stopped for speeding. (the hurried race care driver)
6. What was old and faded. (the wolf picture)
7. Who defended his territory aggressively. (the loud duck)
8. What fell from the table. (the toasted bread)
9. Who was flushed with success. (the bearded plumber)
10. Who looked out the window. (the smiling maitre d)

11. What was waving in the breeze. (the green grass)
12. Who were standing in the field. (the large cows)
13. What was located in the lower lot. (the missing mini van)
14. What was left in the car at work. (the cooling coffee)
15. Who alighted on the luggage. (the verbose concierge)
16. Who was afraid of heights. (the apprentice acrobat)
17. What was left on the counter. (the long to-do list)
18. Who was sitting on the table. (the black book)
19. What ran circles around the guests. (the swift dog)
20. Who ate a wormy apple. (the UGA instructor)

Second