



# Meaning → Learning → Performance

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## I. Why are we here?

- a. How do you learn?
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## II. Meaning

- a. What is meaning?
- b. How do you create meaning?

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## III. Attention

- a. Control of Attention
- b. Focus of Attention



c. Attention-based Learning Strategies

1. **Reduce distractions:** mute/hide your phone, only open needed web tabs, find a “good” physical location to work.
2. **Monitor Comprehension:** assess every 10-15 minutes or the bottom of each page: “Does this make sense?”
3. **Maintain Focus:** take active notes, create your own examples, provide your own self-explanations. Plan a break.
4. **Take Breaks:** every 30 minutes or so, take a 5-minute thinking break, followed by planned re-engagement (re-set goals).

d. An Attention Caveat

	Task A	Task B	Task C
1			
2			
3			
4			
5			

e. Multitasking Findings

- Multitasking during class leads to poorer learning & performance.
- Sitting close to a multitasking student, leads to poorer learning & performance.
- Students who believe they can multitask, can’t.
- Students who believe they can multitask, tend to multitask more.

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#### IV. Processing

a. 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. |

b. Processing-based Learning Strategies I: Concepts and Schemas

- **Retrieval Practice:** Learners tend to remember information better when they recall or retrieve information from memory, rather than simply rereading or reviewing the information.
- **Spacing Practice:** Learners tend to remember information better when they practice retrieving the information across multiple sessions, rather than massing practice in a single session.
- **Generative Practice:** Learners tend to remember information better when they construct meaning by connecting new and prior knowledge, rather than reviewing or repeating information verbatim.
- **Interleaving Practice:** Learners tend to remember information better when they alternate between topics under study, especially when they have similarities that might be confused, rather than focusing on one topic at a time.

c. Processing-based Learning Strategies II: Strategies and Procedures

- **Steps:** Acquisition of step-by-step directions regarding how to complete the strategy or procedure.
- **Practice:** Repetition without goals, feedback, or intent to improve. Good for maintaining skills, but not improving them.
- **Purposeful Practice:** Goal directed and self-guided, with self-monitored feedback. Leads to better performance if one already has a good mental model.
- **Deliberate Practice:** Expert directed and guided, with expert feedback; Expert targeted practice on specific aspects. Essential for high level performances.

**Table 1. Levels of Procedural-based Learning Strategies**

<b>Practice Type</b>	<b>Definition</b>	<b>Goal Orientation</b>	<b>Feedback Structure</b>	<b>Cognitive Demand</b>	<b>Improvement Potential</b>
<b>Practice</b>	Simple repetition without specific goals	None or vague	Minimal or absent	Low	Very limited
<b>Purposeful Practice</b>	Structured repetition with specific goals	Improvement	Self-monitored or intermittent	Moderate-High	Moderate; can plateau
<b>Deliberate Practice</b>	Expert-designed activities targeting specific weaknesses	Improvement of specific components	Immediate, specific, expert-provided	Very High	High; sustains improvement

### **Level 1: Practice**

Repetition of an activity without specific improvement goals, attention to technique, or systematic feedback. The practitioner simply "does the thing" repeatedly. Improvement potential is very limited. Simple practice can maintain current skill levels but rarely produces improvement.

### **Level 2: Purposeful Practice**

Structured practice with specific goals, focused attention, and self-monitored feedback, but without expert guidance on optimal practice design. Improvement potential is moderate. Purposeful practice can produce significant improvement because it involves goals, attention, and feedback; however, purposeful practice may focus on the wrong areas and fail to recognize subtle errors (based on the individual's lack of knowledge).

### **Level 3: Deliberate Practice**

Practice activities specifically designed to improve performance, typically designed or guided by an expert (teacher, coach, mentor), with immediate feedback, targeting specific weaknesses, requiring full concentration. Improvement potential is high. Deliberate practice is the primary driver of expert performance development:

- Targets of practice are consciously selected (weaknesses to improve upon)
- Techniques for improvement are based on expert knowledge
- Feedback is immediate and specific, enabling rapid adjustment

## **V. A Need for a Pause**

- a. Sleep, Exercise, Nutrition
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## **VI. A Review**