

4-1: Depth of processing

In this set of videos we're going to be talking about reading strategies. How can you read faster and how can you read better retaining more the information so you can do less studying later and more importantly so you don't have to reread as much in order to understand the ideas fully. In this idea being able to read better really goes back to studying that was done in 1969 by James Jakins and Thomas Hike. And here's how the study work, participants will split into 5 groups and they were asked to remember a list of words and they were split into 5 groups, the first group was the control group and the other 4 are split more in 2 dimensions, the first dimension was what I called the motivation dimensions. Some of the group so half of the people were told that they were going to be given a quiz later on these ideas so they have a motivation to learn it; they have motivation to study because I knew there will be a quiz later. In the other half, we're just told to look at them, we're just told to remember them. They were not told that they're going to have a quiz, so there wasn't motivation. The others split group was on a dimension called depth of processing.

So the first group was told to think about the first letter of the word that was discussed so this was a very shallow level processing just d for dog b for e for electric eel. The other group was told to imagine the pleasantness of the word. So this is a something that is a deeper level of processing requires you reflect on what the word really means. You were given the exact same amount of time and the question is which dimension you think matter more, did it matter that the motivation that you thought you will going to have a quiz that you have to perform well on or you don't have to do a quiz or did it matter the depth of the processing, and interestingly enough the motivation angle didn't have much an impact at all but the depth of processing has a huge impact. The ones that study the word under the orienting task of having to figure out the pleasantness of the word, did almost twice as well, we will recall the words later as once the shallow processing. This is very important because a lot of students' feel that what matter when they were reading a book is how motivated they are oh I really need to understand this so I'm really going to pay attention and focus. And what the study shows is that it doesn't really matter that much, what matters is what your orienting task, how are you preceding information where its coming to you, what is the task you are using in order to ingest the information that greatly increases or decreases your efficiency of going through information. So, in this section, on both reading and also the following sections on taking video lectures or lecture note, we're going to be talking about try to use very deep level of processing activities that don't take up too much time. If you can be process the information reading in a deeper level, you can retain in some cases that the study shows after double the information for the ideas you remembering. And keep in mind this was done on just list of words this wasn't even a situation where they were big ideas to remember or even something that had a fair amount

of importance. But because of this I believe it's even more important that we focus on the deep orienting task that focus on the actual reading component or you're using this task to really get a deeper level of processing for the ideas because in doing this on your actual classes you will be able to retain much more of the information because they actually is a lot of deep structure you can explore, so we can work on that in this videos, so continue with me and I will be explaining the actual reading as the strategy for learning faster.