

experience and prior knowledge, tended to get caught up in the details of the passage (which prompted reminiscing) and lose sight of the main ideas they were to recall. In other words, proactive interference had occurred. When main ideas were signaled, however, the effects of the interference were averted, and older adults remembered just as much as younger readers.

In a review of studies conducted with aging adults, Fry (1992) reached similar conclusions, and he suggested several concrete ways in which practitioners can help older adults learn and remember. For instance, visual displays of how the subject matter is structured and concepts related can provide useful encoding and retrieval cues. Similarly, because problems in the learning and remembering of adults seem to be a function of declining speed rather than declining mental powers, allowing adults to work at their own pace is a desirable instructional strategy. Finally, like children, adults can be taught more effective strategies for encoding and retrieval (Fry, 1992).

There is no denying that memory failure can also be caused by other conditions, such as amnesia or Alzheimer's disease. These causes, however, have relatively little relevance to instruction and are therefore beyond the scope of this chapter.

Implications of CIP for Instruction

Take a moment to reflect on the stages and processes of cognitive information processing that have been discussed in this chapter. What might they imply for instructional strategies? Some suggestions have already been made, and an integrated model of instruction based on CIP is presented in Chapter 10. Nonetheless, three general recommendations are worth exploring here. These are:

- Providing organized instruction
- Arranging extensive and variable practice
- Enhancing learners' encoding and memory
- Enhancing learners' self-control of information processing

Providing Organized Instruction

The organization of instruction has long been of interest to researchers because people will try to impose some meaningful structure or organization on any new information in order to make sense of it. So if learners are supposed to understand new information in particular ways, then the instruction must be organized to help them do this. As discussed earlier in the chapter, instructional tactics such as signaling what information is important and drawing learners' attention to specific features of that information can facilitate selective attention and appropriate pattern recognition. To enhance