

help the learners with whom they work to improve their encoding skills and memory.

Table 3.3 displays some suggested strategies for helping learners to enhance encoding and memory, along with the CIP process or principle with which they are most related. Think of how you might have used these strategies effectively in your own learning or how you might employ them with learners.

### Enhancing Learners' Self-Control of Information Processing

When we shift the focus from instruction to learners, different aspects of information processing become prominent, suggesting different sorts of instructional implications. Earlier in the chapter, executive control processes were mentioned that enable the learner to modify information flow within and between components of the memory system. These processes have been investigated under the rubric of metacognition (Flavell, 1979; Brown, 1980;

TABLE 3.3 *Some Strategies for Enhancing Encoding and Memory*

<i>Suggested Strategy</i>	<i>Corresponding CIP Process</i>
Listen actively and pay attention to cues signaling what is important.	Selective attention
Encode information in more than one way and more than one mode. Use acronyms and imagery.	Dual code, multiple memory connections
Break down complex information into manageable parts.	Chunking
Elaborate on new information with examples that are meaningful to you.	Elaboration in encoding
Read actively. Make the information personal by relating it to your own life.	Elaboration in encoding
Take notes in your own words; don't just write it down verbatim.	Elaboration in encoding
Overlearn the material. Keep practicing even after you got them all right.	Rehearsal, automaticity
Review your class notes the same day that you take them.	Forgetting curve (Ebbinghaus)
Learn information in a similar way to what it needs to be recalled.	Encoding specificity
Avoid alcohol, caffeine, nicotine, or medications that might cause drowsiness during learning.	State dependent learning