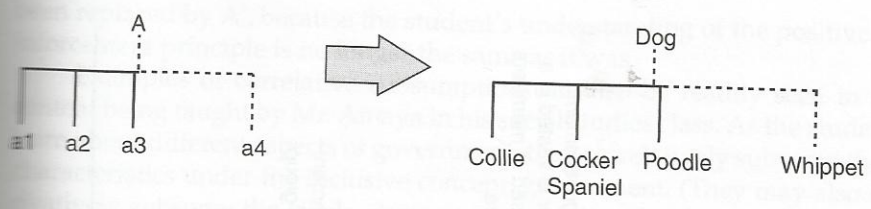

FIGURE 4.2 *An Example of Derivative Subsumption*

cept. The criterial attributes of the concept A remain unchanged; simply, new examples are recognized as relevant (see Figure 4.2).

Other instances of derivative subsumption include learning in geography that Texas and India are both places where rice is grown. Or in law, cases may be found that were all decided based on the same legal precedent. Finally, a teacher or instructional designer might encounter numerous examples where a particular principle of learning has been employed.

More typical of the way most learning occurs, according to Ausubel, is **correlative subsumption.** This process refers to the *elaboration, extension, or modification of the previously learned concept or proposition by the subsumption of the incoming idea.* Instead of simply adding a new example, then, the new information adds a new characteristic or feature to the existing idea. In so doing, it interacts with the existing idea to change the learner's understanding of it in some way. The original A becomes A' as shown in Figure 4.3.

For example, suppose A represents the concept positive reinforcement in an education student's cognitive structure of behavioral management. The student knows that positive reinforcement increases behavior (attribute u) through the presentation of a reinforcer (attribute v) that is contingent upon the desired response (attribute w). When the student now learns that the reinforcer can be a high-frequency behavior (new attribute x), his or her understanding of positive reinforcement has now been extended to include the special circumstances surrounding the Premack principle. The criterial attributes of the concept have been modified. As indicated above, A has also

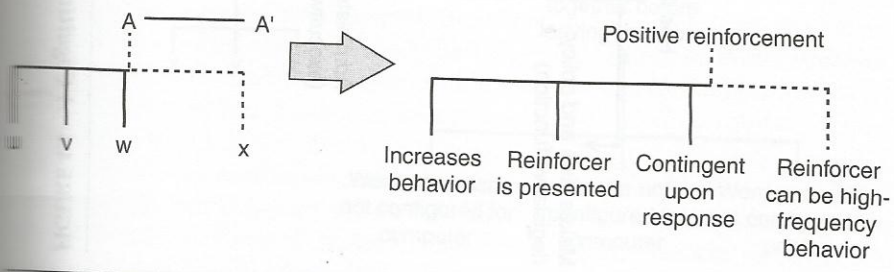

FIGURE 4.3 *An Example of Correlative Subsumption*