

Hint: For Cognitivists, learning is not associated with a visible behavior, even though inferences about unobservable mental processes can be concluded from behavior. Learning, in this case, is a relative permanent change in mental representations or associations due to experience. It is the constant creation of mental schemas through the mechanisms of assimilation and accommodation. Cognitivism is all about what is happening in the brain's "Black Box" that we can't see, but we know is there. Cognitivists believe that many of those processes are unique to human being, such as the process of language. Consequently, *Memory* plays a fundamental role in all cognitive learning processes. Furthermore, instruction should be meaningful and it should scaffold learners' organization, practice, strength connections, retrieve, and retention of knowledge in order to relate, attach, and anchor to what is known.

What to look for	Always 100%	Often 70%	Occasionally 30%	Never 0%	N/A
Are students prompt to attend instruction? (the teacher/instructor describes what is going to be done)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are students being informed of the instruction objectives? (the teacher/instructor describes what the instruction is going to teach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the students prompt to recall any previous knowledge related to the current instruction? (the teacher/instructor asks questions that help students to recall any similar knowledge previously acquired)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the content of the instruction well spelled out? (the teacher/instructor describes the topics and subtopics related to the knowledge, skills, and attitudes involved in the instruction; indicates how and in what order instruction will be given)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the students being guided through instruction? (teacher/instructor is constantly supporting students to understand and master knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are students prompt to practice new materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the teacher/instructor giving feedback including strategies to master content? (teacher/instructor is attentive to learners needs and provide constructive feedback and strategist for solutions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there any assessment in place to assess students' learning outcomes? (teacher/instructor assess students' performance using different assessment strategies: e.g. writing, presentation.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there any evidence of long-term knowledge retention? (students are prompt to use new information in a variety of ways: e.g. in other exercises, places, or situations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>