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On-line

Karen E Caldwell
Department of Business Administration

Example-Based Learning for Information Problem Solving

Abstract. In higher education settings where English is a foreign language, learners have limited schema and skills required for 21st century competencies such as information literacy, and carry additional cognitive load during information problem solving. Instruction that fosters information problem-solving competencies is necessary, and example-based learning (EBL) is effective in developing schema and skills in ill-structured learning domains. This mixed methods study implemented an EBL-based instructional intervention to develop information problem solving for Arabic speakers. Treatments included modeling examples, orienting activities, and practice. The control group received only practice. Results suggest significant main effects for the EBL treatment and English language proficiency, and no significant difference between the two treatment groups at posttest. Findings also indicate significant improvements in performance of defining the problem by the two treatment groups at delayed posttest. The results provide support for the role of worked examples to support schema and skill development for novices.