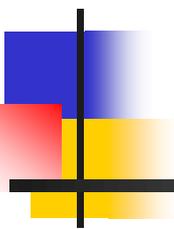


Organization of cognitive activity in education with the use of electronic visualization



Daria Gnedykh
post-graduate student
of St. Petersburg State University

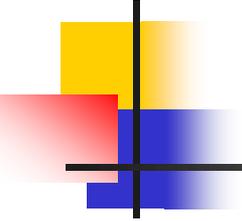




Research objective

To find out psychological factors of digestion of information by students with the use of electronic visualization.





Electronic visualization is images, schemes, text, diagrams etc. which we can see on computer screen or by means of multimedia presentation (information technologies).

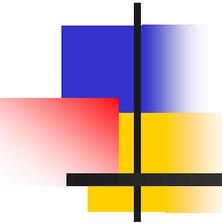




The main hypothesis

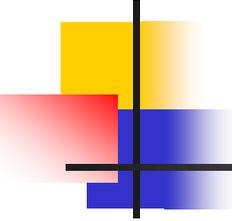
There are some psychological factors which better help students to digest electronic visualized information during the educational process.





Research design





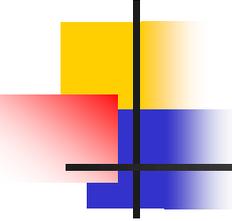
Sample

Two groups:

- students of faculty of psychology
- students of faculty of the exact sciences

All students will be from the first course that will provide novelty of information both for psychologists and for students of other faculty.

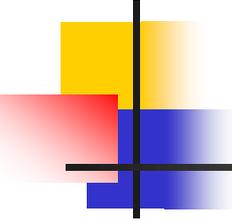




Experiment

1. Electronic visualizations will be shown by means of multimedia presentation during usual lecture. Electronic visualizations will be different kinds – images, comics, schemes, text.
2. The teacher will be the same for both faculties. He will comment this information.
3. Slides will be identical for different faculties.

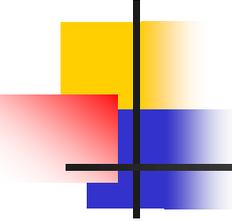




Thus we exclude:

- the influence of the personality of teacher and a style of teaching
- the influence of distinction of information for students





Experiment

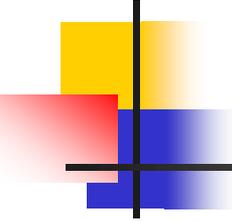
4. At the end of the course we'll give students:
 - tasks for examination to see how good they digest information which was in form of electronic visualizations.
 - tests to find out psychological characteristics.



Psychological characteristics (according to the theory of the identity of S.L.Rubenshtein):

- motivation and persuasion;
- skills of cognitive activity;
- character and abilities.

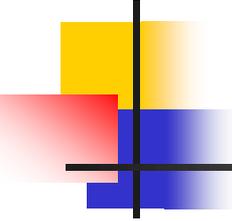




Experiment

5. Data analysis (factorial analysis)
6. Comparison of results of digestion of information:
 - between faculties;
 - between of different kinds of electronic visualizations.



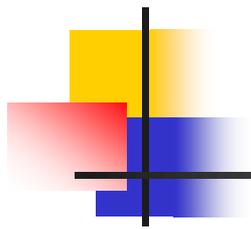


Finally

we will be able to say what psychological factors help students to digest educational electronic visualized information better.

It will help us to create electronic visualization more qualitative and make education more effective.





Thanks for attention

