Cognitive Reconstruction of Knowledge Model

Learner

Existing Conception
Strength | Coherence | Commitment

Motivation
Dissatisfaction?   Personal Relevance?

Social Context?   Need for Cognition?

Questions and Considerations for Creating and Communicating the Message

Message

Comprehensible?

Coherent?

Plausible?

Rhetorically Compelling?

If Yes   If No

Peripheral Cue?

Engagement Continuum

High ⟷ Low

If Yes

If No

Or   Or

Strong Conceptual Change

Weak Conceptual Change

No Conceptual Change

Adapted from: Dole, J. A. & Sinatra, G. M. (1998). Reconceptualizing change in the cognitive construction of knowledge. Educational Psychologist, 33(2-3), 109-128.