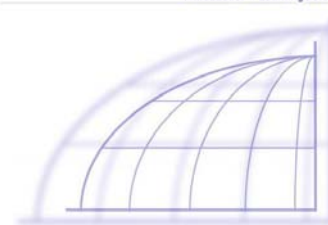# Printout of MindLadder® Advisor
Section B-5[·]

T-4: Investment in Reception

This knowledge construction function uses the pre-analysis results (T-3) to guide the use of all of the receptive functions. It enables the receptive functions to be placed within a context of relevance that renders their application purposeful. Without this knowledge construction function students may resort to probabilistic or random approaches or try to skirt problems by falling in behind someone else's work.

Drawing on preliminary problem analyses, this knowledge construction function enables students to use all their receptive functions in combination with specific criteria to arrive at clearly defined problems. The function provides support for the way attention is allocated (R-2), for the way the problem is placed within spatial (R-3) and temporal (R-4) parameters, for the search for or use of traces, symbols and signs (R-5), for the activation or exploration of verbal tools and concepts (R-6) and for guiding the application of systematic exploratory behavior (R-7).

Learners who do not have this knowledge construction function see their attempts at collecting information as overwhelming and too hard to keep track of. Instead of proceeding in an organized manner they most often try through luck and chance to arrive at a more precise understanding of a problem. Yet even when luck is on their side they lack the preliminary hypotheses that are needed to recognize that an increment in understanding has occurred. Luck doesn't help when you cannot tell that you got it.

To develop this knowledge construction function teachers can model the steps from the initial disequilibrium (T-2), to the pre-analysis (T-3) to the purposefully guided investment in the perceptual process (T-4). Together with your students create situations that enable them to discover and contrast the differences between approaching a task with

and without the support of these knowledge construction functions. "Let's pretend we unexpectedly found ourselves facing a body of water we had to cross (T-2). Let us first proceed using the brain tools we have described (Pre-analysis (T-3) and Investment in Reception (T-4)). Afterwards we will imagine what it might be like to proceed without them." Teacher and students are likely to see a rich discussion emerge; one that enables everyone to acquire a better sense of the knowledge construction functions and how they can most effectively be used.

Have your students discuss the use of tools and technology that enhance the investment in the receptive process (e.g. glasses, hearing aids, thermometers, X-rays, barometers, microscopes, telescopes, cameras, rulers, probes, weather balloons). Through your mediation facilitate their development of the insight that investments in the receptive process spring from their own deliberate use of this knowledge construction function. It provides the connection between the budding experience of a problem and all the receptive functions that can be mustered to collect information about it.