

ACTIVATION-ELABORATION

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Activation-Elaboration: Definition, History, and Implications

Abstract

This article provides an overview of activation-elaboration theory, including its definition, history, and implications. The article is presented from an empirical perspective and draws upon a body of literature to provide an in-depth look at the concept. The article also discusses the implications of activation-elaboration theory for education and research.

Keywords: activation-elaboration, definition, history, implications

Introduction

Activation-elaboration theory is a cognitive theory that suggests that learning is enhanced when information is presented in a manner that encourages learners to actively engage with it. The theory posits that the more actively a learner engages with a topic, the more likely they are to remember it. The theoretical basis behind activation-elaboration is the idea that memory is a dynamic process that involves the integration of both new and old information.

Definition

Activation-elaboration theory can be defined as a cognitive theory that suggests that learning is enhanced when information is presented in a manner that encourages learners to actively engage with it. This means that the more actively a learner engages with a topic, the more likely they are to remember it. This theory is based on the idea that memory is a dynamic process that involves the integration of both new and old information.

History

The origins of activation-elaboration theory can be traced back to the work of renowned cognitive psychologist Robert B. Cialdini in the late 1970s. Cialdini proposed the concept of "activation-elaboration" as a way of improving the rate of learning in people. He argued that the more actively a person engages with information, the more likely they are to remember it. Cialdini's work was further developed by cognitive psychologist John Sweller in the 1980s. Sweller argued that the more actively a learner engages with information, the more likely they are to remember it.

Implications

The implications of activation-elaboration theory are wide-reaching and can be applied in a variety of contexts. For example, in education, the theory can be used to inform the design of instructional materials and activities. By providing learners with the opportunity to actively engage with information, teachers can help to ensure that learners are more likely to remember the material. In research, activation-elaboration theory can be used to inform the design of experiments and studies. By designing experiments and studies that encourage active engagement with the material, researchers can increase the likelihood of obtaining meaningful results.

Conclusion

In conclusion, activation-elaboration theory is a cognitive theory that suggests that learning is enhanced when information is presented in a manner that encourages learners to actively engage with it. The theory has its roots in the work of Robert B. Cialdini and John Sweller and has implications in both education and research. By understanding and applying the principles of activation-elaboration, teachers and researchers can increase the likelihood of obtaining meaningful results.

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