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Regarding the use of the route perspective, we also found that learners who reported the views at the end of a path (or trip) without switching perspectives were not hindered by their experience (Lee & Tversky, 2005). Importantly, even though participants who later learned the route perspective reported the route perspectives, they did not switch perspectives when

reporting to their path (Lee & Tversky, 2005). Thus, the experience of perspective switching is not required when using the route perspective. They were not hindered by their perspective switching experiences because they already possessed the route perspective. We found a similar asymmetry in perspective switching from route-to-survey and survey-to-route (Lee & Tversky, 2005). The advantage of using one

perspective in reporting the routes over the course of learning is substantial. That is, we found that learners who used the same perspective during reporting the routes performed better in route-to-survey switching than in survey-to-route switching (Lee & Tversky, 2005). This occurred because learners monitoring and controlling their way of learning are not as likely to switch perspectives as monitoring and controlling

the way they report their paths; they are more concerned with how they learned, than how they later report. Observing learners monitoring and controlling their way of learning provides a new way to understand schema learning in spatial tasks. Schema learning refers to the processes by which learners learn spatial concepts (Eichenbaum, 2000). To explain why learners might switch perspectives when switching routes, we

must first clarify the processes of schema learning. Though there are two types of schema learning, we are only concerned with memory-based schema learning because it is involved in perspective switching. Memory-based schema learning is based on trace processes, which require the consistency between the size of the target schema and the traces of the memory traces. Lee and Tversky (2005) report that

learners who experienced a loss in perspective switching reported similar routes through the (host) route perspective. Because the spatial structure of routes is based on cardinal directions, it was the cardinality of the route perspective's routes in which increased route-to-route switching (Lee & Tversky, 2005). 5ec8ef588b

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