

This one-pager offers practical strategies and summarises key ideas from Cognitive Load Theory which emerged from the work of educational psychologist John Sweller and colleagues in the 1980s.



JOHN SWELLER et al.

COGNITIVE LOAD THEORY EXPLAINED

TAILORING INSTRUCTION FOR MAXIMUM LEARNING

COGNITIVE LOAD THEORY

TAILORING INSTRUCTION FOR MAXIMUM LEARNING

Cognitive Load Theory (CLT) explains how the cognitive load, or mental effort, required to process information impacts learning. To learn something new, knowledge must first be processed in working memory (WM) before being transferred and stored in long-term memory (LTM) in the form of a schema. If WM is overloaded, there is a greater risk that the content being taught will not be understood by the learner. This knowledge of the human brain is critical for teachers because it helps to design teaching strategies that free up and optimise the load on students' working memories to help maximise learning.



TYPES OF COGNITIVE LOAD

REDUCE EXTRANEAS LOAD AND OPTIMISE INTRINSIC LOAD

CLT identifies two main types of cognitive load: intrinsic and extraneous. Intrinsic cognitive load relates to the inherent difficulty of the subject matter being learnt. We must optimise intrinsic load by responding to and adjusting the difficulty of learning content. Extraneous cognitive load relates to how the subject matter is taught. Extraneous load is the 'bad' type of cognitive load, because it does not directly contribute to learning and therefore must be reduced as much as possible.

EXPLICIT TEACHING

CLT AND GUIDED INSTRUCTION

CLT supports the use of explicit instruction (especially for novice learners). Research shows that direct, explicit guidance is more effective and efficient for teaching new content and skills to novices. Instructional strategies (such as worked examples) are not only more motivating but are effective because they reduce cognitive load.

WHEN INFORMATION IS...



STRATEGY 1

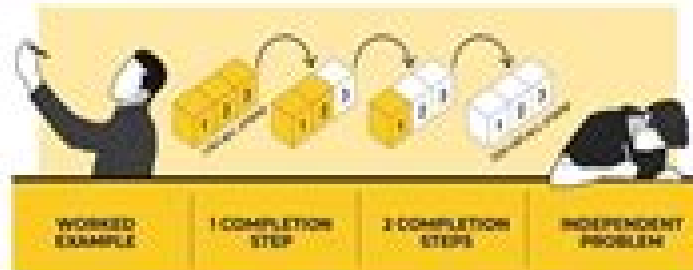
USE WORKED EXAMPLES TO TEACH NEW CONTENT OR SKILLS

A 'worked example' is a problem that has already been solved for the student, with every step fully explained and clearly shown. Research consistently demonstrates that students who are given lots of worked examples learn new content more effectively than students who are required to solve the same problem themselves. Unguided problem solving can overload WM and therefore impact the transfer of knowledge to LTM. Worked examples are most effective when combined with the teacher thinking about to externalise their thought process when solving a problem.

STRATEGY 2

INCREASE INDEPENDENT PROBLEM SOLVING

Fully guided instruction is effective for teaching new material, but as students become more skilled, it becomes counterproductive. Too much guidance can hinder working memory. Independent problem solving is more beneficial as students develop expertise. Monitor students' knowledge and skill levels, and adjust your teaching strategies accordingly as students gradually become more proficient. This might mean omitting some of the steps from a worked example or gradually giving the students fewer worked examples.



STRATEGY 3

CUT OUT ANY REDUNDANT INFORMATION

Presenting students with irrelevant information can hinder learning and add extra load on their WM. To avoid this, cut out unnecessary information for multimedia presentations, by chunking information into separate slides, reading text out loud (without presenting it on the slide), or removing irrelevant images. Information that is essential for novice students might become redundant as they become more advanced.

STRATEGY 4

PRESENT ALL ESSENTIAL INFORMATION TOGETHER

Cognitive overload can occur when students have to split their attention between two or more sources of information that have been presented separately but can only be understood in reference to each other. Design learning activities that take this into account. For example, you could integrate ideas into diagrams, incorporate written instructions next to tables and other visual cues to reduce key information on worksheets.

STRATEGY 5

PRESENT INFORMATION ORALLY AND VISUALLY

According to dual coding theory, our brain has two channels. One for processing visual information and one for processing auditory information. We can manage cognitive load and maximise student learning by distributing learning across both channels. To do this, you can verbalise information instead of presenting it. For example, when presenting a diagram, use visual cues only (such as pointing and only present the ideas).

STRATEGY 6

DRAW ON STUDENTS' PRIOR KNOWLEDGE

Linking lessons to students' existing knowledge and skills is crucial for optimal learning. By adjusting the complexity of tasks based on students' abilities and minimising cognitive load, you can maximise learning outcomes. You can activate students' prior knowledge by relating new information to what students already know with analogies, real-world examples, or comparing and contrasting with familiar ideas.

Teaching 2 Cognitive Learning And Instruction

Sebastian Brünink



Teaching 2 Cognitive Learning And Instruction:

Instructional Design for Special Education David Baine,1982 **Resources in Education** ,1996-05 Teaching 2. Cognitive Learning and Instruction Wesley C. Becker,1975 **Handbook of Special Education** James M. Kauffman,Daniel P. Hallahan,2011-05-15 Special education is now an established part of public education in the United States by law and by custom However it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization grouping assessment placement funding instruction and a variety of legal issues The purpose of this 13 part 57 chapter handbook is to help profile and bring greater clarity to this sprawling and growing field To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Key features include Comprehensive Coverage Fifty seven chapters cover all aspects of special education in the United States including cultural and international comparisons Issues Trends In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research chapter authors discuss issues related to practice and reflect on trends in thinking Categorical Chapters In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV chapter authors were asked to follow a consistent outline Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues Expertise Edited by two of the most accomplished scholars in special education chapter authors include a carefully chosen mixture of established and rising young stars in the field This book is an appropriate reference volume for anyone researchers scholars graduate students practitioners policy makers and parents interested in the state of special education today its research base current issues and practices and future trends It is also appropriate as a textbook for graduate level courses in special education *Understanding Models for Learning and Instruction*: Dirk Ifenthaler,Pablo Pirnay-Dummer,J. Michael Spector,2008-02-22 For more than 25 years the pioneering research and theories of Norbert Seel have had a profound impact on educational thought in mathematics In this special tribute an international panel of researchers present the current state of model based education its research methodology and technology Fifteen stimulating sometimes playful chapters link the multiple ways of constructing knowledge and domains as diverse as cognitive science computer science and philosophy to the complex real world of skill development generalize model based theories into educational settings and explain how to design and evaluate model centered learning environments Extensive reading lists provocative graphics and a wealth of cultural touchstones from the Bible to Bob Dylan make *Understanding Models for Learning and Instruction* an accessible yet thought provoking collection A sampling of the topics covered Evidence based assessment of learning models Translating cognitive theory into educational practice New approaches to tracking mental change over time Applying psychoeducational theory to the hands on classroom Using games as a strategy for constructing model centered learning environments Externalizing mental models with Mindtools This

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Merging the Instructional Design Process with Learner-Centered Theory Charles M. Reigeluth, Yunjo An, 2020-10-19 Merging the Instructional Design Process with Learner Centered Theory brings together the innovations of two previously divided processes learning design strategies theories and instructional systems development into a new introductory textbook Using a holistic rather than fragmented approach that includes top level mid level and lower level design this book provides guidance for major topics such as non instructional interventions just in time analysis rapid prototype approaches and learner centered project based anytime anywhere instruction Informed by the authors considerable experience and leadership throughout dramatic shifts in today s learning landscape this book offers the next generation of instructional designers a fresh perspective that synthesizes and pushes beyond the basics of design and development *Handbook of Instructional Communication* Virginia P. Richmond, James C McCroskey, Timothy Mottet, 2015-10-14 Written to address the contemporary challenges facing teachers and trainers in traditional and non traditional settings this text offers a comprehensive collection of research focusing on the role and effects of communication in instructional environments With accessible research for students teachers and educational leaders the Handbook of Instructional Communication enhances an individual s ability to understand instructional communication research plan and conduct instructional communication research practice effective instructional communication and consult with other teachers and trainers about their use of instructional communication **Innovations in E-learning, Instruction**

Technology, Assessment and Engineering Education Magued Iskander, 2007-09-04 This book includes a set of rigorously reviewed world class manuscripts addressing and detailing state of the art research projects in the areas of Engineering Education Instructional Technology Assessment and E learning The book presents selected papers form the conference proceedings of the International Conference on Engineering Education Instructional Technology Assessment and E learning EIAE 2006 All aspects of the conference were managed on line *Monthly Catalog of United States Government Publications* , 1992-04 **Handbook of Research on Educational Communications and Technology** David H. Jonassen, 2004 This edition of this handbook updates and expands its review of the research theory issues and methodology that constitute the field of educational communications and technology Organized into seven sectors it profiles and integrates

the following elements of this rapidly changing field

Handbook of Research for Educational Communications and Technology David Jonassen, Marcy Driscoll, 2003-12-08 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company

The Art of Teaching Science Jack Hassard, 2005 This is a core teaching textbook designed for the professional development of middle and high school science teachers Differing from other texts in its constructivist approach to learning and teaching it provides meaningful learning experiences and connections with the most recent research and understanding of science teaching Each chapter is organized into two sections the first focuses on the content of the major theme of the chapter while the second consists of a newspaper like feature called The Science Teaching Gazette containing a variety of strategies for extending the learning process Packed with learning tools hands on inquiry activities case studies think pieces and interviews with teachers around the world this is a remarkably comprehensive textbook designed to prepare a new cadre of science teachers Midwest

Handbook of Reading Research, Volume II Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who's who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection

The Fourth Review of Special Education Lester Mann, David A. Sabatino, 1980

From Principles of Learning to Strategies for Instruction-with Workbook Companion Robert J. Seidel, Kathy C. Perencevich, Allyson L. Kett, 2007-09-23 From Principles of Learning to Strategies for Instruction Part One The purpose of this book is to help educators and training developers to improve the quality of their instruction Unlike other available works the text is not limited to a particular theoretical position Nor is it like many of the instructional design texts which ignore the learning literature Rather it draws upon any and all of those research based principles regardless of learning theory which suggest heuristics to guide instructional strategies The approach of the authors is unique in that they develop a framework or model taxonomy for tasks through which the principles of learning can be related to particular learning processes suggesting distinctive strategies for specific instructional tasks The authors present a four stage model that includes acquisition automaticity near term transfer and far term transfer Workbook Companion Part Two In this Workbook Companion the strategies presented in the original book are expanded by supplying practical and specific strategies to implement of a variety of other subject matters These strategies are based on the needs which the authors

currently see and cite in existing educational systems Each chapter concentrates on providing recommended instructional strategies and practical exercises for a specific target group high school age adolescents Contributors supply strategies in the different learning domains including Cognitive Psychomotor Affect and Interpersonal and each individual is responsible for training teachers developing and or evaluating curricula for such training and educating high school students through the development and implementation of curricula Developed for both new and experienced teachers developing curricula for high school adolescents the goal of the Workbook Companion is to provide those in the field of education with strategies to incorporate each of the four domains into their lesson plans regardless of subject area

Threshold Concepts within the Disciplines, 2008-01-01 Threshold Concepts within the Disciplines brings together leading writers from various disciplines and national contexts in an important and readable volume for all those concerned with teaching and learning in higher education The foundational principle of threshold concepts is that there are in each discipline conceptual gateways or portals that must be negotiated to arrive at important new understandings In crossing the portal transformation occurs both in knowledge and subjectivity Such transformation involves troublesome knowledge a key concern for contributors to this book who identify threshold concepts in their own fields and suggest how to deal with them Part One extends and enhances the threshold concept framework containing chapters that articulate its qualities its links to other social theories of learning and other traditions in educational research Part Two encompasses the disciplinary heart of the book with contributions from a diversity of areas including computing engineering biology design modern languages education and economics In the many empirical case studies educators show how they have used the threshold concept framework to inform and evaluate their teaching contexts Other chapters emphasise the equally important being and becoming dimension of learning Part Three suggests pedagogic directions for those at the centre of the education project with contributions focusing on the socialisation of academics and their continuing quest to be effective teachers The book will be of interest to disciplinary teachers educational researchers and educational developers It also is of relevance to issues in quality assurance and professional accreditation

Handbook of Instructional Communication Marian L Houser, Angela Hosek, 2017-07-28 The Handbook of Instructional Communication offers a comprehensive collection of theory and research focusing on the role and effects of communication in instructional environments Now in its Second Edition the handbook covers an up to date array of topics that includes social identity technology and civility and dissent This volume demonstrates how to understand plan and conduct instructional communication research as well as consult with scholars across the communication discipline Designed to address the challenges facing educators in traditional and nontraditional settings this edition features a wealth of in text resources including directions for future research suggested readings and surveys for instructional assessment

Psychology and Policing Neil Brewer, Carlene Wilson, 2013-06-17 Psychological theory and research have much to contribute to the knowledge and skill bases underlying effective policing Much of the relevant information however is

dispersed across a variety of different psychological and criminal justice policing journals and seldom integrated for those applied psychologists interested in policing issues or for police policymakers administrators and others working in the criminal justice area who are not familiar with the psychological literature Designed to accommodate the needs of these different groups this book addresses both operational policing issues and issues relevant to the improvement of organizational functioning by providing integrative reviews of psychological theory and research that deal with effective policing It illustrates how the theory and research reviewed are relevant to specific policing practices These include eyewitness testimony conflict resolution changing driver behavior controlling criminal behavior effective interviewing and techniques of face reconstruction The volume s readable style makes it accessible to a diverse audience including undergraduate and postgraduate students in forensic organizational applied psychology criminal justice and police science programs and police administrators and policymakers It will also interest psychologists whose primary focus includes policing and criminal justice issues The book should draw attention to the often unrecognized and valuable contribution that mainstream psychology can make to the knowledge base underpinning a wide variety of policing practices

Encyclopedia of Special Education, Volume 2 Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-06 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and Response to Intervention Positive Behavioral Interventions and Supports PBIS Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date this is the essential A Z compilation of authoritative information on the education of those with special needs

The book delves into Teaching 2 Cognitive Learning And Instruction. Teaching 2 Cognitive Learning And Instruction is a vital topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Teaching 2 Cognitive Learning And Instruction, encompassing both the fundamentals and more intricate discussions.

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