

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

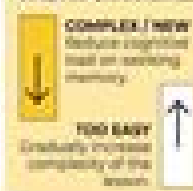
CLT identifies two main types of cognitive load: intrinsic and extraneous. Intrinsic cognitive load relates to the inherent difficulty of the subject matter being learnt. We must optimise intrinsic load by responding to and adjusting the difficulty of learning content. Extraneous cognitive load relates 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

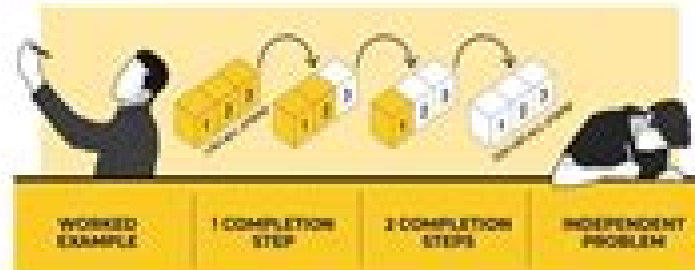
USE WORKED EXAMPLES TO TEACH NEW CONTENT OR SKILLS

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 redundant 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 reduce 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

James M. Kauffman, Daniel P. Hallahan



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 **Handbook of Behavior Modification with the Mentally Retarded** J. L. Matson,2013-03-14 Mental retardation has probably existed for as long as mankind has inhabited the earth References to seemingly retarded persons appear in Greek and Roman literature Examination of Egyptian mummies suggests that some may have suffered from diseases associated with mental retardation Mohammed advocated feeding and housing those without reason There is other evidence for favorable attitudes toward the retarded in early history but attitudes var ied from age to age and from country to country The concept of remediation did not emerge until the nineteenth century Earlier in 1798 ltard published an account of his attempt to train the wild boy of Aveyron A rash of efforts to habilitate retarded persons followed Training schools were developed in Europe and the United States in the 1800s however these early schools did not fulfill their promise and by the end of the nineteenth century large inhumane warehouses for retarded persons existed The notion of habilitation through training had largely been abandoned and was not to reappear until after World War II *Supervision for Today's Schools* George E. Pawlas,Peter F. Oliva,2007-06-29 Specifically designed for the introductory course this text provides an overview of the field of instructional supervision Acquaints

students with not only the authors views on supervision but with those of other specialists in the field placing heavy emphasis on practice and the supervisor s responsibilities as an instructional leader Continues to stress that the relationship between the supervisor and teacher is built on trust and that the overall goal is to improve student achievement through better instruction

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 synthesis of latest innovations and fresh perspectives on classic constructs makes Understanding Models for Learning and Instruction cutting edge reading for the researchers and educators in mathematics instruction building the next generation of educational models

The 1992 Agenda for the National Center for Research in Vocational Education ,1992

Instructional Models for Physical Education Michael Metzler,Gavin T. Colquitt,2021-05-30 No single instructional method can meet all of the student learning needs expressed in the SHAPE America National Standards for Physical Education This new edition provides pedagogical knowledge and resources that support physical education teachers selection and use of instructional models and gives physical educators a plan for incorporating these models into their teaching Presented in two sections Instructional Models for Physical Education 4E first presents the rationale pedagogical knowledge and selection processes for Model Based Instruction MBI MBI is the commitment to use one instructional plan throughout a unit of instruction The second section provides pedagogical knowledge for the selection implementation and assessment of instructional models used in P 12 physical education This edition has been updated to be in alignment with the SHAPE America National Standards for Physical Education It includes new sections on differentiated instruction and practical applications A companion website contains additional examples and information for each model The book includes everything the reader needs for planning implementing and assessing when teaching with instructional models It helps readers incorporate research based practices in their lessons adapt activities and teach to standards This text can be used as the stand alone text for courses on physical education teaching methods at the

undergraduate and graduate levels **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 from 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

Integrated and Holistic Perspectives on Learning, Instruction and Technology J.M. Spector, T.M. Anderson, 2005-12-17 One outcome of recent progress in educational technology is strong interest in providing effective support for learning in complex and ill structured domains We know how to use technology to promote understanding in simpler domains e g orientation information procedures with minimal branching etc but we are less sure how to use technology to support understanding in more complex domains e g managing limited resources understanding environmental impacts etc Such domains are increasingly significant for society Technology e g collaborative tele learning digital repositories interactive simulations etc can provide conceptually and functionally rich domains for learning However this introduces the problem of determining what works in which circumstances and why Research and development on these matters is reflected in this collection of papers This research suggests a need to rethink foundational issues in educational philosophy and learning technology One major theme connecting these papers is the need to address learning in the large from a more holistic perspective A second theme concerns the need to take learners where and as they are integrating technology into effective learning places Significant and systematic progress in learning support for complex domains demands further attention to these important issues **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 *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 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 Library of Congress Catalogs Library of Congress,1977 **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 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 **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

Learning and Instruction Erik de Corte,1987

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