

Cognitive load theory

making it work with instructional design

Cognitive load theory (CLT) highlights how our brains handle information, offering instructional designers valuable strategies to create engaging, effective courses. With today's information overload, understanding our brain's limits is essential to avoid learner frustration.



The three types of cognitive load theory



Intrinsic load

This refers to the complexity inherent to the task or content itself. Some concepts are just complex - there's no "low-wash load" to make quantum physics simple.

Germane load

This is the mental effort of organizing and integrating new information. This is where the real learning happens.

Extraneous load

The mental equivalent of background noise - poor instructional design, distractions, or irrelevant information that gets in the way.

Tips to apply cognitive load theory



Chunk content

Breaking down information into smaller "chunks" can make complex topics more manageable. Take project management for instance. - Instead of dumping the entire methodology in one go, serve it up in defined portions: planning, execution, and review.



Embrace the power of less

Those fancy animations and decorative images? Unless they're pulling their weight in exploring concepts, show them the door. Remember: every unnecessary element is like a mental tax on your learner's attention.



Use scaffolding techniques

Start with plenty of support, then slowly ease off as learners find their balance. Begin with guided practice, transition to collaborative work, and finally let them fly solo. It's like teaching someone to ride a bike - you don't just push them down a hill and hope for the best.



Show, don't just tell

Worked examples are your secret weapon against confusion. Instead of throwing learners into the deep end, walk them through solutions step-by-step, and then let them practice similar scenarios. Seeing is believing (and understanding).



Design with the eyes in mind

Your layout shouldn't look like a game of "where's wally?" Use white space to create a clean look and align text with relevant visuals to avoid "split attention" (Sweller, Ayres, & Kalyuga, 2016).

A Cognitive Approach To Instructional Design For

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A Cognitive Approach To Instructional Design For:

4C-ID Model and Cognitive Approaches to Instructional Design and Technology: Emerging Research and Opportunities de Miranda, Guilhermina Maria Lobato Ferreira, Rafael, Manuel Joaquim Henriques, Melo, Mário Marcelino Luis de, Costa Pardal, Joana Martinho de Almeida, Pontes, Thiago Bessa, 2020-12-18 There has been an evolution of the explanations on the results of research on human learning and how digital technologies have supported the design of more efficient learning environments Previous theories such as Richard Mayer's cognitive theory of multimedia learning and John Sweller's cognitive load theory have gained significant attention and remain the two main theories within the multimedia learning field However there has not yet been a book compiled of several investigations on the specific 4C ID model that covers different domains of knowledge The 4C ID model combines the two main theories of Richard Mayer and John Sweller to advance the field of learning and instruction 4C ID Model and Cognitive Approaches to Instructional Design and Technology Emerging Research and Opportunities explores the behavioral and constructivist approaches to learning and instruction and focuses mainly on the particular cognitive approach and resulting theories and insights of the 4C ID model The chapters present the results of three experimental studies applied to the teaching of electrical circuits initiation to computer programming using the Alice microworld and computer programming using Python textual language This book is a valuable resource tool for computer programmers computer scientists teachers educational psychologists practitioners researchers academicians and students interested in the various approaches to learning and instruction in terms of the 4C ID instructional model *Handbook of Improving Performance in the Workplace, Instructional Design and Training Delivery* Kenneth H. Silber, Wellesley R. Foshay, 2009-11-19 With the contributions from leading national and international scholars and practitioners this volume provides a state of the art look at ID addressing the major changes that have occurred in nearly every aspect of ID in the past decade and provides both theory and how to information for ID and performance improvement practitioners practitioners who must stay current in their field This volume goes beyond other ID references in its approach it is useful to students and practitioners at all levels it is grounded in the most current research and theory and it provides up to the minute coverage of topics not found in any other ID book It addresses timely topics such as cognitive task analysis instructional strategies based on cognitive research data collection methods games higher order problem solving and expertise psychomotor learning project management partnering with clients and managing a training function It also provides a new way of looking at what ID is and the most comprehensive history of ID ever published Sponsored by International Society for Performance Improvement ISPI the Handbook of Improving Performance in the Workplace three volume reference covers three core areas of interest including Instructional Design and Training Delivery Selecting and Implementing Performance Interventions and Measurement and Evaluation **Learning Science for Instructional Designers** Clark N. Quinn, 2021-04-13 Ensure Your Instructional Design Stands Up to Learning Science Learning science is a

professional imperative for instructional designers In fact instructional design is applied learning science To create effective learning experiences that engage we need to know how learning works and what facilitates and hinders it We need to track the underlying research and articulate how our designs reflect what is known Otherwise how can we claim to be scrutable in our approaches Learning Science for Instructional Designers From Cognition to Application distills the current scope of learning science into an easy to read primer Good instructional design makes learning as simple as possible by removing distractions minimizing the cognitive load and chunking necessary information into digestible bits But our aim must go beyond enabling learners to recite facts to empowering them to make better decisions decisions about what to do when and how This book prepares you to design learning experiences that ensure retention over time and transfer to the appropriate situations Gain insights into Providing spaced practice and reflection Tapping into motivation and challenge to build learner confidence Using performance support tools social learning and humor appropriately Prompts at the end of each chapter will spark your thinking about how to use these concepts and more in your daily work Written by Clark N Quinn author of Millennials Goldfish Other Training Misconceptions Debunking Learning Myths and Superstitions this book is perfect for anyone who strives for their instruction to stand up to learning science

Handbook of Research on Managing and Designing Online Courses in Synchronous and Asynchronous Environments Durak, Gürhan,Çankaya,

Serkan,2021-12-17 In order to be successful online learning should be planned systematically It can be said that offering distance education courses without preparation and knowledge about the theoretical background can cause drawbacks While distance education has become widespread and popular it is observed that there could be problems in its application Such problems can include technical problems inability to meet the learning needs at the learners own speeds lack of communication among learners and between learners and teachers and lack of quality materials appropriate for online learning or the inclusion of materials used in traditional methods directly into online learning For successful online courses these critical aspects of distance education are important and they should be taken into account by the institutions and the instructors offering online courses The Handbook of Research on Managing and Designing Online Courses in Synchronous and Asynchronous Environments provides up to date knowledge and experiences regarding technologies processes and environments for online course design in distance education systems and covers topics related to the aspects of successful distance education systems with a focus on teaching and learning in online environments Focusing on topics such as instructional design and integrated systems it is an ideal guide for online course designers instructional designers curricula developers administrators educators researchers trainers and students *Motivation, Volition, and Engagement in Online Distance Learning* Ucar, Hasan,Kumtepe, Alper Tolga,2021-06-25 Motivation is an important factor in and for all education levels However as learners in online distance education milieus are away from both teachers other learners and the learning environments physically this concept becomes more important for online education Motivating learners in distance education

and keeping their motivation alive throughout the learning process is an issue that should be emphasized and taken care of for teachers and instructional designers. At this point, although there are many approaches, models, and theories regarding enhancing and sustaining motivation and engagement in the education processes, it is seen that there is not enough work on effective and efficient strategies that can be applied in online distance learning environments. Motivation, Volition, and Engagement in Online Distance Learning evaluates motivational obstacles in online distance education, both theoretically and practically, identifies the strengths and weaknesses of the online education environments regarding motivation, and provides actionable motivational and volitional strategies for online educators. This book offers coverage of topics such as learning theories, motivation research, and synchronous online learning environments, making it a valuable resource for researchers, professionals, decision makers, institutions in all education levels, academicians, pre-service teachers, and most importantly, online educators from various disciplines and learners from all educational landscapes.

Instructional Design: Case Studies in Communities of Practice Keppell, Michael J., 2007-03-31. Instructional designers hold the responsibility of selecting, sequencing, synthesizing, and summarizing unfamiliar content to subject matter experts. To successfully achieve legitimate participation in communities of practice, instructional designers need to utilize a number of communication strategies to optimize the interaction with the subject matter expert. *Instructional Design Case Studies in Communities of Practice* documents real-world experiences of instructional designers and staff developers who work in communities of practice. *Instructional Design Case Studies in Communities of Practice* explains the strategies and heuristics used by instructional designers when working in different settings, articulates the sophistication of communication strategies when working with subject matter experts, and provides insight into the range of knowledge, skills, and personal characteristics required to complete the tasks expected of them.

The Evolution of American Educational Technology Paul Saettler, 2004-09-30. This book traces the theoretical and methodological foundations of American educational technology, focusing on the historical process rather than devices or media. It emphasizes the importance of past heritage in current practices and provides a selective survey of research relevant to American public schools.

The ASTD Handbook of Instructional Technology American Society for Training and Development, 1993. This handbook aims to provide trainers and managers with the information they need to select the most effective instructive technology for their training and development needs. It provides a practitioner's view of each area of instructional technology, analyzing the job and task, analyzing performance, designing instruction, identifying, selecting, and training instructors, and evaluating programs. Readers will find hundreds of basic techniques, valuable hints, checklists, graphic illustrations, and practical real-life examples to help them deal with the myriad of choices available and maximize training effectiveness.

Journal of Computer-based Instruction, 1984.

The Theoretical and Conceptual Bases of Instructional Design Rita Richey, 1986. *Journal of Education for Library and Information Science*, 1990.

Designing Effective Instruction Gary R. Morrison, Steven M. Ross, Jerrold E. Kemp, 2007. This valuable resource

provides instructional designers with the guidance they need to meet the challenge of creating effective and efficient instruction. Maintaining a careful balance between theory and application, the Fourth Edition presents a practical, easy-to-follow approach to instructional design that can be applied to K-12 classrooms, higher education, distance education, and business programs. The authors incorporate behavioral and cognitive approaches into their model so that readers can reap the benefits of both.

Designing Effective Instruction Jerrold E. Kemp, 1998-01-15. With an emphasis on practical application, this book presents future educators with an instructional design model applicable to a number of situations that can mature with the instructional designer. Cognitive and behavioral approaches have been incorporated in a ten-element model so readers can reap the benefits of both.

The Design of Instruction and Evaluation Mitchell Rabinowitz, Fran C. Blumberg, Howard T. Everson, 2004-09-22. This book is about empirically tested knowledge and principles that inform the design of instructional and evaluation systems and the use and promise of media and technology within such systems. Historically, psychology has informed the design of instructional and evaluation systems in different ways. A behavioral perspective emphasizes the role of the environment in determining behavior, a factor external to the learner. A cognitive perspective focuses on the role of cognitive processing and constraints in determining learning factors that are internal to the learner. This volume presents the affordances approach, which addresses how the environment and the affordances within it interact with cognitive processes to determine learning. Insights into this interaction are presented. It is the book's contention that the affordance approach represents an advancement over the behavioral and cognitive perspectives; it is an evolution within the cognitive approach, not an alternative to it.

The Design of Instruction and Evaluation: Affordances of Using Media and Technology is intended for education practitioners responsible for the implementation of media and technology in classrooms, for researchers and faculty, and for use as a text in courses on media and technology use in educational settings, instructional design, and psychology of learning.

Instructional Media and the New Technologies of Instruction Robert Heinich, Michael Molenda, James D. Russell, 1993. Grade level 1 2 3 4 5 6 7 8 9 10 11 12 e i s t.

Instructional Design R. Neal Shambaugh, Susan Magliaro, 2006. This book guides students through the Instructional Design process using a systematic approach to developing instruction through a cycle of teaching questions familiar to teachers. This text is meant for pre-service and in-service teachers and presents Instructional Design as a systematic tool to help teachers make clear teaching decisions in terms of learning outcomes, assessment, teaching, and technology, and to reflect on these decisions. Teachers using this text will actively design units of instruction in an organized fashion, aided by structured tasks. Design Activities, numerous examples, and sample lesson plans. This text includes coverage of key topics such as designing instruction for classes that include exceptional students, diverse populations, and increased use of technology. Specific discussion of Needs Assessment and Program Evaluation in a way that makes sense for teachers is also included.

Instructional Design Charles K. West, James A. Farmer, Phillip M. Wolff, 1991. This guide to the teaching of design presents ways in which recent and

established aspects of cognitive science can be utilized by teachers Teaching and learning aids as well as exercises are included The book can be used across a wide age range and with any size of group **Proceedings of Selected Research Paper Presentations at the ... Convention of the Association for Educational Communications and Technology** Association for Educational Communications and Technology. Convention,1988 Designing Instruction for the Adult Learner Rita Richey,1992 *Instructional Design for Libraries* Sybilla Avery Cook,1986

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