

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



Germane load

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

Intrinsic load

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

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

**Mitchell Rabinowitz, Fran C.
Blumberg, Howard T. Everson**

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 or 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, 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 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

Cognitive Load Factors in Instructional Design for Advanced Learners Slava Kalyuga, 2009 The empirical evidence described in this book indicates that instructional designs and procedures that are cognitively optimal for less knowledgeable learners may not be optimal for more advanced learners Instructional designers or instructors need to evaluate accurately the learner levels of expertise to design or select optimal instructional procedures and formats Frequently learners need to be assessed in real time during an instructional session in order to adjust the design of further instruction appropriately Traditional testing procedures may not be suitable for this purpose The following chapters describe a cognitive load approach to the development of rapid schema based tests of learner expertise The proposed methods of cognitive diagnosis will be based on contemporary knowledge of human cognitive architecture and will be further used as means of optimising cognitive load in learner tailored computer based learning environments

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

Instructional Guidance Slava Kalyuga, 2015-05-13 This book explores cognitive load theory in instructional design aiming to reduce cognitive overload by providing appropriate information It balances direct instruction and inquiry learning applying human cognitive architecture

to develop an integrated approach **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

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web forwarders cargo receipt 1 the word customer shall include the person or entity entering into a contract for ocean freight forwarding services or any related credit brokerage commission or other agreement service agreement with apl logistics ltd or any affiliated entity acting on its behalf apl

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web a freight forwarder s receipt fcr is also known as forwarder s cargo receipt or forwarder s certificate it is a receipt or a document that the freight forwarder issues to the shipper sellers use this receipt to confirm to the buyer and his bank that they have delivered the goods

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web a forwarder s certificate of receipt comes from a freight forwarder or an agent to the shipper it validates that the cargo has been received for shipping and ascertains the completion of the relevant documentation it is important to

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web aug 7 2006 2 6 sq or its ogha will not be printing and issuing the physical cargo receipt to the forwarder at cargo acceptance forwarders however may choose to print a copy via the ccnhub web portal the contents of the cargo receipt are constructed based on data extracted from the fsu rcs and fwb message see sample a for cargo receipt

fcr document forwarder s certificate of receipt shiphub - May 11 2023

web a forwarder is a person or a legal entity dealing with organizing cargo shipping and related issues depending on the

needs they are responsible for sending and receiving cargo and sometimes for related actions such as unloading loading and packing when is the fcr document needed

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web is issued in one original by a freight forwarder to the consignor seller confirms receipt of the goods in apparent good condition constitutes an irrevocable commitment by the freight forwarder to either transport the goods in a specified manner or to act on instructions given by the consignee buyer

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web a forwarder s cargo receipt fcr is a document used in international freight forwarding that confirms the receipt of cargo by the freight forwarder from the shipper it is a legally binding document that states the terms and conditions of the agreement between the shipper and the forwarder

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