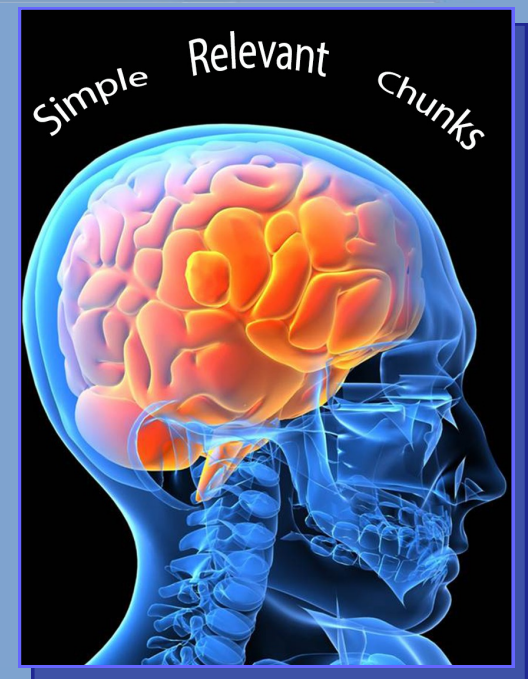
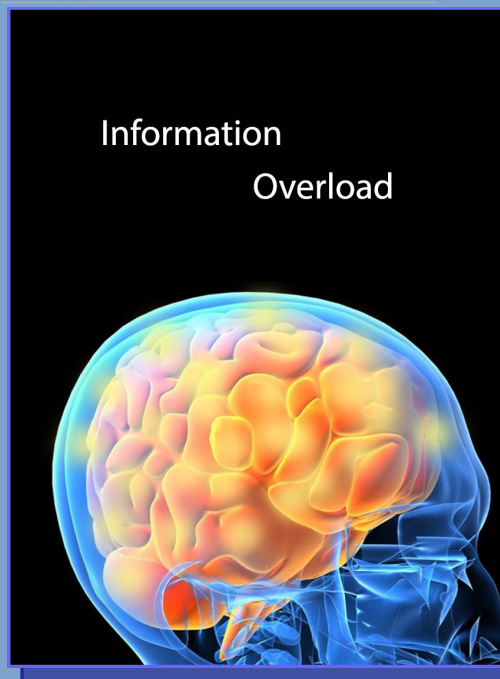


Cognitive LOAD

Section 1

Cognitive Load Theory (CLT) is an instructional theory maintaining our working memory is limited with the amount of information it can hold.

7
give or take
2



Section 2

When working memory is required to process too much information it leads to poor comprehension which obstructs learning.



Chunking content prevents information overload. Use modules to chunk content in a way that makes sense to the learners.



Take breaks doing a relevant activity to help them process what they learned. Make it fun to keep them interested.



Keep content focused and do not provide information that is beyond the learning goal.

Section 3

There are two things instructional designers can focus on to free working memory capacity: helping learners construct schemas and helping them automate schemas. Effective instructional design can help people combine elements of lower level schemas into higher-level schemas. This is how someone achieves expertise. When multiple elements of information are chunked as single elements, there is more working memory capacity available for solving problems and processing information.

Section 4

