

COGNITIVE LOAD THEORY

UNDERSTANDING COGNITIVE LOAD THEORY: OPTIMIZING LEARNING AND PERFORMANCE

COGNITIVE LOAD THEORY PROVIDES A POWERFUL FRAMEWORK FOR UNDERSTANDING HOW OUR WORKING MEMORY FUNCTIONS AND HOW TO DESIGN INSTRUCTION AND ENVIRONMENTS THAT OPTIMIZE LEARNING AND PERFORMANCE. BY RECOGNIZING THE LIMITATIONS OF HUMAN WORKING MEMORY, EDUCATORS AND DESIGNERS CAN CREATE EXPERIENCES THAT ARE MORE EFFECTIVE, EFFICIENT, AND LESS FRUSTRATING. THIS ARTICLE WILL DELVE INTO THE CORE PRINCIPLES OF COGNITIVE LOAD THEORY, EXPLORING ITS DIFFERENT TYPES, PRACTICAL APPLICATIONS IN INSTRUCTIONAL DESIGN, AND STRATEGIES FOR MANAGING EXTRANEOUS LOAD. WE WILL EXAMINE HOW UNDERSTANDING THESE ELEMENTS CAN LEAD TO BETTER COMPREHENSION, IMPROVED RETENTION, AND ENHANCED PROBLEM-SOLVING SKILLS ACROSS VARIOUS DOMAINS.

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WHAT IS COGNITIVE LOAD THEORY?

COGNITIVE LOAD THEORY, FIRST PROPOSED BY JOHN SWELLER IN THE LATE 1980s, IS A LEARNING THEORY THAT DESCRIBES THE LIMITATIONS OF OUR WORKING MEMORY WHEN PROCESSING NEW INFORMATION. WORKING MEMORY IS THE COGNITIVE SYSTEM RESPONSIBLE FOR TEMPORARILY HOLDING AND MANIPULATING INFORMATION, AND IT HAS A FINITE CAPACITY AND DURATION. WHEN THE AMOUNT OF INFORMATION OR THE COMPLEXITY OF THE TASK EXCEEDS THIS CAPACITY, OVERLOAD OCCURS, HINDERING LEARNING AND PERFORMANCE. COGNITIVE LOAD THEORY SUGGESTS THAT INSTRUCTIONAL DESIGN SHOULD AIM TO MINIMIZE THE LOAD ON WORKING MEMORY THAT IS NOT DIRECTLY RELATED TO LEARNING THE CORE MATERIAL.

THE THEORY POSITS THAT EFFECTIVE LEARNING OCCURS WHEN THE INSTRUCTIONAL DESIGN ALIGNS WITH THE COGNITIVE ARCHITECTURE OF THE LEARNER. BY UNDERSTANDING THESE CONSTRAINTS, EDUCATORS CAN CRAFT LEARNING MATERIALS AND EXPERIENCES THAT PRESENT INFORMATION IN A WAY THAT IS EASILY PROCESSED AND INTEGRATED INTO LONG-TERM MEMORY. THIS APPROACH IS CRUCIAL FOR ENSURING THAT LEARNERS CAN EFFECTIVELY ACQUIRE NEW KNOWLEDGE AND SKILLS WITHOUT BECOMING OVERWHELMED.

THE THREE TYPES OF COGNITIVE LOAD

COGNITIVE LOAD THEORY DISTINGUISHES BETWEEN THREE DISTINCT TYPES OF COGNITIVE LOAD THAT INFLUENCE A LEARNER'S EXPERIENCE: INTRINSIC, EXTRANEOUS, AND GERMANE. EACH TYPE PLAYS A DIFFERENT ROLE IN THE LEARNING PROCESS, AND UNDERSTANDING THEIR INTERPLAY IS KEY TO EFFECTIVE INSTRUCTIONAL DESIGN. THE TOTAL COGNITIVE LOAD EXPERIENCED BY A LEARNER IS THE SUM OF THESE THREE COMPONENTS.

INTRINSIC COGNITIVE LOAD

INTRINSIC COGNITIVE LOAD IS INHERENT TO THE MATERIAL BEING LEARNED AND IS DETERMINED BY THE COMPLEXITY OF THE TOPIC AND THE NUMBER OF INTERACTING ELEMENTS THAT MUST BE PROCESSED SIMULTANEOUSLY. FOR EXAMPLE, LEARNING BASIC ADDITION HAS A LOWER INTRINSIC COGNITIVE LOAD THAN UNDERSTANDING CALCULUS. THIS TYPE OF LOAD CANNOT BE REDUCED THROUGH INSTRUCTIONAL DESIGN ALONE; IT IS A FUNCTION OF THE NATURE OF THE SUBJECT MATTER ITSELF. HOWEVER, THE WAY INFORMATION IS PRESENTED CAN INFLUENCE HOW EASILY A LEARNER CAN MANAGE THIS INHERENT COMPLEXITY.

FACTORS THAT CONTRIBUTE TO INTRINSIC LOAD INCLUDE THE NUMBER OF CONCEPTS TO BE UNDERSTOOD, THE INTERDEPENDENCE OF THESE CONCEPTS, AND THE PRIOR KNOWLEDGE OF THE LEARNER. WHILE HIGH INTRINSIC LOAD CAN BE CHALLENGING, IT IS ESSENTIAL FOR UNDERSTANDING COMPLEX SUBJECTS. THE GOAL IS NOT TO ELIMINATE INTRINSIC LOAD BUT TO MANAGE IT EFFECTIVELY BY BREAKING DOWN COMPLEX TOPICS INTO SMALLER, MANAGEABLE CHUNKS AND ENSURING LEARNERS HAVE THE NECESSARY PREREQUISITE KNOWLEDGE.

EXTRANEOUS COGNITIVE LOAD

EXTRANEOUS COGNITIVE LOAD, ALSO KNOWN AS INEFFECTIVE OR IRRELEVANT LOAD, IS IMPOSED BY THE WAY INFORMATION IS PRESENTED AND THE DESIGN OF THE LEARNING MATERIALS. THIS TYPE OF LOAD DOES NOT CONTRIBUTE TO LEARNING AND CAN ACTIVELY HINDER IT. POORLY DESIGNED INSTRUCTIONS, UNNECESSARY JARGON, DISTRACTING VISUALS, AND POORLY ORGANIZED CONTENT ALL CONTRIBUTE TO EXTRANEOUS LOAD. THE AIM OF INSTRUCTIONAL DESIGN, ACCORDING TO COGNITIVE LOAD THEORY, IS TO MINIMIZE THIS TYPE OF LOAD AS MUCH AS POSSIBLE.

FOR INSTANCE, A POORLY FORMATTED TEXTBOOK WITH DENSE PARAGRAPHS AND IRRELEVANT DIAGRAMS INCREASES EXTRANEOUS LOAD. SIMILARLY, A WEBSITE WITH CONFUSING NAVIGATION AND POP-UP ADS CREATES UNNECESSARY COGNITIVE EFFORT. BY REMOVING OR REDUCING THESE NON-ESSENTIAL ELEMENTS, LEARNERS CAN DEDICATE MORE OF THEIR WORKING MEMORY CAPACITY TO PROCESSING THE CORE LEARNING MATERIAL.

GERMANE COGNITIVE LOAD

GERMANE COGNITIVE LOAD, OFTEN REFERRED TO AS RELEVANT OR EFFECTIVE LOAD, IS THE MENTAL EFFORT DIRECTLY INVOLVED IN PROCESSING INFORMATION, CONSTRUCTING MENTAL MODELS, AND INTEGRATING NEW KNOWLEDGE WITH EXISTING SCHEMAS. THIS IS THE TYPE OF COGNITIVE LOAD THAT IS BENEFICIAL FOR LEARNING AND SHOULD BE ENCOURAGED. IT REPRESENTS THE DEEP PROCESSING AND UNDERSTANDING OF THE MATERIAL THAT LEADS TO LONG-TERM RETENTION AND THE ABILITY TO APPLY KNOWLEDGE IN NEW CONTEXTS.

ACTIVITIES THAT PROMOTE GERMANE LOAD INCLUDE MAKING CONNECTIONS BETWEEN DIFFERENT PIECES OF INFORMATION, REFLECTING ON THE MATERIAL, AND PROBLEM-SOLVING. INSTRUCTIONAL DESIGNERS CAN FOSTER GERMANE LOAD BY INCORPORATING ACTIVITIES THAT ENCOURAGE LEARNERS TO ACTIVELY ENGAGE WITH THE CONTENT AND BUILD ROBUST MENTAL REPRESENTATIONS. THIS MIGHT INVOLVE PROMPTS FOR SELF-EXPLANATION, COMPARATIVE ANALYSIS TASKS, OR OPPORTUNITIES FOR SYNTHESIS.

THE IMPORTANCE OF MANAGING COGNITIVE LOAD

EFFECTIVELY MANAGING COGNITIVE LOAD IS PARAMOUNT FOR SUCCESSFUL LEARNING AND PERFORMANCE. WHEN WORKING MEMORY IS OVERLOADED, LEARNERS CAN EXPERIENCE FRUSTRATION, REDUCED COMPREHENSION, AND A DECREASE IN THEIR ABILITY TO SOLVE PROBLEMS. THIS CAN LEAD TO DISENGAGEMENT, DEMOTIVATION, AND ULTIMATELY, FAILURE TO ACQUIRE THE DESIRED KNOWLEDGE OR SKILLS. BY UNDERSTANDING AND APPLYING THE PRINCIPLES OF COGNITIVE LOAD THEORY, WE CAN CREATE LEARNING ENVIRONMENTS THAT ARE MORE CONDUCIVE TO DEEP UNDERSTANDING AND LONG-TERM RETENTION.

THE CONSEQUENCES OF EXCESSIVE COGNITIVE LOAD EXTEND BEYOND IMMEDIATE LEARNING. IT CAN LEAD TO A SUPERFICIAL UNDERSTANDING OF THE MATERIAL, WHERE LEARNERS CAN RECALL FACTS BUT STRUGGLE TO APPLY THEM IN PRACTICAL SITUATIONS. CONVERSELY, OPTIMIZING COGNITIVE LOAD ALLOWS LEARNERS TO FOCUS THEIR MENTAL RESOURCES ON THE ESSENTIAL ASPECTS OF THE LEARNING TASK, LEADING TO MORE ROBUST AND TRANSFERABLE KNOWLEDGE.

APPLICATIONS OF COGNITIVE LOAD THEORY IN INSTRUCTIONAL DESIGN

COGNITIVE LOAD THEORY OFFERS A PRACTICAL BLUEPRINT FOR DESIGNING INSTRUCTIONAL MATERIALS THAT ARE BOTH ENGAGING AND EFFECTIVE. BY CONSCIOUSLY CONSIDERING THE THREE TYPES OF COGNITIVE LOAD, DESIGNERS CAN MAKE INFORMED DECISIONS ABOUT CONTENT PRESENTATION, ACTIVITY DESIGN, AND MEDIA SELECTION. THIS LEADS TO A MORE EFFICIENT AND ENJOYABLE LEARNING EXPERIENCE FOR STUDENTS, ULTIMATELY IMPROVING LEARNING OUTCOMES.

THE CORE PRINCIPLE IS TO REDUCE EXTRANEOUS LOAD, MANAGE INTRINSIC LOAD, AND PROMOTE GERMANE LOAD. THIS OFTEN INVOLVES SIMPLIFYING COMPLEX INFORMATION, PROVIDING CLEAR AND CONCISE EXPLANATIONS, AND DESIGNING ACTIVITIES THAT ENCOURAGE DEEP PROCESSING OF THE MATERIAL. THE GOAL IS TO ENSURE THAT LEARNERS' LIMITED WORKING MEMORY RESOURCES ARE UTILIZED AS EFFICIENTLY AS POSSIBLE FOR MEANINGFUL LEARNING.

DESIGNING FOR OPTIMAL LEARNING

DESIGNING FOR OPTIMAL LEARNING UNDER COGNITIVE LOAD THEORY INVOLVES SEVERAL KEY STRATEGIES. ONE CRUCIAL ASPECT IS SEGMENTATION, WHICH INVOLVES BREAKING DOWN COMPLEX INFORMATION INTO SMALLER, MORE MANAGEABLE CHUNKS. THIS ALLOWS LEARNERS TO PROCESS INFORMATION SEQUENTIALLY WITHOUT BEING OVERWHELMED. ANOTHER STRATEGY IS PRE-TRAINING, WHERE LEARNERS ARE INTRODUCED TO ESSENTIAL CONCEPTS OR VOCABULARY BEFORE ENCOUNTERING THE MAIN INSTRUCTIONAL MATERIAL. THIS HELPS TO REDUCE THE INTRINSIC LOAD OF THE PRIMARY LESSON BY ENSURING FOUNDATIONAL KNOWLEDGE IS IN PLACE.

FURTHERMORE, MODALITY PRINCIPLE SUGGESTS THAT PRESENTING INFORMATION USING BOTH VISUAL AND AUDITORY CHANNELS (E.G., NARRATION WITH ON-SCREEN TEXT) CAN BE MORE EFFECTIVE THAN USING TWO VISUAL CHANNELS (E.G., TEXT AND DIAGRAMS) FOR COMPLEX MATERIAL, AS IT DISTRIBUTES THE LOAD ACROSS DIFFERENT SENSORY PATHWAYS. SIMILARLY, THE REDUNDANCY PRINCIPLE ADVISES AGAINST PRESENTING IDENTICAL INFORMATION IN MULTIPLE FORMATS SIMULTANEOUSLY IF IT DOES NOT ADD INSTRUCTIONAL VALUE, AS THIS CAN INCREASE EXTRANEOUS LOAD. CAREFUL CONSIDERATION OF HOW INFORMATION IS PRESENTED IS VITAL FOR OPTIMAL LEARNING.

REDUCING EXTRANEOUS COGNITIVE LOAD

MINIMIZING EXTRANEOUS COGNITIVE LOAD IS A PRIMARY OBJECTIVE WHEN APPLYING COGNITIVE LOAD THEORY. THIS CAN BE ACHIEVED THROUGH SEVERAL METHODS. ELIMINATING NON-ESSENTIAL INFORMATION IS FUNDAMENTAL; ANY TEXT, GRAPHICS, OR AUDIO THAT DOES NOT DIRECTLY CONTRIBUTE TO UNDERSTANDING THE LEARNING OBJECTIVE SHOULD BE REMOVED. ORGANIZING CONTENT LOGICALLY AND USING CLEAR HEADINGS, BULLET POINTS, AND WHITE SPACE IMPROVES READABILITY AND REDUCES THE MENTAL EFFORT REQUIRED TO NAVIGATE INFORMATION.

THE COHERENCE PRINCIPLE SUGGESTS AVOIDING EXTRANEOUS MATERIAL LIKE INTERESTING BUT IRRELEVANT IMAGES OR TEXT. MINIMIZING SPLIT-ATTENTION EFFECT IS ALSO CRUCIAL, WHICH OCCURS WHEN LEARNERS HAVE TO MENTALLY INTEGRATE INFORMATION PRESENTED IN SEPARATE PHYSICAL OR TEMPORAL LOCATIONS (E.G., TEXT AND A DIAGRAM PLACED FAR APART). PRESENTING RELATED INFORMATION CLOSE TOGETHER OR INTEGRATING THEM (E.G., LABELS ON A DIAGRAM) SIGNIFICANTLY REDUCES EXTRANEOUS LOAD. CLEAR, CONCISE LANGUAGE AND AVOIDING JARGON ALSO PLAY A SIGNIFICANT ROLE IN REDUCING UNNECESSARY MENTAL EXERTION.

STRATEGIES FOR MANAGING GERMANE COGNITIVE LOAD

WHILE REDUCING EXTRANEOUS LOAD IS IMPORTANT, FOSTERING GERMANE COGNITIVE LOAD IS EQUALLY CRITICAL FOR DEEP LEARNING. THIS INVOLVES ENCOURAGING LEARNERS TO ACTIVELY PROCESS AND INTEGRATE NEW INFORMATION. STRATEGIES INCLUDE PROVIDING OPPORTUNITIES FOR SELF-EXPLANATION, WHERE LEARNERS ARE PROMPTED TO EXPLAIN CONCEPTS TO THEMSELVES OR OTHERS. WORKED EXAMPLES THAT ARE GRADUALLY FADED (MOVING FROM FULLY WORKED SOLUTIONS TO PROBLEMS REQUIRING MORE LEARNER INPUT) ARE HIGHLY EFFECTIVE IN BUILDING UNDERSTANDING AND REDUCING THE INITIAL BURDEN OF PROBLEM-SOLVING.

ENGAGING LEARNERS IN COMPARATIVE ANALYSIS OF DIFFERENT EXAMPLES OR SOLUTIONS CAN ALSO PROMOTE GERMANE LOAD, HELPING THEM TO IDENTIFY UNDERLYING PRINCIPLES AND DIFFERENCES. PROBLEM-SOLVING ACTIVITIES THAT REQUIRE THE APPLICATION OF LEARNED CONCEPTS, BUT ARE SCAFFOLDED APPROPRIATELY TO MATCH THE LEARNER'S CURRENT LEVEL, ENCOURAGE THE CONSTRUCTION OF ROBUST MENTAL MODELS. THE KEY IS TO DESIGN ACTIVITIES THAT ENCOURAGE DEEP THINKING AND CONNECTION-MAKING, TRANSFORMING INFORMATION INTO KNOWLEDGE.

COGNITIVE LOAD THEORY IN DIGITAL LEARNING ENVIRONMENTS

THE PRINCIPLES OF COGNITIVE LOAD THEORY ARE PARTICULARLY RELEVANT IN THE DESIGN OF DIGITAL LEARNING ENVIRONMENTS. THE INTERACTIVE NATURE OF ONLINE PLATFORMS PRESENTS BOTH OPPORTUNITIES AND CHALLENGES FOR MANAGING COGNITIVE LOAD. DESIGNERS MUST BE MINDFUL OF THE USER INTERFACE, NAVIGATION, AND THE PRESENTATION OF MULTIMEDIA CONTENT TO AVOID OVERWHELMING LEARNERS.

FOR INSTANCE, EXCESSIVE ANIMATIONS, DISTRACTING ADVERTISEMENTS, OR POORLY STRUCTURED NAVIGATION MENUS CAN ALL CONTRIBUTE TO HIGH EXTRANEOUS COGNITIVE LOAD. CONVERSELY, WELL-DESIGNED E-LEARNING MODULES MIGHT USE CLEAR LAYOUTS, INTERACTIVE ELEMENTS THAT GUIDE LEARNING, AND PERSONALIZED FEEDBACK TO ENHANCE GERMANE LOAD. THE ADAPTIVE NATURE OF SOME DIGITAL PLATFORMS ALSO HOLDS PROMISE FOR TAILORING THE LEARNING EXPERIENCE TO INDIVIDUAL COGNITIVE CAPACITIES, THEREBY OPTIMIZING LOAD.

APPLYING COGNITIVE LOAD PRINCIPLES IN DIGITAL LEARNING INVOLVES CAREFUL CONSIDERATION OF VISUAL DESIGN, INTERACTIVITY, AND CONTENT SEQUENCING. FOR EXAMPLE, A LEARNING MANAGEMENT SYSTEM (LMS) SHOULD HAVE INTUITIVE NAVIGATION TO MINIMIZE EXTRANEOUS LOAD. MULTIMEDIA ELEMENTS SHOULD BE USED JUDICIOUSLY, WITH CLEAR INSTRUCTIONAL PURPOSE, AND SYNCHRONIZED WITH NARRATION TO PREVENT SPLIT-ATTENTION EFFECTS. INTERACTIVE QUIZZES AND SIMULATIONS CAN EFFECTIVELY PROMOTE GERMANE LOAD BY REQUIRING LEARNERS TO ACTIVELY APPLY WHAT THEY HAVE LEARNED.

FAQ

Q: WHAT IS THE PRIMARY GOAL OF COGNITIVE LOAD THEORY IN EDUCATION?

A: THE PRIMARY GOAL OF COGNITIVE LOAD THEORY IN EDUCATION IS TO OPTIMIZE LEARNING BY MINIMIZING THE EXTRANEOUS COGNITIVE LOAD IMPOSED BY INSTRUCTIONAL DESIGN, MANAGING THE INTRINSIC COMPLEXITY OF THE MATERIAL, AND PROMOTING THE GERMANE COGNITIVE LOAD THAT LEADS TO DEEP UNDERSTANDING AND KNOWLEDGE CONSTRUCTION.

Q: HOW DOES INTRINSIC COGNITIVE LOAD DIFFER FROM EXTRANEOUS COGNITIVE LOAD?

A: INTRINSIC COGNITIVE LOAD IS DETERMINED BY THE INHERENT COMPLEXITY OF THE SUBJECT MATTER AND THE NUMBER OF INTERACTING ELEMENTS THAT MUST BE PROCESSED SIMULTANEOUSLY. EXTRANEOUS COGNITIVE LOAD, ON THE OTHER HAND, IS IMPOSED BY THE WAY THE INFORMATION IS PRESENTED AND THE DESIGN OF THE LEARNING MATERIALS, AND IT DOES NOT CONTRIBUTE TO LEARNING.

Q: CAN GERMANE COGNITIVE LOAD BE INCREASED INDEFINITELY?

A: NO, GERMANE COGNITIVE LOAD CANNOT BE INCREASED INDEFINITELY. WHILE IT IS BENEFICIAL FOR LEARNING, WORKING MEMORY STILL HAS LIMITATIONS. THE GOAL IS TO MAXIMIZE GERMANE LOAD WITHIN THE OVERALL CAPACITY OF WORKING MEMORY, AFTER EXTRANEOUS LOAD HAS BEEN MINIMIZED AND INTRINSIC LOAD HAS BEEN MANAGED.

Q: WHAT IS THE SPLIT-ATTENTION EFFECT IN THE CONTEXT OF COGNITIVE LOAD THEORY?

A: THE SPLIT-ATTENTION EFFECT OCCURS WHEN LEARNERS ARE REQUIRED TO INTEGRATE INFORMATION FROM TWO OR MORE SEPARATE SOURCES THAT ARE PRESENTED PHYSICALLY OR TEMPORALLY APART. THIS INCREASES EXTRANEOUS COGNITIVE LOAD BECAUSE IT REQUIRES EXTRA MENTAL EFFORT TO MENTALLY COMBINE THE INFORMATION.

Q: HOW CAN EDUCATORS REDUCE EXTRANEOUS COGNITIVE LOAD IN THEIR TEACHING?

A: EDUCATORS CAN REDUCE EXTRANEOUS COGNITIVE LOAD BY SIMPLIFYING COMPLEX INFORMATION, ORGANIZING CONTENT LOGICALLY, REMOVING IRRELEVANT DETAILS OR DISTRACTIONS, USING CLEAR AND CONCISE LANGUAGE, AND PRESENTING INFORMATION IN A WAY THAT INTEGRATES RELATED ELEMENTS (E.G., LABELING DIAGRAMS DIRECTLY).

Q: WHAT ROLE DOES PRIOR KNOWLEDGE PLAY IN COGNITIVE LOAD?

A: PRIOR KNOWLEDGE SIGNIFICANTLY INFLUENCES INTRINSIC COGNITIVE LOAD. LEARNERS WITH MORE PRIOR KNOWLEDGE WILL EXPERIENCE LOWER INTRINSIC LOAD WHEN LEARNING A NEW TOPIC RELATED TO THEIR EXISTING KNOWLEDGE BASE, AS THEY CAN MORE EASILY INTEGRATE NEW INFORMATION INTO THEIR EXISTING SCHEMAS.

Q: ARE THERE ANY DOWNSIDES TO APPLYING COGNITIVE LOAD THEORY?

A: A POTENTIAL CHALLENGE IS OVERSIMPLIFICATION. WHILE REDUCING EXTRANEOUS LOAD IS CRUCIAL, EXCESSIVELY SIMPLIFYING COMPLEX TOPICS MIGHT PREVENT LEARNERS FROM DEVELOPING A DEEP, NUANCED UNDERSTANDING. IT'S A BALANCE TO STRIKE.

Q: HOW DOES COGNITIVE LOAD THEORY APPLY TO MULTIMEDIA LEARNING?

A: IN MULTIMEDIA LEARNING, COGNITIVE LOAD THEORY GUIDES THE DESIGN OF INSTRUCTIONAL MATERIALS THAT COMBINE WORDS AND IMAGES. IT EMPHASIZES PRESENTING INFORMATION IN A SYNCHRONIZED AND INTEGRATED MANNER, AVOIDING REDUNDANCY, AND ENSURING THAT ALL ELEMENTS CONTRIBUTE DIRECTLY TO THE LEARNING OBJECTIVE TO MINIMIZE EXTRANEOUS LOAD.

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