## Contents

### Part I  Preliminaries to Cognitive Load Theory

1  **Categories of Knowledge: An Evolutionary Approach**  ......................... 3
   Why Instructional Design Needs to Distinguish
   Between Biologically Primary and Secondary Knowledge ....................... 4
   Biologically Primary Knowledge .................................................................. 5
   Biologically Secondary Knowledge ............................................................ 6
   Instructional Consequences ........................................................................ 8
      Instructional Consequences Associated with Biologically Primary Knowledge ........................................ 8
      Instructional Consequences of Biologically Secondary Knowledge .............................................. 11
   Conclusions ................................................................................................. 13

### Part II  Human Cognitive Architecture

2  **Amassing Information: The Information Store Principle** .................. 17
   How Natural Information Processing Systems Store Information .............. 17
      Evolutionary Biology .............................................................................. 17
      Human Cognition: Long-Term Memory ................................................. 18
   Instructional Implications ........................................................................... 24
   Conclusions ................................................................................................. 25

3  **Acquiring Information: The Borrowing and Reorganising Principle**
    and the Randomness as Genesis Principle ............................................ 27
   The Borrowing and Reorganising Principle .............................................. 27
      Biological Evolution .............................................................................. 27
      Human Cognition .................................................................................... 28
      Instructional Implications ....................................................................... 31
   Conclusions ................................................................................................. 31
   Randomness as Genesis Principle ............................................................. 32
      Biological Evolution .............................................................................. 32
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Cognition</td>
<td>33</td>
</tr>
<tr>
<td>Instructional Implications</td>
<td>36</td>
</tr>
<tr>
<td>Conclusions</td>
<td>37</td>
</tr>
<tr>
<td>4 Interacting with the External Environment: The Narrow Limits of Change Principle and the Environmental Organising and Linking Principle</td>
<td>39</td>
</tr>
<tr>
<td>Narrow Limits of Change Principle</td>
<td>40</td>
</tr>
<tr>
<td>Biological Evolution</td>
<td>40</td>
</tr>
<tr>
<td>Human Cognition</td>
<td>41</td>
</tr>
<tr>
<td>Instructional Implications</td>
<td>44</td>
</tr>
<tr>
<td>Conclusions</td>
<td>45</td>
</tr>
<tr>
<td>The Environmental Organising and Linking Principle</td>
<td>46</td>
</tr>
<tr>
<td>Biological Evolution</td>
<td>46</td>
</tr>
<tr>
<td>Human Cognition</td>
<td>48</td>
</tr>
<tr>
<td>Instructional Implications</td>
<td>50</td>
</tr>
<tr>
<td>Conclusions</td>
<td>50</td>
</tr>
<tr>
<td>Summary of Structures and Functions of Human Cognitive Architecture</td>
<td>51</td>
</tr>
<tr>
<td>Part III Categories of Cognitive Load</td>
<td></td>
</tr>
<tr>
<td>5 Intrinsic and Extraneous Cognitive Load</td>
<td>57</td>
</tr>
<tr>
<td>Additivity of Intrinsic and Extraneous Cognitive Load</td>
<td>58</td>
</tr>
<tr>
<td>Element Interactivity</td>
<td>58</td>
</tr>
<tr>
<td>Element Interactivity and Intrinsic Cognitive Load</td>
<td>59</td>
</tr>
<tr>
<td>Task Difficulty</td>
<td>61</td>
</tr>
<tr>
<td>Understanding</td>
<td>62</td>
</tr>
<tr>
<td>Altering Intrinsic Cognitive Load</td>
<td>64</td>
</tr>
<tr>
<td>Relations of Intrinsic Cognitive Load to Human Cognitive Architecture</td>
<td>65</td>
</tr>
<tr>
<td>Element Interactivity and Extraneous Cognitive Load</td>
<td>66</td>
</tr>
<tr>
<td>Instructional Implications</td>
<td>67</td>
</tr>
<tr>
<td>Conclusions</td>
<td>68</td>
</tr>
<tr>
<td>6 Measuring Cognitive Load</td>
<td>71</td>
</tr>
<tr>
<td>Indirect Measures of Cognitive Load</td>
<td>71</td>
</tr>
<tr>
<td>Computational Models</td>
<td>71</td>
</tr>
<tr>
<td>Performance During Acquisition</td>
<td>72</td>
</tr>
<tr>
<td>Error Profiles Between Problems</td>
<td>72</td>
</tr>
<tr>
<td>Subjective Measures of Cognitive Load</td>
<td>73</td>
</tr>
<tr>
<td>A Subjective Measure of Mental Effort</td>
<td>73</td>
</tr>
<tr>
<td>A Subjective Measure of Difficulty</td>
<td>73</td>
</tr>
</tbody>
</table>
Variations in Subjective Ratings .............................................................. 74
Consistency of the Subjective Measures .................................................. 74
Efficiency Measures .................................................................................... 75
Issues with Calculating Efficiency .......................................................... 77
Measuring Cognitive Load Through a Secondary Task .............................. 77
Physiological Measures of Cognitive Load ................................................ 80
Measuring the Different Types of Cognitive Load ..................................... 81
Summary ..................................................................................................... 85

Part IV  Cognitive Load Effects

7 The Goal-Free Effect .............................................................................. 89
   Empirical Evidence for the Goal-Free Effect ............................................. 91
   Alternative Explanations of the Goal-Free Effect ..................................... 93
      A Dual-Space Explanation .................................................................. 93
      An Attentional Focus Explanation ...................................................... 96
      A Subjective Measure of Cognitive Load and the Goal-Free Effect ...... 97
   Conditions of Applicability.................................................................... 97
   Instructional Implications ....................................................................... 98
   Conclusions ............................................................................................. 98

8 The Worked Example and Problem Completion Effects ...................... 99
   Basic Empirical Evidence ...................................................................... 100
      Worked Examples in Mathematics and Related Domains .................... 100
      Worked Examples and Ill-Structured Learning Domains ........................ 102
      Worked Examples in Non-Laboratory-Based Experiments ..................... 104
      Worked Examples and the Alternation Strategy ................................... 104
   The Problem Completion Effect .............................................................. 105
   Critiques of the Use of Worked Examples ............................................. 106
   Conditions of Applicability.................................................................... 107
   Instructional Implications ....................................................................... 108
   Conclusions ............................................................................................. 108

9 The Split-Attention Effect .................................................................... 111
   Various Categories of the Split-Attention Effect .................................... 113
      Worked Examples and the Split-Attention Effect .................................. 114
      Diagrams and Written Explanations..................................................... 116
      Multiple Sources of Text ..................................................................... 119
      More Than Two Sources of Information ............................................. 119
      Split-Attention While Learning to Use a Computer ................................. 120
   Split-Attention and Other Cognitive Load Theory Effects ...................... 122
   Temporal Split-Attention ....................................................................... 122
   Alternative Methods to Overcome Split-Attention ................................... 124
Pre-Training and the Expertise Reversal Effect ........................................... 164
Expertise Reversal for Multimedia and Hypermedia Representations .................. 165
The Expertise Reversal Effect and Aptitude-Treatment Interactions ..... 167
Conditions of Applicability of the Expertise Reversal Effect ...................... 167
Instructional Implications ................................................................. 168
Conclusions .................................................................................... 169

13 The Guidance Fading Effect ............................................................... 171
Empirical Evidence for the Guidance Fading Effect .................................. 172
Effects of Fading Worked-Out Solution Steps ........................................ 173
Knowledge-Dependent Dynamic Provision of Guidance .......................... 174
The Effect of a Gradual Change in Levels of Support Using Computer-Based Tutors .............................................................................. 176
Applying Rapid Assessment Techniques to the Design of Adaptive Fading Procedures ............................................................. 177
Conditions of Applicability of the Fading Effect ...................................... 181
Instructional Implications ................................................................. 182
Conclusions .................................................................................... 182

14 Facilitating Effective Mental Processes: The Imagination and Self-Explanation Effects ................................................................. 183
The Imagination Effect ........................................................................... 183
The Imagination Effect Prior to Cognitive Load Theory Research ............ 185
Empirical Evidence for the Imagination Effect Within a Cognitive Load Theory Context ................................................................. 186
The Self-Explanation Effect ................................................................... 187
Conditions of Applicability ................................................................. 190
Instructional Implications ................................................................. 192
Conclusions .................................................................................... 192

15 The Element Interactivity Effect .............................................................. 193
Empirical Evidence for the Element Interactivity Effect ........................... 194
Element Interactivity and the Split-Attention and Redundancy Effects .......... 194
Element Interactivity and Understanding Instructions .............................. 196
Element Interactivity and the Modality Effect ........................................ 197
Element Interactivity and the Expertise Reversal Effect ........................... 198
Element Interactivity and the Imagination Effect ...................................... 199
Conditions of Applicability ................................................................. 199
Instructional Implications ................................................................. 200
Conclusion ..................................................................................... 201
16 Altering Element Interactivity and Intrinsic Cognitive load

Pre-training ................................................................. 204
Focusing on Subgoals .................................................. 205
Presenting Declarative and Procedural Information Separately .... 206
Reducing Intrinsic Load in Worked Examples ......................... 206
Isolated Elements Effect ................................................ 208
4C/ID Model for Complex Learning .................................. 211
The Variability Effect .................................................... 212
Variability and Increased Intrinsic Cognitive Load ................... 215
Conditions of Applicability .............................................. 216
Instructional Implications .............................................. 216
Conclusions ................................................................. 217

17 Emerging Themes in Cognitive Load Theory: The Transient Information and the Collective Working Memory Effects

The Transient Information Effect ...................................... 219
The Modality Effect and Transient Information ....................... 220
Instructional Animations and Transient Information ................. 222
Animation Versus Static Presentations .................................. 223
Some Conditions Under Which Animations Can Be Effective .... 224
Learning Human Movement or Motor Skills: A Special Case ...... 226
The Role of Biologically Primary Knowledge ......................... 227
Conditions of Applicability .............................................. 229
Instructional Implications .............................................. 229
Conclusions ................................................................. 229
The Collective Working Memory Effect ............................... 230
Conditions of Applicability .............................................. 232
Instructional Implications .............................................. 233
Conclusions ................................................................. 233

Part V Conclusions

18 Cognitive Load Theory in Perspective ................................ 237

References ........................................................................ 243

Index ............................................................................... 263
Cognitive Load Theory
Sweller, J.; Ayres, P.; Kalyuga, S.
2011, XVI, 274 p. 20 illus., Hardcover
ISBN: 978-1-4419-8125-7