



Cognitive Load Theory

The Science of Learning - Book

When presenting think about the information on the slide. The slide should reflect what the user needs not what the presenter needs.

Key is to write down short term memory to be used when needed (processed into long term memory)

The Chocolate Bar

1 - share 8 ideas as a class. Then address facts: true, misconceptions and then checking facts (helps to flush out misconceptions) will scaffold and challenge. Use for fact finding, vocabulary, maths - ways to make a total, idea generation, share key points from a text, success criteria generator

2 - K,W,L grid

3 - chocolate bar can then be used as a hook for their writing/activity

Isabella Wallace

~ Discussion Webs (discussion behaviour) _ pens and string

~ Talk Tokens

~ enable table (scaffold and challenge)

~ wonderwall (questions that would otherwise unknown) - good learners ask questions

~ 10 second rule (no hands up)

~ pose, pause, pounce, bounce

Cognitive overload

- consider the presentation of information = too much contributes to cognitive overload

- consider carefully which pieces of information we want children to transfer into their long term memory.

- use of interactive whiteboard resources - less is more! Clarity.

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