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Lesson 1.3B\_Reflection

Cognitive Load

A time when I felt overwhelmed while learning something new was when I went back to work at a dentist’s office after staying home and raising children for thirteen years. I always felt that I could navigate technology well, but learning their software system and lingo was very overwhelming because I did not have any background or training on the subject. I didn’t know the number order of teeth, or what procedures were done at certain appointments. I ended up not staying in the position because I felt I would never be able to learn the information and keep up.

Educators can design activities that minimize cognitive load to enhance students’ learning outcome by applying principles from cognitive load theory. One example would be by eliminating unnecessary information and distractions and keeping the material clear and specific. This reduces extraneous load. Another example to avoid overwhelming students’ working memory is to use microlearning techniques to present information in smaller, manageable chunks.

Building and connecting schemas can improve your ability to learn and apply new information by making knowledge more accessible and transferable. When schemas are well organized, information is easier to recall when needed. When schemas are interconnected (i.e. relating information to real work scenarios) knowledge becomes more adaptable.