**HO 5 Cognitive Load Theory in practice. CESE 2017**

A screenshot of a child

Description automatically generated with low confidence

<https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators/cognitive-load-theory-in-practice>

Strategy 1: Tailor lessons according to students existing knowledge and skill. (Element Interactivity effect)

Strategy 2: Use lots of work examples to teach students news content or skills (Worked Example effect)

Strategy 3: Gradually increase independent problem solving as students become more proficient. (Expertise reversal effect)

Strategy 4: Cut out in essential information. (Redundancy effect)

Strategy 5: Present all the essential information together. (Split-attention effect)

Srategy 6: Simplify a complex information by presenting it both orally and visually (Modality effect)

Strategy 7: Encourage students to imagine concepts and procedures that they have learned (Imagination effect)

**Classroom examples by year level.**

Strategy 1: Tailor lessons according to students existing knowledge and skill. (Element Interactivity effect) p.5

* Year 10 Science
* Year 4 English

Strategy 2: Use lots of work examples to teach students news content or skills (Worked Example effect) p.11

* Year 3 English
* Year 10 English

Strategy 3: Gradually increase independent problem solving as students become more proficient. (Expertise reversal effect) p.15

* Year 10 Maths
* Year 8 Spanish

Strategy 4: Cut out in essential information. (Redundancy effect) p. 19

* Year 3 Geography
* Year 8 History

Strategy 5: Present all the essential information together. (Split-attention effect) p. 23

* Year 7 English
* Year 3 Maths

Strategy 6: Simplify a complex information by presenting it both orally and visually (Modality effect) p. 27

* Year 7 Music
* Year 6 Science

Strategy 7: Encourage students to imagine concepts and procedures that they have learned (Imagination effect) p.34

* Year 4 Maths
* Year 6 Personal Development

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