

Activity 5.1 – Read & Reflect

*Solidify your Understanding*

Workbook

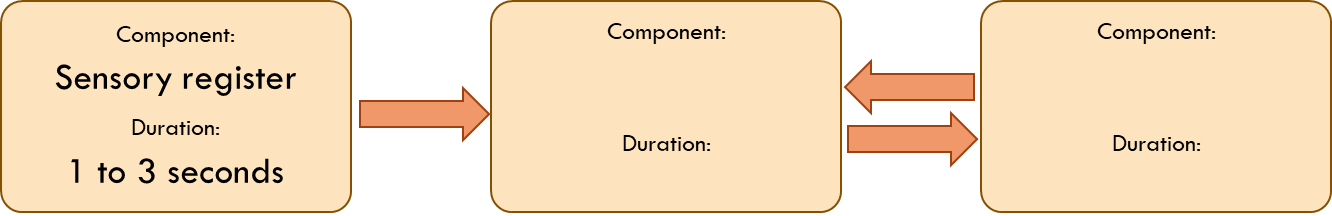
**Why do we use explicit instruction?**

**Article Reading**

* Martin, A.J. (2016). [Using Load Reduction Instruction (LRI) to boost motivation and engagement](https://www.researchgate.net/profile/Andrew_Martin35/publication/310102750_Using_Load_Reduction_Instruction_LRI_to_boost_motivation_and_engagement/links/593f5b8aaca272876da76f19/Using-Load-Reduction-Instruction-LRI-to-boost-motivation-and-engagement.pdf). Leicester, UK: British Psychological Society.
  + Read the section titled “The cognitive architecture of the human mind: Working and long-term memory” on pp. 7-9
* Use the notetaking guide in the workbook to support your reading

**Cognitive Parameters [meaning, parts of cognitive system involved in learning]**

* The primary mechanisms for learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Learning occurs when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



[Duration means the length of time something can be remembered]

* A major function of working memory is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* From a cognitive load perspective, successful learning relies on building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and efficiently managing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The three goals for designing learning, suggested by cognitive load theorists, are to:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ,
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflect

* Students who need intensive intervention often have working memory difficulty. From Martin’s point of view, how should we design instruction to maximize learning for these students?
* Some educators focus on discovery learning, where groups of students are given complex real-world problems and work together to solve them with little guidance (Mayer, 2004)
  + Why might this present a challenge for students who need intensive intervention?
  + If a friend of yours was such an educator, what would you tell them about the needs of students who need intensive intervention?