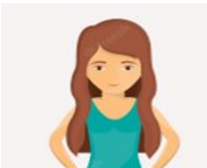


Reduce Cognitive Load for Angela



Angela struggles with extreme cognitive fatigue when she reads large amounts of text. When this happens, her capacity to process information becomes a barrier. She is a curious person by nature and has many great ideas but begins to feel discouraged when her courses require her to rely primarily on books and articles to learn new information.

Angela’s Assignment: Finding and Evaluating Sources

This is an online, asynchronous activity that is part of a scaffolded series of activities designed to help students complete an annotated bibliography (on a chosen topic related to digital literacy).

Audience: First-year college students enrolled in an online digital literacy course.

Learning Goal(s): Students use a library database to locate relevant sources about their chosen topics and evaluate those sources using the CRAP test (a method of evaluating sources based on Currency, Reliability, Authority, and Purpose/Point of View).

Angela’s Learning Strengths:

Sources of Intrinsic Load:

Sources of Extraneous Load:

Recommended Modification to Reduce Cognitive Load:

Reduce Cognitive Load for Sam



Sam asks questions in class and on discussion boards. He seems to have a vibrant imagination and has interesting perspectives and ideas. However, he struggles greatly with organization, time management, and prioritization. He finds it particularly difficult to have inconsistent directions and planning information that is hard to find or not grouped together. He finds navigating an LMS overwhelming and inconsistent. When this happens, he gets confused and cognitively exhausted and begins to turn work in late and/or incomplete. Sam then starts to feel deflated and begins to withdraw emotionally and socially.

Assignment: Mathematical Ideas Flashcard Activity

“Each week, you'll create a set of flashcards to practice key terms for the topic. Your textbook is a great resource for this assignment. Look for vocabulary terms in bold print or in the green boxes that define important terms. You can use the internet for terms and examples but be sure that the definitions are correct within the context of this class. Create your flashcards using MS Word, Quizlet, or another tool that works for you.”

Audience: First-year college students enrolled in an online applied math course.

Learning Goal: Students increase their comfort with mathematical terms and use of them.

Sam’s Learning Strengths:

Sources of Intrinsic Load:

Sources of Extraneous Load:

Recommended Modification to Reduce Cognitive Load:
