

Tasks	Assignments	Points
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# Module 1

**GOAL:**

Faculty will understand the concept of cognitive load and how it relates to student's learning

<p><b>OBJECTIVE:</b> The learner will identify with 90% accuracy tasks that are categorized as germane, intrinsic and extraneous.</p>	<p>Formative Assessment</p>	<p>After completing a learning module on cognitive load the learner will be given a short answer quiz where they will be asked to identify different types of tasks as either germane, intrinsic or extraneous</p>	<p>15</p>
<p><b>OBJECTIVE:</b> Using their course as an example the learner will identify at least two ways increased cognitive load is hindering student's learning</p>	<p>Reflective Learning</p>	<ul style="list-style-type: none"> <li>• After completing this learning module the learner will post on the Google + site: <u>Improving PowerPoints</u> (See module 1) their reflections on at least two ways they feel that cognitive load is hindering their student's learning.</li> <li>• The learner will also provide feedback on at least two peers' comments</li> </ul>	<p>5</p>

# Module 2

**GOAL:**

Faculty will identify specific examples of cognitive load in their classroom

<p><b>OBJECTIVE:</b> The learner will identify two areas of their course where extraneous load occurs.</p>		<ul style="list-style-type: none"> <li>• After completing this learning module the learner will post on the Google + site: <u>Improving PowerPoints</u></li> </ul>	
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<p><b>OBJECTIVE:</b> The learner will identify two areas of their course where germane load occurs.</p>	Reflective Learning	<p><del>Improving PowerPoints</del> (See module 2) their reflections consisting of identifying, if present, at least two examples of intrinsic, extraneous and germane load that exist in one of their lecture presentations</p> <ul style="list-style-type: none"> <li>The learner will also provide feedback on at least two peers' comments</li> </ul>	5
<p><b>OBJECTIVE:</b> The learner will identify two areas of their course where intrinsic load</p>			
<p><b>OBJECTIVE:</b> The learner will share with the Google + community at least 5 slides from a lecture presentation that they feel have increased cognitive load and identify where the increased cognitive load is present.</p>	Formative Assessment		15

## Module 3

### GOAL

Faculty will understand the relationship between decreased cognitive load and increased learning

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<p><b>OBJECTIVE:</b> The learner will discuss 3 design principles of how reducing cognitive load improves learning.</p>	<p>Reflective Learning</p>	<ul style="list-style-type: none"> <li>• After completing this learning module the learner will post on the Google + site: <u>Improving PowerPoints</u> (See module 3) 3 design principles that are proven to reduce cognitive load and improve learning</li> <li>• The learner will also provide feedback on at least two peers' comments</li> </ul>	<p>5</p>
<p><b>OBJECTIVE:</b> The learner will redesign two slides reflecting the use of cognitive load reducing design principles</p>	<p>Formative Assessment</p>		<p>3</p>

## Module 4

**GOAL:**

Faculty will review their slides and discuss if they are using any of the above methods

<p><b>OBJECTIVE:</b> The learner will critique their presentation and identify at least 2 slides that they can alter to reduce cognitive load.</p>			
<p><b>OBJECTIVE:</b> The learner will revise the above identified slides</p>			

## Module 5

**GOAL:**

Faculty will review their presentation and make appropriate changes to their lecture.

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<b>OBJECTIVES:</b> After reviewing the 11 principles of Richard Mayer's Multi-Media learning theory the learner will with 100% accuracy identify each principle on a a matching quiz			
<b>OBJECTIVES:</b> The learner will revise 5 of their slides using the above principles			