Interdisziplinäre Vortragsreihe Bildungsforschung

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16:15 -17:45 Uhr, S06 S00 A40

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Once more, with feeling: Reframing cognitive load theory to include affect

Cognitive load theory (CLT) is an account of learning from instruction offering principles whose effects have been replicated in hundreds of studies. However, both advocates and detractors have raised substantive concerns about some of its tenets. These concerns span questions pertaining to its foundational assumptions, its measurement strategies, and its relationship to holistic conceptions of learning. This talk presents evidence from multiple studies suggesting that CLT may benefit from an expansion to include motivational and emotional factors. Not only might such an approach make the theory a more complete account of learning, but it also holds promise for resolving the challenge of measuring types of cognitive load and design effects common across traditional CLT quasi-experimental studies. The evidence discussed will focus both on empirically identified direct effects of cognitive load on affect and direct effects of affect on cognitive load.