

For Activity 2:

1. Select a personally relevant teaching workplace activity you would like to consider

2. Choose one of the following *Curricular Design* strategies below to apply to the activity that you identified. Describe an approach to implementing this in your workplace setting in the space below.

- Ensure overall cognitive load or intrinsic load of the learning setting is neither too high nor too low
- Use simulation for early learners, especially for complex tasks and those with risk to patients
- Appraise workplaces to identify areas/tasks with high potential for cognitive overload
- Standardize common tasks, providing support when needed
- Design curricula to support workplace learning that scaffold tasks, gradually increasing complexity and reducing support
- Facilitate mixed or random practice over block practice

3. Choose one of the following *Direct Teaching* strategies below that applies to the activity that you identified. Describe an approach to implementing this in your workplace setting. Write your thoughts in the space below

- Teacher should remain engaged with learning, limiting tangential conversations
- Teach teachers to monitor for cognitive overload in learners
- Attend to learner emotion, especially in crisis situations

4. Choose one of the following *Learning Environment* strategies below that applies to the activity that you identified. Describe an approach to implementing this in your workplace setting. Write your thoughts in the space below.

- Leverage graphical displays and technology to reduce extraneous load
- Monitor learning environments for distractions and contextual factors that contribute to extraneous load
- Engineer workplace environments to minimize distractions and redundancy
- Monitor for and mitigate learner fatigue

5. Choose one of the following *Metacognition* strategies below that applies to the activity that you identified. Describe an approach to implementing this in your workplace setting. Write your thoughts in the space below.

- Help learners know where to direct attention/ working memory
- Teach learners to manage distractions
- Teach learners to monitor their level of cognitive load and communicate feelings of overload
- Teach learners to use meta-cognitive techniques to enhance learning

Can you imagine your newly designed activity???

Strategies	What are a few potential ways to implement in your workplace teaching?	Could these practices: (Yes/No/Maybe)		
		Reduce EL?	Match IL?	Optimize GL?
Curricular Design				
Ensure overall CL or intrinsic load of learning setting is neither <i>too high</i> nor <i>too low</i>	•			
Use simulation for early learners, especially for complex tasks and those with risk to patients	•			
Appraise workplaces to identify areas/tasks with high potential for cognitive overload	•			
Standardize common tasks, providing supports when needed	•			
Design curricula to support workplace learning that scaffold tasks, gradually increasing complexity and reducing support	•			

	•			
Facilitate mixed or random practice over block practice	•			
Direct Teaching				
Teacher should remain engaged with learning, limiting tangential conversations	•			
Teach teachers to monitor for cognitive overload in learners	•			
Attend to learner emotion, especially in crisis situations	•			
Learning Environment				
Leverage graphical displays and technology to reduce extraneous load	•			
Monitor learning environments for distractions and contextual factors that contribute to extraneous load	•			
Engineer workplace environments to minimize distractions and redundancy	•			

Monitor for, and mitigate, learner fatigue	•			
Metacognition				
Help learners know where to direct attention/ working memory	•			
Teach learners to manage distractions	•			
Teach learners to monitor their level of cognitive load and communicate feelings of overload	•			
Teach learners to use meta-cognitive techniques to enhance learning	•			