Instruction First or Generation First: Review of Cognitive Load Theory and Productive Failure

Date: 9 Mar 2018  
Time: 10 am – 11 am  
Venue: NIE5-01-TR501

Abstract
This talk will focus on two frameworks: Cognitive Load Theory (CLT) and Productive Failure (PF). Worked example effect, within CLT, suggests that instruction first followed by problem solving would be better for students’ schema acquisition, whereas, in PF, it suggests that problem solving first followed by instruction would be better for long-term retention, although this design may sacrifice immediate learning performance. Therefore, how could we try to resolve this contradiction? Are the two frameworks internally contradictory? In this talk, I will provide some of my ideas on those questions.

Biography
Chen Ouhao is a Research Scientist with Centre for Research in Child Development, National Institute of Education. Ouhao is interested in investigating working memory, instructional design and the effect of optimal instructional designs on students’ motivation. He has published numerous journal papers and book chapters in educational psychology. Ouhao has strengths in quantitative research methods and statistical analyses.

Speaker
Dr Chen Ouhao  
Research Scientist  
Centre for Research in Child Development

This event is organised by the Centre for Research in Child Development (CRCD), Office of Education Research (OER). Please direct all enquiries to nie.crcd@nie.edu.sg.

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