



Laurel and Associates, Ltd.

**Workplace Learning and Performance
Building the Skills for Your Success**

presents

How to Avoid Learner Overload

- ◆ **Do you need to help new employees learn highly complex content?**
- ◆ Are you under pressure to accelerate the speed and quality of the learning process?
- ◆ **Do your novice participants already complain about information overload?**
- ◆ Do your experienced participants complain about being bored?
- ◆ Do you want to increase your learning design expertise?

**Attend this two-day workshop
to learn how to design more efficient and cost-effective learning programs
that result in faster and better learning
because they are based on how the brain works.**

Cognitive load theory is a universal set of learning principles that are proven to result in efficient instruction because they leverage human cognitive learning processes.

Based on 25 years of controlled experimental research, cognitive load theory applies to all types of content, all delivery media, and all learning.

Cognitive load theory also offers very specific design guidelines that all instructional professionals can implement.

Learn why:

- ◆ **The primary goal of instruction is to develop schemas in long-term memory**
- ◆ Computer training manuals are unnecessary
- ◆ **Having participants take notes is a bad idea**
- ◆ Worked examples are preferable to lots of practice exercises
- ◆ **Concepts and facts should be separated from process stages or task steps**
- ◆ Visuals should be explained with either audio or integrated text, not both
- ◆ **Novices need directive course designs**

Facilitator:

Many of you have had the opportunity to participate in Deborah Laurel's workshops over the years. **Deborah, President of Laurel and Associates, Ltd., is nationally recognized as a quality trainer of training consultants and a specialist in technical curriculum design.** Since studying with Dr. Madeline Hunter of UCLA to become proficient in the Mastery Teaching Model, Deborah has provided train-the-trainer seminars and certification programs for over thirty years. From 1998-2002, she consulted with the University of Osijek in Croatia to design the first Eastern European participant-based Masters Degree program in Entrepreneurship. She has also worked extensively with subject matter experts to design participant-centered technical training programs.

How to Avoid Learner Overload

When: September 24-25, 2009
Registration: 8:00 am – 8:30 am September 24th
Program: 8:30 am – 4:30 p.m.

Where: Philips Healthcare
3000 Minuteman Road
Andover, MA 01810

Investment: \$800.00
(\$750.00 if received before August 1st)

The fee includes all course materials and post-workshop curriculum review and coaching.

★★ SPECIAL RATE FOR STATE EMPLOYEES AND MEMBERS OF ANY ASTD CHAPTER: \$735.00 ★★

For questions or additional information, please contact Deborah Laurel by:
phone: (608) 255-2010 or email: dlaurel@laurelandassociates.com

Day One: Minimize the Irrelevant

- ◆ Define cognitive load theory;
- ◆ **Explain the benefits of applying cognitive load theory to instructional design;**
- ◆ Discuss key cognitive load principles related to managing extraneous cognitive load;
- ◆ **Explain six guidelines for managing extraneous cognitive load; and**
- ◆ Apply these guidelines to manage extraneous cognitive load in their training programs.

Day Two: Maximize the Relevant

- ◆ Rehearse Day One content;
- ◆ **Discuss the benefits of imposing germane cognitive load;**
- ◆ Explain the guidelines for imposing germane cognitive load;
- ◆ **Apply these guidelines to impose germane cognitive load in their learning programs;**
- ◆ Describe how to tailor cognitive load guidelines to differences in learner expertise; and
- ◆ **Design a new learning program that meets cognitive load guidelines.**

Pre-requisite: Participants should have **a working knowledge of basic participant-centered curriculum design** and **bring a complete learning program** (lesson plan, participant handouts and print outs of audiovisuals) to the workshop.

Pre-work: Participants will **complete a simple needs assessment** that will be emailed to them and **review a learning program** that will serve as an initial shared example for the class.

Registration Form

How to Avoid Learner Overload

September 24-25, 2009

Participant Name _____

Fee Enclosed:

Organization _____

\$ _____

Address _____

[check or purchase
order only]

City _____ State _____ Zip _____

Phone _____ Email _____

Member of ASTD Chapter _____

Mail completed Registration Form and payment to: **Laurel and Associates, Ltd., 917 Vilas Avenue, Madison, WI 53715**