

# Cognitive load theory and Rosenshine's principles of direct instruction

## 1.1 Intro

Brendan Conway

St Mary's University, Twickenham, United Kingdom

Luc Zwartjes

Geography Department Ghent University, Belgium

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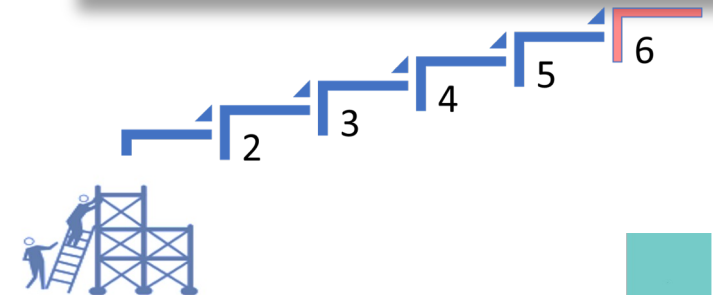
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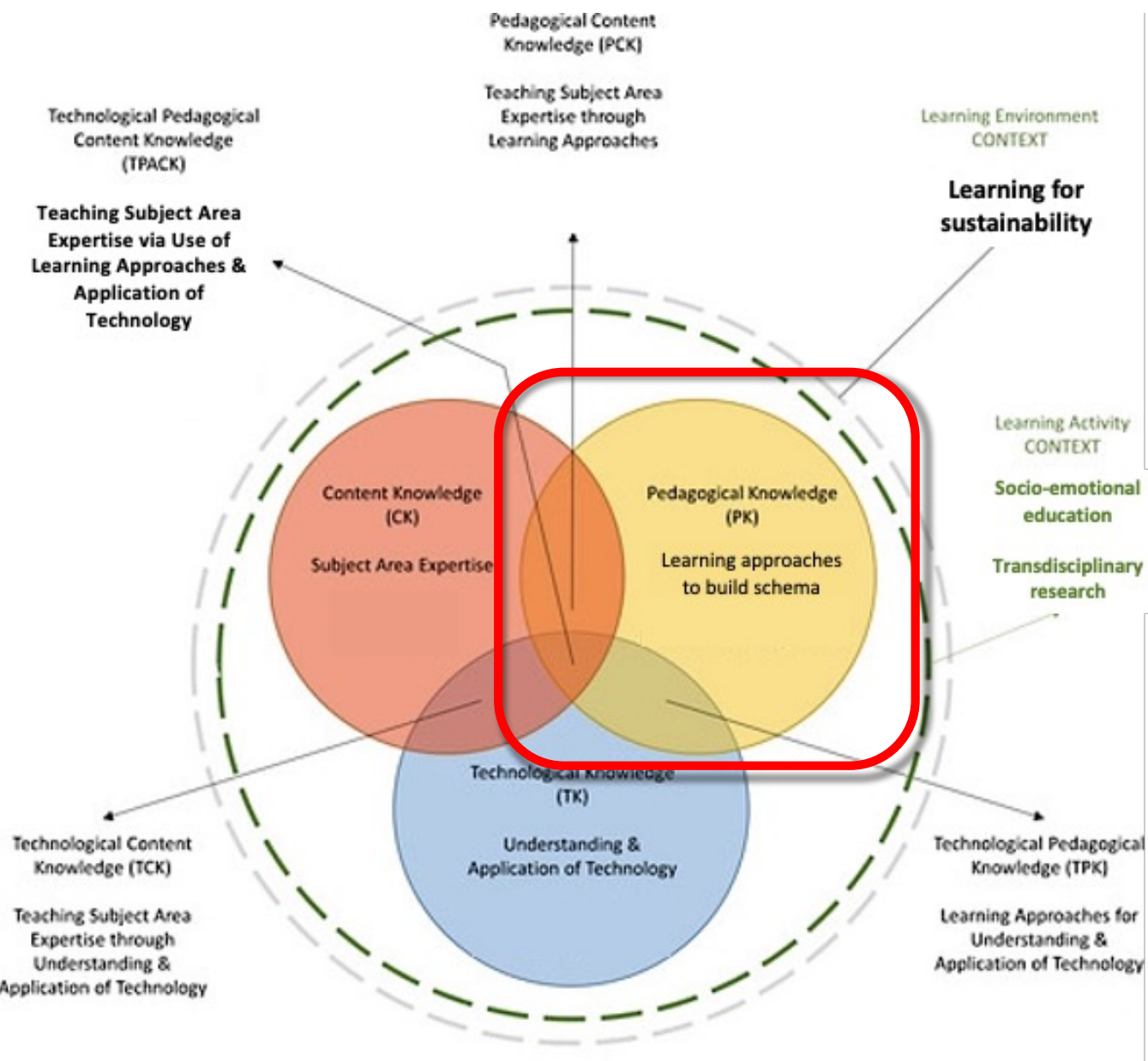


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University  
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# Joining the dots – what's the story of **schema**?

## Building **schema** starts young...



**Sonya**

@sonyaphotoart

...

Me a year old. My mam said I was obsessed with taking pictures with my pretend camera.. I think this was a real camera case. Isn't it funny that I was taking pictures in my head before I could even walk.

2:12 PM · Dec 28, 2020 · Twitter for Android

<https://twitter.com/sonyaphotoart/status/1343560480086962178>



Joining the dots – what's the story of **schema**?

Building **schema** continues...



**Ewan Birney** @ewanbirney · Jan 3

Replying to @ewanbirney

In my head, on top of this solid ground of observations is a theory/model of how it all fits together - a sort of **intellectual super-structure**. This super-structure is personal to each scientist (though often the core bits agree).

**Let's call this superstructure "understanding"** and from it scientists predict useful experiments or observations to do next - on the "marshy edge" of the solid ground - **science is not a random walk in experiments or observations, rather it has a structure.**





# Joining the dots – what's the story of schema?

## Cognitive Load Theory



**‘memory is the residue of thought’**

*What will improve a student's memory? Daniel Willingham*

