

## ABSTRACTS

---

### **Why is the self-management effect so important?**

Paul Chandler - University of Wollongong

Shirley Agostinho, Kylie Roodenrys, Sharon Tindall-Ford, Seedwell Sithole & Fred Paas

The explosion of the internet and the wide use of social media means that educators and instructional designers now have little or no control of what is presented to learners. It is a reasonable assumption that very little of the learning content that is being viewed online is designed with cognitive load factors in mind. This is a big of a fork in the road for cognitive load theory as for many years the theory has relied on being able to manipulate instructions to take cognitive load factors into consideration. The self-management effect, involves enhancing conventional poorly designed material by providing examples of how to manage cognitive load while studying. For example, showing students how to manage split-attention through a variety of hints, has been shown to enhance performance not only on similar tasks but also on transfer items. In some cases, performance on transfer items was superior to an integrated instructional format. This presentation will overview self-management studies in areas as diverse as accounting and first year psychology.