

WHO

- Medical learners who want to improve their learning and information retention
- Medical educators who seek to support medical learners in knowledge and skill acquisition.

WHERE

- Any learning setting
 - Independent learning
 - One-on-One Coaching
 - Lecture
 - Rounds
 - Clinic

WHAT

- **Metacognition**
 - The process of thinking about thinking
- **Cognitive Load Theory**
 - The burden of different types of data on the working memory capacity.
- **Spaced Repetition & Retrieval Practice**
 - Repeated return to learned information, in an effortful way, in order to foster long-term retention.

WHEN

- Every opportunity a medical learner has to practice (when struggling academically and/or preparing for exams).
- Every opportunity a medical educator has to retool their teaching practice.

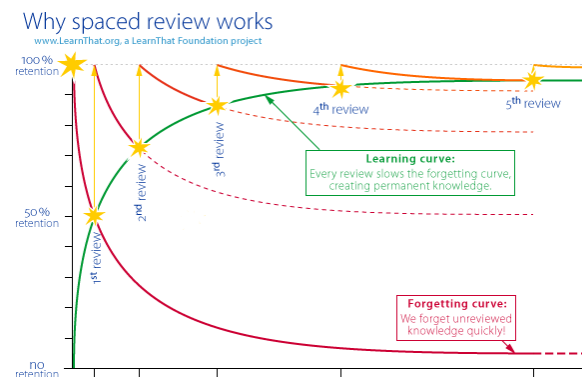
WHY

- To enhance retrieval strength of information
- To optimize storage strength of information
- To improve exam performance

HOW

- Raise medical learner awareness of importance of metacognition
- Encourage medical learners to adjust study habits with cognitive load theory in mind
- Structure learning opportunities with cognitive load theory in mind.
- Incorporate spaced repetition and retrieval practice into all learning settings.

Cognitive Load Theory in Action



Optimal Outcome: Masterful learning –accurate automated memories with strong retrieval strength & strong storage strength.