# Article information:

(PDF) Cognitive Load and Classroom Teaching: The Double-Edged Sword of Automaticity
<https://www.researchgate.net/publication/232817919_Cognitive_Load_and_Classroom_Teaching_The_Double-Edged_Sword_of_Automaticity>

# Article summary:

1. Cognitive overload limits the abilities of novice teachers to adapt effectively to complex classroom dynamics.

2. The dual-process model of cognition indicates that controlled and automatic processes operate independently but intersect at certain points to produce human performance.

3. Teacher training should emphasize the development of automaticity in teaching skills to minimize extraneous cognitive load and maximize effective performance.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Cognitive Load and Classroom Teaching: The Double-Edged Sword of Automaticity" by David F. Feldon provides a comprehensive review of research on teaching and teacher education through the lens of a dual-process model of cognition. The article emphasizes the role that cognitive load plays in driving teaching performance, highlighting the salience of automaticity and its relationship with cognitive overload.

The article presents a well-supported argument for the importance of considering cognitive load in teacher training and inservice strategies. It draws on empirical findings from cognitive approaches to training that emphasize the development of automaticity in teaching skills to minimize extraneous cognitive load and maximize effective performance.

However, there are some potential biases in the article. For example, it focuses primarily on the limitations of conscious decision-making processes in teaching, while downplaying the potential benefits of conscious reasoning and reflection. Additionally, it does not fully explore counterarguments or alternative perspectives on the role of automaticity in teaching.

Overall, while this article provides valuable insights into the importance of considering cognitive load in teacher training and performance, readers should approach its claims with a critical eye and consider alternative perspectives as well.

# Topics for further research:

* Alternative perspectives on automaticity in teaching
* The role of conscious reasoning in teaching
* Cognitive approaches to teacher training
* Strategies for minimizing cognitive overload in teaching
* The impact of cognitive load on student learning
* The relationship between automaticity and expertise in teaching

# Report location:

<https://www.fullpicture.app/item/5ee86ee8dce1601f1b7266490ebabfa7>