If we did everything we thought was important in a session, our Learning Outcomes might be ... the human brain can only retain a limited amount of information at one time. One alternative is to cover less material but dig deeper into its transferrable learning capacity. It can only handle a relatively small number of facts. So, the main point is to do less. The main thing has to be the main thing. Two classic references are: Kirschner, P., & Van Merriënboer, J. (2013). Do Learners Really Know Best? Urban Legends in About How the Mind Works and What it Means for the Classroom. San Francisco: Jossey-Bass. And Perkins, D.N., & Salomon, G. (1988). Teaching for Transfer. Educational Leadership, 46(1), 22-28.

### AVOIDING COGNITIVE OVERLOAD

For any learning outcome, think about the deep meaning of the material: the MAIN THING. Select ONE or TWO major learning outcomes, and focus on the "deep structure" of those outcomes. The following are tips for deep learning of your learning outcomes - the element of the content that TRANSFERS across multiple contexts.

**Practice Tip**

Do Less so Students Learn More

One way to avoid cognitive overload is to pick one or two learning outcomes based on the MAIN THING. Here are the student-centered tips for retaining information and transfer.

1. **Understanding**
   - Select ONE or TWO learning outcomes.
   - Focus on the "deep structure" of those outcomes.

2. **Retaining**
   - Translate learning outcomes into real life.
   - Include a context where learning will occur.

3. **Applying**
   - Engage in activities that require applying learning outcomes.
   - Practice using learning outcomes in different situations.

4. **Evaluating**
   - Reflect on the effectiveness of learning outcomes.
   - Demonstrate your understanding of learning outcomes.

5. **Creating**
   - Develop new ideas or applications of learning outcomes.
   - Synthesize information from multiple sources.

**PUTTING IT INTO PRACTICE**

**REFERENCES & FURTHER READING**