

ICLTC 2019

12th International Cognitive Load Theory Conference

June 17-19, 2019

Maastricht, the Netherlands

Maastricht University organizes the 12th International Cognitive Load Theory Conference.

The ICLTC is a meeting place where researchers in cognitive load theory can inspire each other and share knowledge about further developments of the theory. The theme for this year is:

CLT IN HEALTH PROFESSIONS EDUCATION

As in previous years, ICLTC2019 will provide a venue encouraging early-stage researchers and students as well as experienced researchers to present and share their research outcomes.

The conference will provide an excellent opportunity to present and share your research and experiences with Cognitive Load Theory.

The main theme of this year's conference is Cognitive Load Theory in Health Professions Education. Although we will accept papers dealing with Cognitive Load Theory in all different learning domains, keynotes and special sessions will focus on applications in health professions education.

INFORMATION

Date: June 17th - 19th, 2019

Location: Maastricht, the Netherlands

LOCAL ORGANIZING COMMITTEE

- Jeroen van Merriënboer, *Maastricht University*
- Pascal van Gerven, *Maastricht University*
- Joy Yeonjoo Lee, *Maastricht University*
- Nicky Verleng, *Maastricht University*
- Joost von Weersch, *Maastricht University*

CONTACT

For questions or comments, please contact us

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KEYNOTE SPEAKERS



ADAM SZULEWSKI

[Queen's University, Canada](#)

Adam Szulewski is Assistant Professor in the Department of Emergency Medicine and Program Director of the Fellowship in Resuscitation and Reanimation Medicine at Queen's University. His academic interests include the study of cognitive load in medical professionals, the development and assessment of medical expertise, as well as research into human factors in resuscitation medicine.

Keynote summary: *Cognitive load theory in medical education: applications and new insights.* Cognitive load theory has been gaining prominence in the domain of medical education over the last decade. Front-line clinical educators are now increasingly using elements of cognitive load theory in their approach to teaching complex medical skills as the theory resonates with both traditional educational approaches as well as clinical teaching. This is particularly true when teaching physician learners how to approach the resuscitation of patients during medical crises. In this talk, I will review novel applications of cognitive load theory to medical education and will introduce a new way of recontextualizing cognitive load theory as it pertains to resuscitation medicine.



TAMARA VAN GOG

[Utrecht University, the Netherlands](#)

Tamara van Gog is professor of Educational Sciences at Utrecht University and Distinguished International Professor of Learning and Instruction at the University of Tübingen. Her research on learning and instruction focuses on example-based learning, multimedia learning, and (training) self-regulated learning, reflection, and critical thinking skills.

Keynote summary: *Example-based learning in medical education.* Example-based learning is one of the main focus areas of CLT research. In this keynote, I will review recent developments in research on example-based learning, focusing on topics such as how to sequence example study and practice problem solving, 'new' example formats like Eye Movement Modeling Examples and their value in a medical education context, and the use of 'double content examples' to teach structured reflection in medical education.



JOHN Q. YOUNG

[Zucker School of Medicine, USA](#)

Dr. Young oversees education for the Department of Psychiatry at the Zucker School of Medicine and the Zucker Hillside Hospital. He also directs the Psychiatry Residency Training Program at Zucker Hillside and chairs the Curriculum Committee, which oversees the four year curriculum at the School of Medicine. His research has focused on the intersection of medical education, patient safety and quality improvement and performance assessment.

Keynote summary: *Cognitive Load Theory Applied to Medical Education: Patient Handovers as Exemplar.* The handover of a patient from one clinician to another represents a complex task that requires the simultaneous integration of multiple competencies. When the information demands of a handoff exceed the working memory capacity of either the sender or receiver, information loss and distortion can occur with a negative impact on learning and performance. Cognitive Load Theory, with its focus on instructional strategies that manage limited working memory, can help unpack the complexity of patient handovers and to develop improved approaches to how handover education. The talk will review a series of studies focused on cognitive load theory and patient handovers.