

The management of cognitive load during complex cognitive skill acquisition by means of computer-simulated problem solving.

Citation for published version (APA):

Kester, L., Kirschner, P. A., & Van Merriënboer, J. (2005). The management of cognitive load during complex cognitive skill acquisition by means of computer-simulated problem solving. *British Journal of Educational Psychology*, 75(1), 71-85. <https://doi.org/10.1348/000709904X19254>

DOI:

[10.1348/000709904X19254](https://doi.org/10.1348/000709904X19254)

Document status and date:

Published: 01/03/2005

Document Version:

Peer reviewed version

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
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- The final published version features the final layout of the paper including the volume, issue and page numbers.

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This study compared the effects of two information presentation formats on learning to solve problems in electrical circuits. In one condition, the split-source format, information relating to procedural aspects of the functioning of an electrical circuit was not integrated in a circuit diagram, while information in the integrated format condition was integrated in the circuit diagram. It was hypothesized that learners in the integrated format would achieve better test results than the learners in the split-source format. Equivalent-test problem and transfer-test problem performance were studied. Transfer test scores confirmed the hypothesis, though no differences were found on the equivalent-test scores.

British Journal of Educational Psychology, 75, 71-85.

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