CHERYL BURRIS

CONCEPT MAP III

EDEP 820: TEACHING, LEARNING, AND COGNITION

FUTURE AREAS of EXPLORATION for Cheryl

One thing this class has taught me is there is so much more than what we have covered in class. As I read the class materials, I constantly found myself asking and then probing how the EdPsych concepts related to instructional design for cognitive accessibility. As a result, the class materials did a beautiful job of productively challenging what I knew and opening paths for me to consider with my future studies and research. While a few of the following are known and others are not, here is a lot of theories, constructs, and frameworks I want to explore and revisit for a deeper/broader understanding in light of my research and educational psychology lens to see how they would fit within my expanding mental cognitive map:

- **Gagne Conditions of Learning & Nine Events of Instruction:** positioned somewhere near Information Processing, Memory, or Cognitive Processes with links to attention, encoding, instructional design, assessment, etc.
- **Merrill's First Principles of Instruction:** positioned somewhere near constructivism, information processing, or instructional design with links to schema activation and motivation.
- **Reigeluth's Elaboration Theory:** positioned somewhere near instructional design, information processing, or scaffolding
- **ARCS Model of Motivational Design by Keller:** I need to learn more about motivation, especially expectancy-value, self-efficacy, control-value, self-determination theory
- **Cognitive Theory of Multimedia Learning by Mayer:** postioned near cognitive load theory, information processing, and technology/multimedia with links to working memory, dual coding, modality, attention, and prior knowledge.