A Comparison of Approaches to Learning Task Selection in the Training of Complex Cognitive Skills

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This paper presents a comparison of learning task selection approaches that have been used throughout the last three decades in the training of complex cognitive skills. In general, a development from static part-task selection to dynamic whole-task selection can be noticed. The four approaches of static part-task approaches, static whole-task approaches, dynamic part-task approaches, and dynamic whole-task approaches are identified and compared in terms of their flexibility and adaptability to the needs of the individual trainee during training. The comparison shows that dynamic whole-task approaches are the most flexible and adaptive. For each approach it is discussed to what complex cognitive skills they might be useful training methods.

Keywords: learning task selection, complex cognitive skills, cognitive load


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