

REShare, Session 2, Term Four.

APPLYING COGNITIVE LOAD THEORY TO SICT

Using Case Studies to Tell the whole Story

The logo for REShare, featuring the letters 'RE' in a blue-bordered box followed by the word 'Share' in a gold-colored serif font.

REShare

Matching Content to Cohort

As any SiCT teacher will tell you the biggest challenge is matching the content to the cohort. It's hard because it's a non-atar subject. And yet this is precisely what should make teaching SiCT the most envied gig in the RE cosmos. Unlike most Stage Six subjects where the teacher works assiduously to hit every bullet point, the SiCT course demands that you teach each large dot point (four per unit) and in so doing hit the dashes most appropriate to your cohort.

This frees the teacher to teach not for a particular exam but as an end in itself. Your coverage of these topics should be at the level and pace required by your class. To put it another way - only have your students google Socrates' birthplace if it's going to help them hit those four dot points. The goal is to craft a coherent narrative involving the core concepts embedded within the course. This means de-cluttering the course to match your cohort..

Year Eleven: The Human Person

Who are we?

"The glory of God is man fully alive, but the life of man is the vision of God."
St Ireneaus



Who is a human person?
We are born with a desire or the infinite written in our hearts. Promised nothing we are filled with expectation!



Jesus Christ is our heart's desire, it is he who tells us *Talatha Kum* - wake up - and live in a relationship of trinitarian love.

The Trinitarian God and Humanity

The Re-imagining of Creation
With Christ all is made new, we become fully alive. As children of God reality is revealed as his gift to be treasured.



"The real protagonist of history is the beggar: Christ who begs for man's heart, and man's heart that begs for Christ."
Fr Luigi Giussani

Year Twelve: The Good Life?

How should we live?

"When I am lifted up from the earth, I shall draw all men to myself."
John 12:32

Virtue, Vice and Salvation
The world tells us how to live the good life but our heart can't help wanting more. We are nostalgic for the infinite and there's only one explanation?

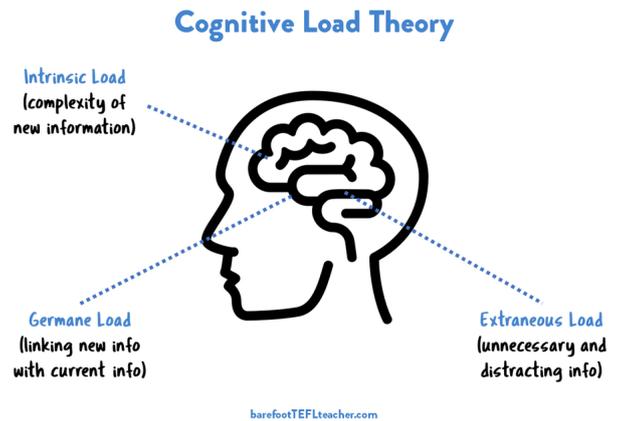
Christ calls us to live a life of goodness by loving God and Neighbour. We recognise this goodlife our hearts are seeking.

The Good Works

The Common Good
Like Christ, living the good life creates a community of hope, others recognise the same goodness and are caught up in its dynamic of Trinitarian love.

CRAFTING A CONCEPTUAL NARRATIVE

COGNITIVE LOAD THEORY



Rule 4

What do they need to know?

The difference between an experienced expert teacher and a new teacher is often the ability to know what students *need* to know and what is *nice* to know. The process of decluttering and staying on message rather than overloading students with new information. This is managing the cognitive load for your students..

Applying this to Studies in Catholic Thought:

With some cohorts it's easier to teach the ideas of the philosophers without even mentioning their names or backgrounds. For instance, in unit one you might discuss the idea that we are rational animals composed of both body and soul. For many students the value of this Aristotelian idea comes from the fuller explanation of their lived experience that it offers.

Rule 5

Keep everything together!

As students are introduced to new content, it is best to keep all information together in one resource rather than to split the content and hope students can make the connections. Let them see the *whole* pattern rather than just feeding them fragments and hoping they put it together.

For all concepts, connecting the information with Case studies will allow for all core concepts to be embodied in a single life story.

Rule 6

Explain with visuals

When explaining concepts, accompany any verbal instructions or explanations with **supporting** rather than **competing** diagrams or other forms of visual representation.

The case studies provide visual touchstones in order to communicate the conceptual narrative, supporting the work done in previous and ensuing units.

CASE STUDIES

The purpose of the Case Studies is to show the **whole story** embodied in the life of a single figure. However, we want students to have numerous opportunities to see the whole pattern. So in Modules One and Two it is reasonable to show short excerpts or film clips to familiarise students with case studies prior to the major figure for each year.

We would suggest beginning Module Three with a Case Study which can become the discussion point for recalling what has been covered, and act as a touchstone as students prepare for their final assessment task.

Year Eleven: The Human Person

Who are we?

"The glory of God is man fully alive, but the life of man is the vision of God."
St Ireneaus



Joe Realli



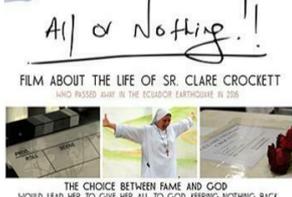
Carlo Acutis

Three figures who encountered God and discovered a flourishing that empowered to live lives of joyful love. Far from losing anything, encountering God meant they became more fully human, more free, more completely themselves.



Sr Clare Crockett

Beginning of Module Three.
- Encounters God
- Responds
- Comes to embody the human person fully alive in love of God and Neighbour.



THE CHOICE BETWEEN FAME AND GOD WOULD LEAD HER TO GIVE HER ALL TO GOD, KEEPING NOTHING BACK

Year Twelve: The Good Life?

How should we live?

"When I am lifted up from the earth, I shall draw all men to myself."
John 12:32



Chiara Badano

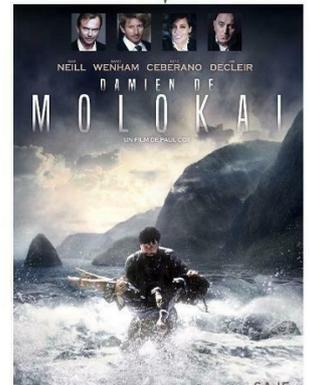


Sandra Sabbatini

Three figures who, regardless of their situations lived lives of virtue - the good life. In so doing, created remarkable communities of goodness around themselves, their goodness drove out any inhumanity blighting the lives of those around them.

Damian of Molokai

Beginning of Module Three.
- Centres his life on the Eucharist
- Lives the good works
- Draws people into a community of goodness defined by the common good.



"The real protagonist of history is the beggar: Christ who begs for man's heart, and man's heart that begs for Christ."
Fr Luigi Giussani

SEEING THE WHOLE STORY

SOME RESOURCES



Case Study Resources

[Exemplar resource pack](#) on the film Molokai which bridges The Good Works with the Common Good whilst revisiting the important points from the years eleven and twelve course.

