

Worked Examples Effect

Theory

The worked examples effect was first introduced in 1985¹⁾ suggesting positive effects of providing a learner with an example of the problem solution before requiring him to solve one on his own.

This suggestion is contrary to many [constructivist discovery learning](#) methods which suggest a learner should try to solve the problem by himself. [Cognitive load theory](#) on the other hand suggests that searching for the problem solution places unnecessary load on the learner's mind preventing him from learning. A worked example will remove the load of searching for a solution and enable easier acquisition of basic steps leading to the solution.

Practice

$$2x^2 - 8x - 24 = 0$$

$$x = ?$$

1.
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$x = \frac{-(-8) \pm \sqrt{(-8)^2 - 4(2)(-24)}}{2(2)}$$

$$x = \frac{8 \pm \sqrt{64 - (-192)}}{4}$$
2.
$$x = \frac{8 \pm \sqrt{256}}{4}$$

$$x = \frac{8 \pm 16}{4} = 2 \pm 4$$

$$x = 6, -2$$

Learners should be presented with a worked example of the procedure they're expected to learn prior to trying to solving a problem which requires that procedure. For example, when teaching learners the formula for calculating roots of a quadratic formula, learners should first be provided with a worked example of using the formula, and then try to solve a problem on their own.

Still, it is noted that under some conditions

- *"worked examples are no more effective, and possibly less effective, than solving problems."*²⁾

This is due to the fact that even worked examples can be badly designed and not follow the [principles and effects](#) of proper instructional design.

Research status

1)

Sweller, John, and Graham Cooper. The Use of Worked Examples as a Substitute for Problem Solving in Learning Algebra. *Cognition and Instruction* 2: 59-89, 1985.

2)

[worked_examples_effect](#)

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