# Thread: Chapter 2: Implications of Cognitive Load Theory for Multimedia Learning

Chapter 2: Implications of Cognitive Load Theory for Multimedia Learning

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Feel free to respond to either question.  If you are ambitious, respond to both.

1.  In the introduction on p. 19, Sweller suggests that "evolutionary theory, which is much older and better developed than cognitive theory, can be used as a guide to assess which instructional procedures may or may not be effective."  On pp. 21-23, Sweller discussed working memory and its development in terms of evolutionary theory.  On pp. 22-23 he states: "We may have evolved with a limited working memory becasue a slightly larger, or worse, unlimited working memory may be counterproductive."  Using his logic and examples in the *Why Working Memory is Limited*, identify the weak points of his claim.

2.  On pp. 26-28, the author provides an overview of cognitive load theory and three categories of cognitive load - extraneous, intrinsic, and germane.  Give an example of instruction (it does not necessarily have to be multi-media) that you have received.  Break down the instruction and categorize its parts using cognitive load.

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Jingwei Liu

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Based on the reading from Chapter2, my example is when we learn geography, about the continental drift theory. Students always learn feel more difficult to learn theoretical knowledge than practical knowledge. So in this instruction process, the difficulty of knowledge and the learning abilities of students are under intrinsic category. When teacher utilizes pictures and flash to illustrate the continental drift theory, this method can make students understand this theory easier and can remember this knowledge to alter this working memory to long-term memory. The method that how teacher explain this theory is under extraneous category. I am a little confused about germane cognitive load, as my understanding, after continental drift theory learning, students can analyze different related phenomenon and make some conclusion are under germane category.

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Bekir Mugayitoglu

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It is a great example to compare intrinsic category, extraneous category, and germane category to use geography.Particulary, The process of transfering knowledge working memory to long term memory takes too much in geography than math and science. After checking out this continental drift theory, this theory lets us know the movement of the Earth's continents.

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Great questions Br.Tony! I will start by replying to question number one. I think Sweller makes his argument plausible by using examples you can visualize, such as his description of the permutations 4!=24 vs. 10!=3,682,800. Although this seems to give some support to his claim of why a larger working memory could be counterproductive due to too much information, it also demonstrates a weakness in his argument as well. He goes from such a small permutation, that of what we are actually believed to have (4!) to a huge number of permutations (10!). I think it is in  this area where his argument may be challenged. There is no discussion of what it would be like for a learner if we had a slightly larger working memory or even a moderately larger working memory. The author is only examining the extremes. He is making a comparison from our four element working memory to one that is more than double the size. I believe he was a after a large contrast with no thought to how a working memory that was slightly larger could benefit a learner. He looks at it in evolutionary process terms but compares working memory development to mutations that animals make for basic survival. I think that comparison is a bit off. Survival is a natural basic instinct whereas memory and intelligence are not as innate in the same way as the basic need to survive.

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Becky,

My thoughts regarding the weakness align with yours in the sense that there is no reason that four items is evolutionary superior to five, six, or three chunks of information in working memory.  My other thought was Sweller makes that case for a limited working memory because a person would be overwhelmed with the possible combinations when there is a truely novel problem.  On p. 22 Sweller states "Failing knowledge,... a problem-solving search can only function by randomly proposing a step and then testing that step for effectiveness.  That random component is quite unavoidable when dealing with novel material that necessitates problem solving."  I will assert that except in infancy, there are rarely if ever any truly novel problems.  Sweller is treating our problem solving minds like a chess playing computer that must try every move before to see if it optimal.  It would be interest to determine for the sake of Sweller's argument if primitive man rarely faced novelty.

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I think I may agree with Sweller about the efficiency of smaller capacities for our working memory. Think about how much we were able to accomplish with the introduction of the assembly line. Once we broke down a "big" job into small parts, we were able to produce so much more and at a quicker pace. Whether it's a truly novel learning environment or pulling from prior knowledge, learners are processing the information and if they are overloaded, they have to find some way to chunk the information or break it down into smaller, more comprehendable parts. The great thing here, according to Sweller, our brains are already wired to not overload our working memory and therefore, give the learner a greater chance to transfer that information into long-term memory.

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Jordan,

I liked your parallels of the assembly line with memory! I think it is important for us teachers to remember that our students can only normally chunk five things at a time. Were you as shocked as I to learn that almost all the contents of working memory are lost within about 20 seconds!? It makes our job so much scarier that information is going in one ear and out the other. It is important to keep information simplistic and not overloading- just like the assembly line. Even though I think it would be cool to memorize 100,000 board configurations.

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I completely agree Casey!  Jordan, great job referencing the assembly line!  I was also shocked to read that the conents of working memory are lost with about 20 seconds.  I remember learning that a child's attention span was directly related to their age.   I often reflect on the what elements of elementary and high school still are attached to my memory and what was it the may these particular facts stick.  A lot of it seems to be because I was taught a song, riddle or refernce to something already familiar to me.  I know see it was becuase those familar aspects drew from my long term memory as well!

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In response to question 2, I immediately think of my stats homework for this week. On page 26, the author discusses one example of extraneous cognitive load. I feel that this week's work in statistics can show examples of this on both sides of the coin. The discussion of the worked example effect comes to mind. In the text, they model several worked examples of the calculations needed for basic statistical calculations. You are able to see the problem from start to finish and focus on the process without using your brain to calculate the answers. In the opposite, there are thinking questions through out the chapter that you are required to apply what you just read and calculate the problems mathematically. You must hold thinks like the description of the order of operations in your head from the reading while calculating a number squared or adding. At some point you have to apply the knowledge read in order to complete the problem. I would think you would need to store the order of operations into your long term memory to reduce cognitive load when solving the equations.

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Hi Becky,

You have offered a good example of Cognitive Load Theory. Also regards to your example, when I did the problems in the end of the first chapter. I feel very comfortable and even a little automatic. I think this because Chinese students repeat exercise for mathmatics and calculation for a long time since we went to the primary school. This kind of skill and knowledge is part of our long term with us for the entire life...

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In response to question 2, I had content management system (CMS) training for Duquesne's new CMS. The instruction included basic user and administrative tasks. The tasks included: how to create a web page, how to add photos and link to other pages, etc. (basic) and also how to add users to the interface (admin). The tasks were instrinsic in the sense that we compared how the task ie: creating a web page was done in the past, to how a page needed to be created in the new CMS. I was transferring an old process into the new process. I was also required to learn multiple tasks that were inter-related. This split attention learning best fits the modality effect. However, the variety of demonstrations and examples additively increased my cognitive load as well thus falling under germane cognitive load.

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Wow!  Your questions really made me reflect on these readings!  In response to question 1, I have to say firts, that I agree with Becky.  Her argument that Sweller compares a larger working memory to using a smaller working memory go a bit extreme.  While he gives real life examples, such as a student using the Web for the first time, and discusses how our wokring memory can only combine about four elements at any given time, his use of permutations does not appear to provide clear evidence due to such an extreme diffrence in permutaions.  He does not make that connection back to his student.  Great question Br. Tony!

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In response to question 2, I think of training I had been to when I was an elementary teacher when we would learn how to use a new attendance and grading program online.   I first learnned how to nativgate through the program, what tasks I would be able to complete, where I could gather certain infromation (attendace records, contact info, etc), as well as where I could enter information (grades, discipline referals).  I feel the split-attention effect and modality effect were used with this type of training.  I had to use muliple sources of intormation as well as recall information from the programs I previously used.

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Your example reminds me of the air bike pump! Imagine if all the teachers had to listen to the instructions given on how to use the new attendance and grading program online without a demonstration and only by what they were told.  Our school decided to hand out screenshots instead of verbally going over it. This left most of the teachers confused on how to use the program. They eventually had to retrain teachers. This also reminds me of giving instruction to my high school students. I would say the same page number a thousand times but of course no one would hear it. But if I showed the page and wrote it on the board, then some more got it. It just goes to show that we need both in order to learn!

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Great questions!

With regards to question number 2, my example stems from a Grammar class I took.  This lesson had a good balance between the cognitive loads and shows the increases and decreases of the three categories.  The lesson began with teaching the learners directly what prepositions and direct/indirect objects are.  This is an example of intrinsic cognitive load, using the necessary information to be learned in the lesson.  This approach shows that the element interactivity and the working memory loads are low.  Next in the lesson the professor showed example sentences that included the solutions to identifying the grammatical items. Here the extraneous cognitive load, specifically the worked example effect was used.  By providing the solutions and allowing the learners to process the whole sentence identification, this decreased the extraneous cognitive load (which is the aim of instruction).  After, showing these examples, the professor had the learners complete a worksheet where they had to identify the grammatical items in each sentence.  This probably increases the germane cognitive load but was necessary in the learning process.

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Hi Vanessa,

I think your example was much like mine in our stats class. I agree with you about the use of worked example effect as an effective way to show a process with out adding the cognitive load of problem solving to the equation. I also agree that in order to show understanding or even come to a level of understanding for a process that independent practice must follow the worked example. I think that seeing with out ever doing may not commit something to our long term memory. I agree with the idea that increases the cognitive load to do this, however it has been necessary for me in  leaning, especially in mathematics to apply and practice. With out that piece, I do not remember math procedures or equations. If it does not commit to long term memory can we as educators say it was learned? Thank for sharing your experience!

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Bekir Mugayitoglu

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In response to 2th question, it reminds me how I was teaching math class. Students are asked to complete this kind of problems with flashcards to solve (if y = x +6**,** y=10find the value of x) and matching activity to name the different parts of the brain could lead to extraneous cognitive load if it used numbers as labels for brain areas and students are asked to remember to use these random numbers to provide the matching namesIn response to 2th question, it reminds me how I was teaching math class. Students are asked to complete this kind of problems with flashcards to solve (if y = x +6**,** y=10find the value of x) and matching activity to name the different parts of the brain could lead to extraneous cognitive load if it used numbers as labels for brain areas and students are asked to remember to use these random numbers to provide the matching names.

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In response to question 2:

Being that the past two weeks we have just gone back to work/school, our county conducts an educator's conference each year. During this annual conference, we are rushed through numerous "learning" sessions to help us improve our teaching. I use quotations because after reading through Chapters 2 and 3, I realize that there is no accountability for correct instructional design when it comes to teaching adults. A lot of times, adults seem to assume that other adults are going to "just get it." In one session in particular we were being made aware of the new county initiave of thinking maps. We were given visual images mixed with verbal explanations and the instructors mentioned some examples from past trainings that are similar to the thinking maps. So, we were expected in under an hour to learn 8 possible thinking maps, understand their use, how to incorporate them and realize that they are similar to graphic organizers. From this I see that the entire session was baically extraneous. Our instructors completely ignored the fact, according to Sweller, that our working memory has limited capacity and can only process 2-4 elements in a single moment. There may have been moments where intrinsic took place but only when there was a break in the instruction and I was able to process some of the information just given. The only germane learning that took place was maybe when the instruction/session was over and I was able to discuss the detailed topics with a colleague and begin to make connections. Unfortunately, these types of sessions happen all the time during professional development and it seems no one takes into account adult learning theory.

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I completely agree, Jordan!!  It is extremely frustrating when our administration assumes we can not only learn a completely new curriculum a week before school and expect use to teach in with ease to our students.  For example, two years ago our district wanted K and 1 to adopt a 'Word Study' program into our Language Arts curriculum.  We were required to go to a one day training in August before school started and then were given a textbook.  We were then sent back into our classrooms in September and expect to teach this to our students.  There were way more than 2-4 elements to process!

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Interesting Questions, Brother Tony! :D

Response to 1:

S*weller’s statement that ‘unlimited working memory may be counterproductive’ made me think of the movie A Brilliant Mind. Even though it seems that unlimited working memory would be best for students (this way they would pass their tests), in extreme cases, it might cause too much information and overload. Given the example of the student searching on the web or following information, now there is an overload of information on the internet. If the student is looking for what is cognitive theory, he or she would be overwhelmed with the sites available. Or imagine a caveman or cavewoman that had more than just fire- like a lighter, and matches, and kindle wood. Maybe our species would have been burnt out by now.*

*Response to 2:*

*Extraneous cognitive load reminded me of the lab work that we completed in Stats class. Seller mentions that searching for an answer places heavy demands on working memory. I feel that Stats is easier with the answers because it allows less demand on the working memory.*

*Intrinsic cognitive load reminded me of taking Spanish class in high school. For the record, I was terrible at it. It seemed to me there was no order in the teaching of it. We would learn a set of vocabulary and was tested on it and then moved on to the next vocabulary list. Except that they were never connected.*

*Germane cognitive load is when there are a variety of examples. When I taught about the Japanese internment camps, I used a song (‘Kenji’ by Fort Minor). We talked about a supreme court case and held fish bowl debates on national security. I showed pictures and video about it. Instead of just lecturing and moving on, I used multiple examples and media for my students to connect and build enough schemas for them to understand.*

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RE: Chapter 2: Implications of Cognitive Load Theory for Multimedia Learning

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Great responses Casey! For question number 1, I agree with both you and Sweller on how the 'unlimited working memory may be counterproductive'.  I believe that learners of anything can only understand so much information at once and then move it into long-term memory.  But in our current generation we encounter this system overload everyday with the amount of resources (both hard copies and technology) available to us for a wide variety of topics.  I think one of the issues with students today is how to dissect all of these outlets of information and only choose the ones that are most meaningful and time worthy.  Even think of all of the social media sites available today; is it beneficial to have a facebook, myspace, instagram, vine, etc? Our minds are always working with so many outlets of information around us that we rarely give the working memory a chance to process and resort information to the long-term memory.  Your response really got me thinking about how too much information can sometimes be a negative on learning, especially in the society today!

# Thread: Chapter 3: Cognitive Theory of Multimedia Learning

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Chapter 3: Cognitive Theory of Multimedia Learning

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Answer either of the two questions.  If you want a gold star, answer both!  ;-)

1.  On page 45, Mayer states: "Key components of the cognitive theory of multimedia learning are consistent with other multimedia instructional design theories such as Sweller's."  Discuss how Sweller's cognitive load theory maps to Mayer's theory of multimedia learning.  Of particular interest are those areas that are exclusive to one theory or are contradictory.

2.  Give an example of multimedia instruction that you have been involved in.  Explain your example in terms of the five forms of representation in Mayer's theory. Refer to pp. 42-44.

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Jingwei Liu

RE: Chapter 3: Cognitive Theory of Multimedia Learning

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In my opinion, Mayer's theory is very effective when we teach young aged students and can make class more active. I taught some Chinese pre-school children to learn English. They already learnt some simple words. I want to teach them to build simple sentence and phrases. I selected some words, such as "dog", "Mary", "go", "eat", "school", "dinner". And selected some pictures which are correspond to the words. I let students use their prior knowledge to organize the sentence and pictures to learn grammar. During this process, the initial words and pictures what I gave students are form of words and pictures in the multimedia presentation. When students listened to my pronunciation and introduction, they are under the form of sounds and images in working memory phase. When students create their sentences and pictures, they are under the form of verbal model and pictorial model in working memory phase. And their participation and coherent contents help students stored in long-term memory.

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RE: Chapter 3: Cognitive Theory of Multimedia Learning

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Hey Viola,

That is great that you are teaching pre-school kids English! I have heard the best way to learn a language is to submerge. I wonder if they would learn more if the words were associated with one another in order to form scaffolds and build upon previous knowledge. Good luck with your teaching!

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In response to question two, I will use an example from teaching in kindergarten. To teach about initial sound fluency, or beginning letter sounds, we used a rap song video about each letter by the creators from Have Fun Teaching. (To see an example of this rap video [click here](http://www.youtube.com/watch?v=W5D3ySh7s2c" \o "Have Fun Teaching Letter B" \t "_blank)) We hope that in viewing this video the presented sounds and images transfer through the sensory channels (auditory and visual) into the working memory for application. It is in the hopes that eventually with repetition of the songs and practice that the letter sound taught is committed to the level of knowledge in long term memory. We have found the videos the be entertaining and exciting to the children, but also find them using the songs in application when discussing words that begin with a specific letter. We have seen in testing children singing the songs to recall what type of letter (vowel or consonant) and the letter sound and it's corresponding initial sound fluency.  It applies forms of representation such as the use of presented words and pictures and sounds and images for the use in sensory memory.

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'B is a consonant'...very catchy tune! I love incorporating music and learning with my students. Those would really help students to learn their alphabet. Here is a video on the 'Black Plague' that I would hear my students sing in the hallways. Needless to say, they know that the bubonic plague started from fleas on rats!

http://www.youtube.com/watch?v=rZy6XilXDZQ

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Bekir Mugayitoglu

RE: Chapter 3: Cognitive Theory of Multimedia Learning

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I was teaching 2-5 grades Turkish with Sesame Street songs to teach them numbers with Cookie Monster. The video was so much fun for them and after listening several times they were able to learn numbers from working memory to long term memory.

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In response to question 1, Sweller's cognitive load theory and Mayer's theory of multimedia are mapped together by the agreement that each channel (auditory and visual) have a limited capacity for processing information. While they agree on the previous statement, Sweller's cognitive load theory puts more of an emphasis on limited capacity in multimedia learning than Mayer's theory of multimedia learning does. They are contradictory with each other because they approach multimedia learning in different manners, even though they agree upon the limited capacity of information.

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Robin,

Thanks for taking on the first question.  I agree that both theories agree on dual-channel, a small number of elements can be held in working memory, and the human brain can process several types of representations.  Sweller also posits a central executive that exists in long term memory and puts into context what is in short-term memory which, if successful, is incorporated into long term memory.  Mayer does not speculate how short term memory is incorporated into long term.  He focuses on the different kinds of information being processed.

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Robin and Anthony are both correct in saying that both theories mirror each other in the processes of the learning model: Using auditory and visual channels and holding few elements at a time (2-4 according to Sweller). They both go on to explain what kind of representations can be held in working memory (audio, verbal, written, pictorial) and how working memory then transfers information into long-term memory. However, the one big difference here is that the cognitive load theory goes into depth about the limitations of the working memory's capacity for the design of instruction and how an instructor imposes this on his/her learners. Furthermore, it does not detail the kinds of information processes that should be integrated into multimedia learning.

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I agree! Question one was difficult!  It acutally helped me a lot to read your response Robin.  I can see know how both theories agree on limited capacity fo processing information.  However, they do definie multimedia in different terms.  I also agree with Br. Tony that Sweller mentions a central executive in correlation with long-term memory and defining short-term memory, whereas Mayer does not put any focus on a correlation between short-term and long term memory.  Great job Robin!

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RE: Chapter 2: Implications of Cognitive Load Theory for Multimedia Learning

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In response to question two, I recall lessons I used when I taught first graders long vowel songs.  Going along with Becky, I loved to find songs and videos since I had a promethean board in my classroom, especially when discusses sounds and other early literacy skills.  The repetitive nature of the songs and familiarity the pictures provided enable my students to use the long-term memory to recall real-life examples using prior knowledge.  The songs/videos also help me with my instruction because I would often refer to them to expand to new skills as we progressed throughout the year.  Here is an example of a song/video using familiar words and pictures to show the 'two-vowel' rule: www.youtu.be/7fb3Pdt8kxg

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Great ideas Jessica! I really like the use of a song/video to activate prior knowledge and help students use their working and long-term memories.  Did they have any manipulatives to go along with the video/song as well? I know that might be memory overload but was just wondering if it would help reinforce the material.

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Bekir Mugayitoglu

RE: Chapter 3: Cognitive Theory of Multimedia Learning

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In response to 2th question, I would like to give an example of teaching in college students Turkish language I always use for Turkish 101 beginner levels. Teach them Turkish greetings with pictures and the below of each picture in text format. After sayying words outloudly several times, sensory memory is transferring with selecting words and selecting images to working memory and it ends up with long term memory after letting them practicing those words with class peers.

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Hi Bekir,

I can relate to your example a lot. I think your first level Turkish instruction is very similar to some beginning reading instruction in kindergarten. We teach vocabulary words that we call "robust vocabulary". They are more obscure words used in a story that a child may not be familiar with. Although or text book company did not provide an image for these words, we took the time to create discussion questions and a related image to place on a card for presentation when reviewing or introducing the vocabulary words. This word/picture association seemed to help them move the words from the auditory and visual channels into working memory, and eventually to long term memory. It was definitely a use of primitive multimedia as the presentation contained print, images, and verbal description and definition. The children at that age group cannot read complex words that the vocabulary was talking about so it was presented in a way that they had an image, a word, and an auditory presentation. The words were things like "jewel", or "sorrow", etc. Although these were high end vocabulary for five year olds, they were important to the comprehension of the story and were important to define and give students the ability to make a mental representation of the words.

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Jingwei Liu

RE: Chapter 3: Cognitive Theory of Multimedia Learning

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Hi Bekir,

We seems have same experience about teaching language course by using such principle. I did not know this principle before, I just always believe that students can learn faster by using the combination of pictures and sound. When we learn any language, the long-term memory will stored in our brain. This systematic of memory working principle decide the learning method of language. Thanks for sharing!

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In response to question 2:

Example: Teaching WWII

Words and Pictures: PowerPoint presentation with video, pictures, and written language connecting to WWII information

Acoustic and Iconic Representations: Within the presentation, video and pictures were used... students were able to take the video, pictures and words from step 1 and add their sounds and images into their sensory memory (this could be telling a story from a particular battle and showing pictures from this battle)

Sounds and Images in Working Memory: The learner has paid attention to certain sounds and words and has begun to construct knowledge from this (this could be the learner picking out images of soldiers laying on the battlefield and certain words that are important to the story)

Verbal and Pictorial Model: The student has taken what they have seen and heard from step 1 and have made coherent representations of them in their Working Memory and integrated them  (this could be the words and pictures they have internalized are now starting to form their own meaning to the learner)

Prior Knowledge: Students have taken what they paid attention to, integrated them into a coherent representation, and has now transferred this knowledge into their long-term memory (this could be when the learner has constructed their own meaning and they can interpret the pictures and words and place them into their long-term memory for later use)

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I love your WWII lesson! Plus you can tie the causes of WW II to WW I as a way to connect previous knowledge. You can even compare and contrast the technologies used and battles. I had students do trench warfare and they had to write letters from home. They were given conditions (like a prisoner of war or they just saw their brother die). I also flashed images from war and played music from the era.

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For question #2 – my example comes from an online geography course I took a few years ago.  (I am borrowing Jordan’s idea for organizing the response. Thanks!)

Words and Pictures - The lesson included a PowerPoint which encompassed words and graphics representing the material we were learning.

 Acoustic and Iconic – The professor began with a lecture, which led to a class discussion.  During this process the PowerPoint served as a guiding tool for the entire class. The                                students were able to use the graphics, words, and sounds from the PowerPoint to make sensory representations in their sensory memory.

 Sounds and Images – The students here start connecting with words and images, for this specific lesson this included certain cities represented by their name and also a                                          picture of their skyline. These words and images are now in their working memory to be used for further learning.

 Verbal and Pictorial – Here the students make coherent verbal and pictorial representations from their working memory.  In my case I made connections with the image and                                    word about Boston.  We had to start to think about choosing a city to do more research about.

Prior Knowledge - Schemas are built here, constructed in working memory and then stored in long-term memory.  For me, I stored the Boston representations, with my own                              personal connotation and prepared myself for new learning. The new learning here was beginning a new assignment, using my now prior knowledge about                            Boston to help guide the assignement.

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*Response to Q: 2-  I only want a silver star :)*

*I attended the North Carolina Council for Social Studies and upon my return, I provided a workshop for the social studies department. One of the workshops I attended was Technology Potpourri.  There was a list of 15 websites that the speaker shared with us. During a teacher inservice day, I showed the websites to 12 other social studies teachers, and we discussed them. If I would have just handed out the paper with the links, this would have resulted in multimedia presentation. I could have just showed the website on the projector screen. Instead I clicked on each site and gave ideas on how to use it in the classroom. When they became interested in Polleverywhere.com, as a group we created a survey and then all texted it. Thus this involved sounds and images as well as acoustic and iconic representations. As we discussed how to use the websites in our daily classroom, this connected to prior knowledge and was stored in long-term memory. Later some teachers told me that they used the websites in their classroom.*

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Great response Casey!  I too am a fan of 'learning by doing'.  I find it much more effective during inservices or trainings when the presenter makes it interactive for those attending.  The more interactive and collaborative, the more information I am able to store in my long-term memory.  Also, I am able to share those ideas and resources much more effectively when I have previous interaction and prior knowledge of the particular activity I learned during the inservice or training!

# Thread: Question #1- Ch. 4-Use of Multimedia in Instruction and Learning

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Question #1- Ch. 4-Use of Multimedia in Instruction and Learning

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After reading the instructional implications presented in chapter 4,  visit the following link and view video clip that instructs users how to start a new project using iMovie.

[support.appple.com/kb/vl103](http://support.apple.com/kb/VI103" \o "Apple iMovie Support Video" \t "_blank)

Does this clip adhere to the instructional implications suggested in the chapter? How does it meet them? If it is lacking in an area, what is it lacking and how can it be improved?

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Becky,

A nice idea using this video.  Based on the article, the video at times adhered to the ITPC model and broke the rules.  These are my thoughts, based on Schnotz's article.

The title of the video is "iMovie '11: Start a New Project", and it is reasonable to assume the viewers would have low prior knowledge.  The multimedia principle would suggest that text combined with content related pictures would be more effective than either singularly.  In this case, the text is most often spoken text.  The spoken text and the pictures being presented close together are in alignment with the temporal contiguity principle (show the pictures and explain them at the same time or very close).  The spoken text and pictures also fit the dual channel assumption (p. 33) in that "humans possess separate information processing channels for visually represented material and auditorily represented material" which may be combined to form learning.

I use the modality effect (p. 61) to support my claim that the animations of the different themes made learning less effective than if they were either static pictures or very short.   From 18 seconds to 52 seconds, animations were present, and during that time, the video explained seven different options for iMovie - only two were directly related to the animations that played in the right preview window.  I found my attention split between watching the video trailers, following the cursor, and listening to the explanation.  My attention was focused mainly on the video clips which were visually attractive, but had little to do with what was being described.  "the negative effects of split-attention on learning are especially pronounced when animated pictures are used instead of static pictures due to the fleeting  nature of animations." (p. 61)

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Hi Br. Tony,

I would agree with your commentary about modality effect! I also found when watching that the video images were rather short or rushed in their presentation and did not coincide with the verbal description of the program at the time the images were presented. I think the important focus should have been on the cursor and what it was doing, but the moving trailers were distracting to the attention. I am wondering if apple could have used a simple image of the screen with out the animation moving instead of the moving animation of the themes you can choose from changing. I know that the program presents this way with movement, but for the instruction of the program a simple screen shot may been more effective or even a more simplfied Camtasia presentation. I do think apple does a better job in other tutorials focusing more on split attention principle, but I picked this one specifically for analysis. Thanks for your thoughtful comments!

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Hi Br. Tony!  As you can see from my original post,  I agree with a lot of your response about the video following some parts of the ITPC, but not quite adhering to most of the rules.  My attention was also focused on the animations which caused me to miss a lot of what was being said with the spoken text. This is first hand experience with the negative affects of the split-attention model.  I feel stationary pictures what were a little larger may have been more effective and supported the dual channel assumption using the spoken text and pictures.  Greate job Br. Tony!

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Brother Tony,

Your point about the modality effect made me think of Dr. Heo's powerpoint slides and her reasoning for not having animation or pictures on it. This can also apply to the niffty trailers that pulled our attention away from what the video was trying to show us. Even though animation is cool, it does distract the learner. I would try to jazz up my lectures with funny pictures or captions. Unfortunately they would focus on that instead of the real content. Perhaps I should take a lesson from Dr. Heo and this video and be weary of shiny things.

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After watching the video, I believe that the clip does, for the most part,adhere to the instructional implications suggested in the chapter. On page 60, coherence and contiguity are discussed. It states that "students learn better from words and pictures than from words alone, if the words and pictures are semantically related to each other and if they are presented closely together in space or in time." In the 50 dsecond clip, both words and pictures were used together to instruct users on how to create a new project using iMovie. The modality principle was used correctly in this clip. Adding written text would've been too distracting and unnessary.

While the clip was short and sweet, I had to watch it more than once to actually have the process register in my mind so that I remember how to create a new project in the future. I felt distracted by the animations and found myself fixated on that animations, which caused me to focus less on the quick tutorial. The working memory (p. 57) has limited memory capacity to process and store information. It was a memory overload with the annimations, words and trailer being played all at once.

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Hi Robin!

I agree with your findings about the modality pictures and the video being coherent with pictures and words.  Good point to discuss how you had to watch the wideo more than once to really get a grasp on the material. I think that it was a memory overload for our working memories, especially those of us who have limited experiences with iMovie.  It may have been a good idea to start out with just words or with simpler graphics so we weren't trying to store so much information in our working memory in such a short time.

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Great question Becky!  I would agree with Br. Tony and Robin in that there are aspects of the video that adhere to the suggestions for instructional implications in this chapter.  For example, the video clip used text combined with content-related pictgures, which adheres to the multimedia principle.  Also, the video used the modality principle in that spoken text was used with animation.  Along with Robin, I had to view the video several times because there was a long going with the animations and spoken text.  I feel even though it appeared to be for learners to lower prior knowledge, the pace was a bit too fast.  With all that was going on in the video it was hard at times to follow along because it was moving on so quickly.  However, I felt the video did a good job using the coherence principle by not using words that would be too advanced and not adding unnecessary music or sound to the background.

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I apologize... but I can't watch the video. My computer told me I needed Quicktime. So I downloaded it and installed it. But, the video still won't play and it continues to tell me to download Quicktime. When I went back to the Quicktime site, I didn't see an installation specific to windows 8... but there was for windows 7 and XP.

Does anyone have any suggestions? Advice?

Thanks

Jordan

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Jordan,

I viewed the video in Chrome.  I don't know what browser you are using, but you might try a different one.

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RE: Question #1- Ch. 4-Use of Multimedia in Instruction and Learning

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Hi Jordan,

I have been trying to google ways for you to see the video with out quicktime, but I cannot download it or export it. It was just a random sample of multimedia instruction. I just wanted to give people a chance to analyze multimedia so I am sure the one you watch was a fine way to analyze the instructional implications. I am so sorry you could not see it. I thought because it was on apple that Viola would be able to see it so that is why I avoided youtube. Let me know if I can help further. Maybe Dr. Heo is able to do magic that I cannot do. So Sorry!!

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Bekir Mugayitoglu

RE: Question #1- Ch. 4-Use of Multimedia in Instruction and Learning

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It is a good idea to share the video Becky! I have two answers for this this question. Clip does adhere and doesn't adhere to the Instructional implication. It proves how animations of different themes have a lower prior knowledge than pictures. However, I don't agree to generalize that animations of different themes have a lower prior knowledge than pictures since if this video could have been slower pace and not too fast, it would have been high prior knowledge. It is lacking because of pace and it can be improved to make this same video longer, but slower.

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Jingwei Liu

RE: Question #1- Ch. 4-Use of Multimedia in Instruction and Learning

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Hi Bekir,

I agree with your opinion of the pace of the video. Especailly for the second language student, some video is too fast to me to understand. Sometimes, the video is very helpful for teacher to introduce a complex concept and method to students. Use a proper paced video can do the best job in the class. However, some video worse to fix the problem. The video add more cognitive load to students and make students confoned. And the pace is a crtical factor of this situation.

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Okay... so I watched this video on YouTube... I hope it's the same one.  <http://www.youtube.com/watch?v=lJNDRhNAYwA>

After viewing the video, I see why most are writing that the video went too fast. I would say that is an understatement. If I have prior knowledge about the iMovie, it might not be too bad, but if I'm a novice, I would be lost and constantly stopping and rewinding the video. With that being said, the video does keep the learner's attention via audio and pictorial sounds/images. This video is a depictive respresntation of how to begin an iMovie project. Basically, the entire "lesson" or video is imagery. This is a great exhibition of the positive effects of combining texts and pictures and supprts the coherence and contiguity of the lesson.  If I were to close my eyes during the video, the ability to learn as well as I did would be lost.

I feel like the video was made for the high prior knowledge learner... meaning that this video may have been redundant in showing pictures and text at the same time. However, I don't know how one would avoid this while using a visual component to support the entire lesson.

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Bekir Mugayitoglu

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Hello Jordan,

I checked it out on youtube, it is not exactly the same video.

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Thanks Bekir. I'm hoping, like Becky said, that it was good enough to kind of get the idea of an instructional video and respond appropriately.

Jordan

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Hi Jordan,

Dr. Heo made a link to video you can try. Here it is...sorry for the late help! You can view the original if you would like:

[Dr.Heo's Link](http://it-duq.homeftp.org/705/Apple_iMovie_Tutorial.m4v" \t "_blank)

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*The iMovie ’11: Start a New Project follows the instructional multimedia guidelines. It has visual and audio components that makes it easy for an individual to learn about how to start using an iMovie. However, there is room for improvement. Perhaps to help with text-surface, there can be pop up or even closed captions for the audio. Also, this video is based on the assumption that the viewer is a Mac user. It is lacking in starting up iMovie and it would not be beneficial to all iMovies since some computers have different versions. Another way to improve this video is to have a quiz at the end to check comprehension. This might help with deep instead of superficial processing.*

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Great discussion questions Becky!

I also could not watch the video, I am experiencing the same issues as Jordan (installed Quicktime but keeps telling me to install it to watch the video).  I watched the YouTube video as an alternative.

My first reaction was that this video was intended for a lower prior knowledge audience but as I watched the quick tutorial I think the audience was mistargeted.  I think the video needed to be slowed down in order to secure understanding. Also,  they need to provide better descriptions for new learners.  I think the video did a good job at coherently using pictures and audio, utilizing the modality effeect. However that could've been improved in order to reach all audiences. At first I thought maybe they should insert written text, but going along with Specific Redundancy Principle, that would have been too overwhemling.  One idea I had to promote the graphics  was to enlarge the cursor on the video screen to really make that the focus point of the  presentation, showing the learner exactly what to do.

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Hello Vanessa,

I agree that it goes to fast for someone with low prior knowledge; however, I think a novice could learn from this video if the person would replay pertinent sections, and the video would eliminate the dual-modalities of presenting a cursor and animation at the same time.  "Thus, split-attention, which is essentially the use of one information channel for different sources of information, results in a reduced amount of information that is put into working memory within a specific amount of time." (p. 61)  I agree that the graphics were too small.  I also agree that if text would have been added, it would violate the specific redundancy principle.

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After reading some more responses, I'm wondering if apple made this not as a novel approach but that it updated it's iMovie application and wanted to review with those already familiar with the application the new features of the iMovie '11 version. It just seemed to go too fast to keep pace with a novice. Because of the quick pace, I could understand how this would be extremely helpful to someone who had already been familiar with the iMovie interface but for a novice, this would be very difficult and probably frustrating. I would have to find a different video to watch. Probably a more detailed video would be helpful.

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Hi

I am so sorry that you could not see it either. I am hoping Dr.Heo can address in class why it is not viewable by all users. I was trying to help Viola view the content as she cannot access youtube in China so I thought apple may be a better site for her. I will email Dr. Heo and ask her if there is a way to help you all view it. I am glad the two of you found an alternative form of multimedia instruction to view. It was just a generic example that I chose for everyone to compare. I will look into this a bit further! Sorry again!!

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Hi All,

Dr. Heo made a link if you want to view the original video!

Here it is:

[Dr. Heo's link](http://it-duq.homeftp.org/705/Apple_iMovie_Tutorial.m4v" \t "_blank)

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Thanks Becky!  And no worries about the movie it all worked out!

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Jingwei Liu

RE: Question #1- Ch. 4-Use of Multimedia in Instruction and Learning

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Hi Becky,Tony and all!

First of all, thanks for sharing this interesting video clip with us. It is quite help for in terms of understanding and analyzing what we read on the textbook about instructional implication.

Second, let's talk about this video. As far as I concern, the video adhere some of the principles of the instructional implication.

Since I am a graduate student of communication major, I have more prior knowledge about how to make a video. However, we should still assume that most of the audiences for this video do not have much knowledge or experience about making a video. The video contains both spoken text and the pictures (or I’d rather call them video). Besides that, no written text was used; therefore, it also suits the specific redundancy principle. And it is also obvious that the video satisfy the modality principle and coherence principle (no extra words or sounds was added).

Last but not the least, my husband, who has little prior knowledge about making the movie, watched the video for several times until he totally remembered each steps of the tutorial. As for him, the visualization of the video is too attractive so that sometimes he would lose the attention for the content it carries. Moreover, since Apple sells its products to each corner of the world, I am afraid the speed pacing is a little bit fast for those non-English-proficiency customers.

PS: For those who had the problem using Quicktime, i encountered the same problem when i use the Chrome. However, when i tried to use IE to watch the video, everything goes fine.

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Hi Viola,

I am so glad you could view it! I was trying to choose items that were not on youtube as I thought it may be blocked for you in China. I am glad you were able to use internet explorer to view it! I use a macbook so I have no issues and never thought it would be different from a PC. I am learning so much by facilitating this week about how to accommodate all of your students when they all have different computers, needs, and locations. Thanks for your help!i

Becky

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Jingwei Liu

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Hi Becky,

Thank you for your sweet consideration! To be an online course teacher, we both need to know knowledge of our course content, and equipment requirements. In this way, you are an absolutely good facilitator!

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Hi all,

I know this is late but here is a link Dr. Heo made for me to send to you all to view the video if you had issues! Sorry for the delay!

Becky

* [Dr. Heo's Link](http://it-duq.homeftp.org/705/Apple_iMovie_Tutorial.m4v" \t "_blank)

# Thread: Question #2-Ch.5-Four Component Instructional Design Model and Multimedia Learning

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Question #2-Ch.5-Four Component Instructional Design Model and Multimedia Learning

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In Ch.5 the Four Component Instructional Design model is discussed. The model is explained and shown to have connections to multimedia learning principals. Choose one of the four components and discuss a way in which it was applied in a multimedia learning expereince that you have encountered. Describe how it helped you to learn more about the content presented and if it was effectively used in the instruction. Describe what multimedia learning principal was also applied in the instruction. (This could be from any training you have had, any online tutorial you have watched, or instructional media you have used to help your own learning on a topic, etc.)

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RE: Question #2-Ch.5-Four Component Instructional Design Model and Multimedia Learning

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This summer, I took an on line class on VEX robotics using ROBOTC which was taught by the robotics branch of CMU.  The course was designed to teach high school educators how to program VEX robots and provide instruction on how to present the material to students.  Referring to the procedural information component of the 4C/ID model, the 4-7 minute videos we watched provided demonstrations of how the robot should perform, as well as coding examples (although the coding example may fit better in the learning task category).  The programming environment gave compilation errors and even suggestions about how to improve your code (such as needing a semi-colon), and feedback was given when the robot ran.  This was very effective when coupled with the small programs which we wrote.  These programs required us to build on previous learning and provided part-task practice.

In this same course, we used a fairly sophisticated programming environment which consists of the compiling engine and the robot.  I could see if the program was doing what I thought that I had programmed it to do.  The corrective feedback of having a physical robot execute code is very helpful to me and I would be considered beyond the novice stage.  For a novice, physically seeing what the code does eliminates a level of abstraction when trouble-shooting a program.  I would classify the small programs that we wrote under the component-fluency principle, as were given different problem types that we solved.  As we solved them, our procedural information became part of our schemata related to programming.

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Jingwei Liu

RE: Question #2-Ch.5-Four Component Instructional Design Model and Multimedia Learning

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When I was a graduate student of professional communication program. I took a course called change management. In this course, my professor set up some 4-5 students' teams and assigned duties to everyone. Every team have a short video that talked about an IT company receive additional task with limited machine and staff. After watching this video, professor let us to make decision how to accomplish the new task and ensure regular work also to be done. During the process, we need some knowledge we have already known, and we found that we still can not solve the problem. Professor illustrated how the manager of the company make decision with video. Then, professor concluded some systematic approaches to problems and principles of change management. This process make me set a connection of my previous knowledge and new essential knowledge. This learning environment help me to understand the principles of change management more comprehensive than study other's cases only from textbook. And when students involved into the real tasks, they may remember the new knowledge clearer.

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Hello Viola,

If I am understanding you correctly, in this instance you needed to determine how you would accomplish a new task, but you found that you did not have the requisite knowledge to do this.  Would you say that the professor provided a learning task by providing an example of a possible solution or would the video be classified as a case study that is enabling you to make more general conclusions?  In the "systematic approaches" that you talk about, did the professor make connections to what you already knew?  Was there feedback given on your proposed solution?

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Jingwei Liu

RE: Question #2-Ch.5-Four Component Instructional Design Model and Multimedia Learning

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Hi Br. Tony,

First of all, I appreciate your question. Second, about the requisite knowledge, we do have it, before the class, professor asked us to do the reading assignment and such case study is in the middle of the term. Third, professor gave us an specific example in the video, still will give us a general conclusion about different categories of problems in change management. Finally, profeesor will evaluate our solutions and tell us what will be happen if the company use our solution. I hope I have cleared myself. And sorry for the confusing.

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When I have down time in my position as a web designer, I try to keep up with emerging technologies by taking classes on lynda.com. The last class that I participated in was comprised of 5-15 minute segments and last approximately an hour and a half. The subject material was Flash, which is becoming irrelevant with the introduction of jquery and other coding languages, but I needed the knowledge for a quick fix for one of my clients. The procedural information component of the 4C/ID-model was used during this session. The class was organized with small chunks of information and I could navigate it at my own pace and also presented steps to achieve certain animations.

The temporal split-attention principle was applied to the Flash training. During the training, information on design and coding was presented simultaneously. Most of the knowledge was easy to retain, but I found that practicing what I learned right away as instructed in the videos, helped to keep my memory sharp and allowed me to apply what I learned to my project at work.

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Hi Robin,

What a great example for you being in web design to look at split-attention principal in the flash training session. Our text uses web design students as the example for that model. I agree with your decision that split-attention principal was applied to the training. According to the example on P.78 of the text, Split-attention principal helps focus instruction on a particular function of a program or software. It avoids showing you everything all at once, which I have found in a new software is overwhelming. If the instruction of a particular function or element is done in a logical sequence versus showing each function at the start of a training, the learner better understands its function and application. I think apple also does a good job of using this principal in their video tutorials. They keep them shorter and very specific to an aspect of a program versus covering a general overview of a product or program. It makes it easy to search for the specific function you seek when trying to learn how to do something new in their software or products. Thanks for sharing!

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In response to Becky's question for Ch.5 requarding the four components of the Instructional Design Model, I think of our summer course.  One of our assignments was to create a progject using Camstasia.  Well, being very new to the instructional technology field, I found using the video tutorials extremely helpful.  The component that applies to this particular experience would be prodecural information, and maybe a little of the supportive information component.  The videos were in preceding order in that you must view video 1 in order to understand the concepts in video 2.  Each video showed a progression on the different tools and features of Camtasia and were more complext as you viewed each video.  This particular technique enable me to see the progression in using Camtasia in that with each video, I became increasingly more familiar with the softward due to the step by step progession of the tutorials.

I would also say the learning principal used was the sequencing principle.  The videos were presented in sequential order in that instructions went from simple features of using Camtasia to more complex features.    Also, you could say the self-pacing princple was used in that we were able to view the videos on our own time.

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Jingwei Liu

RE: Question #2-Ch.5-Four Component Instructional Design Model and Multimedia Learning

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Hi Jessica,

I like your example of Camstasia! Using camstasia for especially the technology students is very effective. But some conceptaul knowledge can not be illustrated clearly by using such video tutorials. However, more and more students in nowadays, they learn some skills for working and promotion. So such easy and quick study is very suitable for busy students and part time students. They can use their pieceful personal time to learn a new skill. This is an approach for our society development.

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Bekir Mugayitoglu

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I also found so helpful this that video as a visual learner I am when I took the class in the summer. This is a great example to share with us Jesssica. Also, as an international student I am it was easy to wacth step by step and stop/replay several times.

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One of my education classes in my bachelors program required us to create a website directly relating to the classroom where we had our internship.  The Procedural Information Component, with specifically the Split-Attention Principle was used. I am still debating about which Split-Attention principle relates to this example, but I am leaning towards the spatial split-attention principle.  Throughout the class we learned about the specifications of an extending learning website.  Each class we would learn about a specific task, such as how to create the title page and put links on it to direct the learners to other pages.  Then at the end of class we would work on this specific task and finish that portion of our website for homework.  The next class we would pick up right where we left off – next, create the next page that the link from the home page directs you to, etc.  This shows how the professor used many *how to instructions* exactly when we completed one task and the next step in our website was to learn about the subsequent task.  This Procedural teaching style allowed the learners to not rely on memorization but on actively participating in the learning.  Why I chose to categorize this example as Spatial Split-Attention Principle is because we not only received instruction exactly when we needed that next step, but we also received handouts describing each specific step and its importance.  Also, we incorporated written material and computer material such as including outside links and making worksheets to act as aids to the website.

This instructional technique helped me truly understand how and why we were creating a website.  By taking the time to break up the tasks of creating a website, it allowed us to not rush ahead but also to pay attention to all the detail that makes a website beneficial to the students.  Also, I found that I remembered the steps better than if we were only to get the instructions on paper or only to be vocally told what to do.  The split-attention principle reinforced the learning.

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Awesome example Vanessa!

Welcome to cohort and we are excited to learn more about you! I agree that you learn more by actually doing it and you retain it your long term memory.

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Last year I was preparing for a trip to Paris, France. Though I took 4 years of French in high school, I was a little rusty. I decided to take a French class through Ed2Go.com. The class was great because it started off basic and increased in difficulty as the weeks went on mirroring the sequencing principle under the Learning Tasks and learning in Simulated Task Environments and involving the sequencing principle. The class was self-paced as well so I didn't have to rush through any one topic. I needed the small steps each week in order to master some of the larger, more difficult concepts of conjugation and to comprehend formal vs. informal conversation.

Each week we had vocabulary to learn and had to work on pronounciation through audio recordings provided by the instructor. We had a discussion forum where we could ask questions if we were having trouble with anything. At the end of each unit we had quizzes to test our knowleldge. At the end of the course, there was a final exam. The real test for me was when I went to Paris and I could speak "some" french.

One aspect of the course that could have been better is if it had acutal practice simulations as if I was really in Paris and having a conversation with a Parisian. I thought maybe conducting audio conversations via the learning program would have been a great add-on as well. This would have helped with conducting an adequate design attached to the sequencing principle.

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Hi Jordan!  Great response with a great example!  It seems similiar to the videos we used when learning about Camtasia using the sequencing principle as well as being self-paced.  Even though the videos had a quick review at the end, I feel have quizzes at the end would have furthered my understanding of the material.  I defintely agree having 'mock' conversations simulating a real Paris environment would have been extremely helpful in preparing you to speak French.  They do say the best way to learn a new language is to emerse yourself in a culture that speaks in fluently!  Did you feel much more fluent in French after your trip?  Also, so jealous that you went to Paris!  :)

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Jessica

I did feel more fluent after actually being in Paris. I was even able to order my food in a cafe in French. Although it took me like 5 min to order my food. Lol!

I went to Italy and Greece in July and I did not know much about either language. The benefit of learning french in January was that it was very similar to Italian. However, Greek is very different language all together. I really felt like I was in a foreign land. But, I came home being able to say basic phrases and words through immersion.

The adventures have been great! In Summer 2015 we are going to London and Paris and the D-Day beaches. (this is a plug for my travel group). If you are interested in travelling with us, let me know and I can send you the information.

Jordan

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Wow! That sounds like an amazing opportunity and adventure! It reminds me of my undergraduate professor. She moved to Saudi-Arabia to teach English. She taught the sultan's kids. Unfortunately she did not know Arabic and they didn't know English. So she just started to teach English and she said it was amazing how they were able to adapt.

D-Day beaches....pretty jealous right now. Luckily my only travel abroad experience was to Ireland and they spoke English. Hopefully you ordered the right food!

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Bekir Mugayitoglu

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When I took Statistics II, we had to create a project and present in the class. Our instructor let us watch one sample project video how to conduct statistical analyses on data files with SPSS. It was so helpful tutorial video for me to understand the concept of project. As an international student I am I had an opportunity to watch several times to use stop/ replay buttons of video to run the SPPS easily and used it self-pacing principle.

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Bekir - very interesting! Your professor gave you a resource which allowed for self-pacing and you took advantage of it. That's great! Having the ability to see an example of the project you are doing allows the student to activate prior knowledge while they are storing new information in their working memory.  I am a very visual learner so this tactic works especially well for me!

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*The component instructional design model that I can closely associate with is learning tasks and learning in simulated task environments. The perfect example was the years spent in undergraduate classes on becoming a teacher. Beginning with human development my freshman year, classes gradually became more educational. I cannot imagine trying to complete unit plans as a freshman and this is the sequencing principle. Also the training-wheels principle was applied during my student teaching in which I first watched the teachers and was trained on how to complete attendance and then taking over when he felt I was ready.*

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Casey,

You are correct about how difficult it would have been if your education course of study began with difficult tasts and then intermingled the simple tasks. Writing a lesson plan on the first day of class would be extremely difficult. As history teachers, we can relate to how important sequencing is in our curriculum. When North Carolina imposed the thematic teaching in social studies two years ago there was an uproar from many history teachers in my county. In the county where I teach, we recently revamped our pacing guides to go by region rather than theme. Many teachers have never had experience learning through thematic learning nor have they had experience in teaching this way. This became a huge problem last year and most history teachers never finished their curriculum by the end of the school year. We are attempting to teach by region (which is still not chronological), however, we hit on the regions chronologically and try to tie in the different parts of the world together when we hit on the same time frame. For example, we teach Judaism. Christianity, and Islam prior to teaching Buddhism and Hinduism even though Buddhism and Hinduism were popping up around the same time as Judaism. As I said before, I think the sequencing principle is imperative in a social studies class.

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Hi Casey!

This is a great example of the importance of sequencing. I can relate with my multimedia classes that I took during my undergraduate days. It would've been difficult learning flash before learning the basic web priniciples and coding that flash requires. I know that I would've been frustrated and also not sure I would've retained knowledge as I did. Building upon knowledge helps to reinforce principles and add to what is already known. I try to do this with the lynda.com classes since technology is always changing!

Robin

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# Thread: Chapter 6 Discussion Question

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Chapter 6:

Five Common but Questionable Principles of Multimedia Learning

On page 98 the authors make this statement:

"The discussion begins with the most dominant and perhaps the most erroneous multimedia assumption, that learning benefits are greater from multimedia than from other instructional media." (Refer to the authors defintions of multimedia and instructional media.)

After reading the section on principle one, and taking into account your own life experiences as a learner and/or an educator, do you agree or disagree with this statement? Why or why not? State the rationale behind your argument and include at least one example of an experience you had with this assumption (either for or against) while you were a student or an educator.

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I tend to agree that the statement is an erroneous assumption. While multimedia learning surely enhances a student's experience, I think that it is still important to have live instruction. Particularly for question and answer sessions, which I usually find beneficial for the entire class. I personally retain more knowledge when multimedia and live instruction are combined, especially if the material is brand new. Mayer suggested that "providing both a visual and a narrative description of a process being learned will increase the amount of time information about the process can be held and processed in the working memory" (p 99). A good example of this occuring actually happened today. I watched a video on summations that showed me step-by-step how to solve a problem. Using multimedia and narration, I was able to learn how to solve the problem, but I still felt that I was missing out because I had more questions that would've been answered if live instruction was present. Much like our asynchronous classes.

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I agree Robin! The question and answer session of a class is crucial in understanding the material and also expanding your learning by hearing your peers ideas.  Our synchronous class discussions still allow this to occur, with the ability to say your thoughts immediately or state your questions to the whole group.  One argument that the multimedia side might have would be that even during asynchronous discussions you have the resources to immediately email or call your professor or classmate with your question.  This is true but it still does not capture that initial reaction to the topic or question presented in the class discussion.  I think that emailing or calling is for more individual questions throughout the class.  The question answer portion of a class allows all the students to learn from one another.  Great response!

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RE: Chapter 6 Discussion Question

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Jordan,

A very thought provoking question and so pertinent to our field.  I do not believe that learning benefits are greater from multimedia than from other instructional media.  Having said that, I feel that in many instances the use of multimedia is more feasible and economical (in terms of cost and time savings) than other instructional media.  I guess that I would fall in line with Clark, when he states "...that the benefits of media are economic or are to be found in the increased access to instruction by disadvantaged groups in society, but that learning benefits due to multimedia alone have not been found and cannot be claimed." (p. 99)

The online VEX course I took this summer is a case in point.  The course was also offered in person; however, it was cheaper and only feasible to take the online course.  The course had a facilitator and numerous multimedia instructional recordings as well as a blog space.  I felt that I mastered the course and on the programming assignments and the final, I did demonstrate mastery.  However, if I would have taken the in-person course, I feel that I would have accomplished just as much if not more.

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Anthony

I completely agree. Multimedia is only helpful when used effectively in the classroom (or for whatever purpose it needs to serve). Some educators show videos and plaster pictures all though a PowerPoint presentation yet have not taught anything effectively, and in fact, probably deterred any learning from taking place. The other issue I notice in the classroom is when students who have access to technology, seem to do better on a particular lesson than those who don't have regular access to technology. In this case, the technology was the hinderance or the "economic cost" to the learning objective.

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RE: Chapter 6 Discussion Question

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Hi Jordan,

I just made a similar comment below. I think that the teacher has to make sound instructional choices in their use of technology to make it effective. I though it was interesting to see that Casey stated that other teachers claimed the computer access is what made her students higher achievers than the rest. Maybe this is in part due to the lack of access, but also the choice of the instructor when it comes to delivery of the content. Intersting...maybe we have an area that needs further research!!! Thanks for the questions that have made us all use our brains this week!

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Hi Br. Tony,

I appreciate your answer coming from a teaching field. It's always interesting to read the rest of the cohort's responses since I do no have an education background. I tend to leave out things like budgets and availability when I respond to these questions because I really don't have it in my field. I do think that multimedia enhances learning as Jordan said below, only if it is used correctly. I don't know how many times that I've sat in on seminars where there were numerous multimedia items used that did nothing that distract from what the presenter was speaking about.

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I too agree that this is an erroneous assumption. While multimedia learning does provide  a variety of learning techniques ( visual, auditory, etc.), adding that direct instruction piece provide an addition opportunity  for the learner to truly absorb the content.

I can connect personally this statement this semester.  Along with taking online synchronous online classes, I am taking Statistics 1 face to face and asychronous on Blackboard. I find it extremely beneficial to be able to ask questions and have discussions on content I don't understand in a face to face manner. I can preview the content before class and discuss with my professor and classmates any part I was confused with by just usingy visual learning module. Great question Jordan!

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Hey Jessica,

I really do love having Stats class face to face. I took an economics course online for a graduate course. Since I was unable to discuss the multiple confusion that I had with the content with the professor, I felt like I didn't gain that much from taking the class except for the credits. Even though online classes are cheaper than face to face, I still would like to get my money's worth when it comes to learning a new topic. Even though I prefer face to face classes, I do like the class discussion and collaboration that can take place in an online course. For example, I tend to be quiet in a classroom because I am more of an observer (in case you haven't noticed). But in these type of discussion boards, it allows me to express more than I ever could verbally in a face to face class. :D

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I am going to choose to disagree with the statement. While many people say that the face to face aspect is critical to their leaning, I am going play the opposite coin. I took my entire masters level degree in an asynchronous learning environment.I found that this environment was an excellent delivery for learning because the instructor gave less direct instruction and was more of a facilitator or guide. If you are better at self guided learning, face to face instruction may not be the best instructional method for you. An instructor chooses the breadth and depth of the topics they will lecture about in class. They focus on what they see as key and relevant points. In an environment where the instruction guides you to topics and then allows personal exploration of the topics you have the chance to personalize your own instruction. I felt I learned more just based on the vast amount of material that was online to explore, read, and connect with. Opponents of this view may say that this could and will lead to cognitive overload and decreased memory. I would argue that because I sought out materials, explored them, and made personal connections with them, I learned and retained more. On page 99 of the text, it states that learners need to connect to new information to prior experiences. What better way to make these connections than with self guided exploration of topic. The mulitimedia was a mere introduction in this case and the learning took place more independently and with a more open ended and self guided approach.

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Bekir Mugayitoglu

RE: Chapter 6 Discussion Question

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That is a greate approach to use facilitator or guide skills Rebecca. So as I understood, this statement depends on student to student learning style. Also asynchronous learning environment also let us practice facilitating than face to face. Thanks for sharing.

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Hi Rebecca!  I will agree with your statement that self-guided exploration and lead one to connect more personally with the content and be able to connect more with new information being presented to them.  I personally think it depends on the type of learner you are.  I am a firm believe in Garner's Theory of Multiple intelligences and people learn and experience information differently.  Some learners, however, may experience cognitive overload becuase they may not have a learning style structure to handle self-guided and open-ended facilitating.

I also think it depends on the content.  For example, I am able to research and work independently on the content in our Courseware Design and Instructional Design classes much better that Statistics 1.  Having face-to-face discussions and being able to ask questions pertaining to problem-sovling work best for my particular style of learning.

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Good question Jordan, I agree with erroneous multimedia assumption.Maybe I am old fashioned,but the learning benefits are greater from instructional media than miltimedia. When I took Dr. Heo's class in the summer semester face-to-face, it is beneficial to ask questions just after vague topicsm, learn hints and talk about fresh topic with classmates.However, multimedia does not have these oppurtinities.

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Hey Bekir,

I agree with you about our summer session with Dr. Heo. I cannot imagine beginning this program and not knowing who those other people are in the chatrooms in Blackboard. It makes it easier to discuss questions and meet with each other. I wonder what ways online learning can incorporate other technologies to make it more personable. I actually read an article this week about how two universities used Second Life to create an online learning enviornment. The paper was very interesting!

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RE: Chapter 6 Discussion Question

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Your question is very relevant to our doctorate program especially since you are taking all online classes while most of us are in the face to face in Stats class. The assumption that Clark and Feldon discuss that multimedia has greater learning benefits than other instructional media can be true based on my personal experiences and not from any research. This topic of multimedia is new to me but as I have read this book, I realized that I have used some of the techniques that Sweller and the other authors discussed. I was very succesful in my first year of teaching by using these different approaches. I also taught as part of the New Tech school but it was a school within a school. My test scores in my first year of teaching were the highest in the school district and over veteran teachers. The backlash I heard was that my students only scored that high because we had computers. I think the teacher has a major role on the success of a multmedia learning or even traditional learning enviornment or online courses. I also think that students in face to face classes have higher motivation to do well in that setting given that there is interaction between the teacher or professor and their peers.  I know that I pay attention more in face to face classes than an online course.

As for motivation, my students that I taught in all four years were not the best students in North Carolina. As the south would say 'Bless their heart', they had bigger issues than learning history in life. I once was asked while teaching economics if it couldn't be more real life situations, like how do I succesfully build my drug empire? And it was not a shock to learn of middle school girls becoming pregnant. But if you wanted to see motivation and what technology could do, all you had to do was look in my class. Students that had failed the same course three times already stayed after school just to do better on projects and were excited and proud to win a golden plunger award. I guess you wouldn't be able to find that in an online course.

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Yeah. I'm jealous that all of you have face-to-face stats and I have to do asynchronous. However, it's going fairly well. We shall see at midterm exam time how the online learning is benefitting me. :)

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Hi Casey,

I agree with the idea that the technology plays a critical role in motivation. My kindergarten students got way more excited about learning letters when the promethean board was used to teach than when I used traditional methods. I also think you are correct in your statement that the teacher plays a large roll in the success of the technology in the choices made in its use. If you do not make sound instructional choices in your delivery and content, it does not matter what tools you teach with. I think that the hybrid course may be the solution to our class discussion. It seems to meet the excitement of using technology and the keep the human component many of our classmates are discussing above. I think Dr. Heo's class last term is a great example. It was great to see echother face to face and present in class, but also we had great discussion and learning in the online component of the class. Is that maybe the magic combination?

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I agree Rebecca!  My students were constantly singing songs from videos we watch on the Promethean Board and much more engaged when they were able manipulate letters or use counters interactively on the board!

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I agree that this statement is an erroneous assumption.  I completed the majority of my high school course work through asynchronous discussions and I found that I fully learned and understood the material but it took a lot more work and time than the old fashioned learning system.  Granted, I did not have ‘classmates’ or peers to receive online feedback or share questions with, I still felt that when I was in a classroom or even discussing a topic live was when I absorbed the most material. The classroom discussions, which are capable through online classes now, is what highlights problem areas and allows students to share their thoughts and also new, expanded knowledge with their peers.  I think one of the best learning tools we can incorporate is live discussion and problem solving.  I do believe that multimedia learning has enhanced the education system, being able to bring more tools and techniques into learning.  But I also think that multimedia aspect of learning is still based upon the old fashioned, face-to-face learning.

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RE: Chapter 6 Discussion Question

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Vanesa,

The idea that the multimedia aspect of learning is still based on the old fashioned, face-to-face learning has piqued my interest.  I have found our synchronous meeting very dissimilar from face to face meetings at the graduate level.  The online meetings has a facilitator/gatekeeper who determines the flow of discussion as opposed to facilitating the discussion.  This is because the online environment does not allow for quick and fluid verbal exchanges between the students.  I would like to see technology that would allow these classes to be more open.

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# Thread: Chapter 7 Discussion Question

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Chapter 7 Discussion Question

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If, according to the multimedia principle, pictures are just as important as words to student achievement, why then do pictures in books and novels decrease as the age of the reader increases? (Don't just restate the hypothesis given by the authors... Use evidence from the research presented in the chapter to justify your comments.) Discuss some instances in your own experiences as a learner and/or educator where this may be true or not true.

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The question asks why literatures starts with more images and as text difficulty increases the support images are less prevalent. On page 109 of the text, the author describes what is termed the " expertise reversal effect". Presented by Kalyuga, the effect suggests that providing more information than what is necessary imposes extraneous cognitive load. It therefore states that instructional supports should decrease as expertise increases. This would support the idea that as readers gain experience and skill, they would only be distracted from comprehension by unnecessary images as they read and create mental models of the text. Early readers need the images to support decoding and comprehension skills.

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RE: Chapter 7 Discussion Question

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As for the second part of your question, you ask for personal examples from our teaching. I used the example of teaching initial sound fluency. Young children need an image to help them understand words begin with certain letter sounds. For example, a picture of a ball with the word ball and an upper or lowercase B. A reader who is an expert in initial sound fluency can pull this information easily from their long term memory and construct their own mental model with out seeing the images. In this case images would be an example of an item that. can cause extraneous cognitive load.

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Bekir Mugayitoglu

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Great example Rebecca, teaching initial sounds fluency way of your teaching is so beneficial for kids to pick up words with picture to transfer knowledge to long term memory.

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As stated within the chapter, readers at a young age rely on photos to help them learn words and develop their reading and memory. As we grow older, we rely less on photos because our memory simply does not need photos to show us what something looks like, we already have that information in our memory, no sense in weighing down our cognitive load. "As learners gain mastery of basic knowledge and organizational structures, their need for external supports to optimize their learning efforts decreases" (p 109).

One instance that this is not true, is in a how-to book. I have a watercolor painting book that shows photo examples and also contains text on how to paint to achieve certain results. The photos are necessary as a guide to learn and achieve the desired watercolor painting upon completion.

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I like your example of the "how to..." book. I guess that is an area I did not think about this week. I also have a "how to..." book example. We built  custom fence in our yard this summer. We are adult learners with high levels of decoding and comprehension skills. If the statement you reference on page 109 is true...how would my fence have turned out? It may not have looked as the author intended if I made my own mental model of the fence and tried building from that. I think the image is what made all of the difference in being able to apply the reading to create the physical product. Thank you to Black and Decker for giving the visual pictures...and to the website that posted step by step images and instruction on how to construct the fence.

Here is a link to the DIY network page that we used to help us build the fence:

[DIY Network Link](http://www.diynetwork.com/how-to/how-to-build-a-conduit-fence/index.html" \t "_blank)

Think of building this fence with out the images...would it work?

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You definitely need photos with how-to projects such as a fence. Building the fence with out the images would be like trying to build something from Ikea. Impossible :-)

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The decrease (or almost total elimination) of pictures and diagrams as evidenced by this book as opposed to younger students would be that pictures do little to provide more advanced learners with context.  Our schema tends to include a mental pictures of what is being discussed and if we use both words and pictures this causes a redundancy effect.  "The general redundancy effect has a negative impact on learning, because the additional source of information occupies working memory capacity for processing information that does not lead to better comprehension." (p. 63)  The support for well designed multimedia seems to be best demonstrated among students with low prior knowledge. (p. 123) The converse may be assumed for students with high prior knowledge, and then with experts we could reasonable expect a decrease in performance.

As a learner, if I am interested in information related to computer technology, I prefer text or a diagram to multimedia.  I find that I can read faster and absorb more from text, than by having to go at the pace of a video.  In contrast, when I am preparing a lesson for high school students, I prefer to include a video clip to put the information into context.

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Anthony

I agree completely with your comments. I tend to like books more that do not have images in them because I feel like it distracts me from the content. However, with my own students, I always add pictures and/or videos into my lesson so that my students can form their initial schema and "file" it away for later recall.

Lower level learners benefit more from multimedia learning and their learning increases, whereas higher level learners exeperience redundancy when having to look at images and text at the same time. My question is: what about the average learner? I feel like most of the research is done on lower level or higher level but no one discusses how multimedia effects the average learner.

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As a former kindergarten and first grade treachery, I completely agree with Robins statement about early learned. Our main goal is the expose these young students to new vocabulary in order to increase their rewarding abilities. As students witlivery low prior knowledge, pictures are essential . Page 119 of this chapter discusses this with the 'coding redundancy hypothesis' and 'how images act as an additional memory code to facilitate the recall of concrete nouns.

As we grow older and our prior knowledge tends to increase , especially when it comes to word/picture association.  Our memory as already stored what a ball looks like , what 'big' and 'little' look like. We do not need pictures of such simple words to help us  understand what those words mean. On Padgett 117, the authors also discuss how 'research has found that the effectiveness of combining imagery Edith text varies with the content being learned.' This made me immediately think oh my 'Hoe to use SPSS' textbook for statistics. I found the images oSo how the program should look on your computer as you enter different information much more beneficiaI and less overwhelming.

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'Hoe to use SPSS'...umm. I didn't get that book Jessica! I can't imagine tryign to complete the first week's homework assignment with just words and no pictures! I agree that the older we are, we should be able to easily associate words and pictures together. I think it is hard as a high school teacher that some students will come to class with these learned schemas while others did not. How do you differeniate in a classroom with different skill sets? I think that pictures are as important to older students as it is to younger students but text for adolescents lack pictures. I cannot imagine teaching the Progressive era without images from "How the Other Half Lives." Yes students do have the schemas but they need to be able to add more information to those 'file folders'. More pictures in secondary education & textbooks please :D

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Bekir Mugayitoglu

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Comparing with primary school, elementary, and high school in Turkish class, While increasing grade of school, pictures of our textbooks were decreasing. However, text was increasing since prior knowlodge is increasing. If I know about American football by pictures, It will be wasting time and distracting with pictures after first time.

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Bekir,

Speaking of high school and textbooks.  My older colleagues have observed that textbooks these days are loaded with vibrant, 4 color visuals that try to cram in everything and try to accommodate every learning style.  Math textbooks from 20 years ago were much simpler.  I tend to think that modern textbooks might be putting extraneous cognitive load on our students.

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Bekir - good example using the amount of prior knowledge a student has corresponds with the use of pictures within the text.  I agree that when prior knowledge is more established it is not necessary to include as many pictures in the textbook.

Br. Tony - really interesting reflection! It made me start to compare modern textbooks with older versions.  As I read this chapter I didn't think about textbooks being overwhelming with pictures but now that you bring it up there are some that are guilty of overcrowding pages with text, graphics, and illustrations.  I think that textbook makers, along with many educational workers, are currently trying to overload the students with information to try to make them the 'smartest'.  One problem I have seen in schools today is the extreme focus on testing, which leads to memorizing facts rather than processing material in their working memory then storing it in their long term memory.  By presenting too much information to students, including your example of modern textbooks, definitely creates an increase in cognitive load.

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Images and pictures decrease as the age of the reader increases because when students are younger, they lack prior knowledge. But as students age, the pictures start to decrease because there is the assumption they already have seen it (page 118). An example is that young children might not know what a cow looks like so a book includes a picture of a cow. When teenagers or adults are reading a book and they read about a cow, they already have a mental image of what it looks like. In my experiences of teaching, there needs to be more pictures and probably less words (sometimes) in history books. There is also not enough maps. I have to spend a day on going over the map of the United States with 11th graders in an honors course! Let's just say that I once pointed to New York and asked what state it was. My student said "The United States?" As that old cliche says about when you assume things, there is a lot of assumption that students already know it but sadly, we are mistaken.  Also culture can misinform our students. I once showed a picture of a buffalo to my students and I assumed that they have seen a buffalo before. I had a student ask me where were the wings at? She thought that buffalo wings came from buffalo.

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Hi Casey,

I'm not a teacher, but I agree with more pictures and less words for children. I remember learning the alphabet with the letter people in kindergarten and that always stuck with me. There was even a song to sing! I'm 31 years old and still think that any Geography books should include maps. During my trivia league about 80% of the questions that we get wrong have to do with location (mainly global). It's terrible!

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According to the text, “the multimedia principle may be of greater importance for students with smaller working memory capacity” (p. 126).  I think the use of graphics is an extremely important tool at all levels of learning but after reading the chapter I can understand how at the higher levels of learning it may be taking away from their learning.  As students get older and retain more knowledge in their long term memory, pictures of the material that they are learning about could actually be addling for them.  Also, as a learner becomes more knowledgeable in an area and focuses in, it is probable to suspect that the pictures which correlate to the texts would be redundant.  Let’s take an example from a class of high level statistic learners.  If the professor included every single equation within the text or in a picture box on the page (even equations which were learned years ago and already stored in the learners’ memory) this would be a distraction to the fluency associated with comprehending.  Graphics are great supplementary tools when needed and specifically for basic to intermediate learning, but when the learner gets to a certain expertise level, the graphics can turn into a distraction from the text.

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Very well said Vanessa!  I always find graphics extremely helpful when learning something new! I used them often with my Kindergarten and first grade students.  As the student gets older and stores more information into their long-term memore, I can see where elements of multimedia can be too much.   It reminds me of the saying 'thinking abou it too much'.  All of the graphics, animation, written text, narrated text, and formulas can easily distract the learner's focus.

# Thread: Chapter 7 Discussion Question Part 2

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Chapter 7 Discussion Question Part 2

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I know we are only supposed to post one question per chapter, but I really liked one of the other questions I had brainstormed and thought you would get an A+ in my book if you answered both questions.

Assumption: Augmentations lead to more intense or improved cognitive processing of instructional material which should enhance instructional effectiveness.

Does augmenting text with graphic presentations (or vice versa) lead to improved learning? What are your thoughts on this? Have you had an experience where you can provide evidence for/against the assumption?

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Augmentations combine text and graphics and allow the environment to shape to each individual learner’s needs.  I have seen how augmenting text with illustrations has helped reinforce learning and also I think hold a student’s attention longer.  However, it is not beneficial unless “the illustrative material serves a relevant instructional purpose (Mayer, 2001).   I have experienced both positive and negative effects of augmenting text and graphics.  One positive example that comes to mind is a science class I took during undergrad where the professor used a lot of worksheets and reference materials that included texts and graphics, but focusing on the text.  He also made us create posters which would highlight certain words (printed larger) with corresponding graphics or charts.  This reinforced our learning but allowed us to still focus on the material.  A negative example would be when a professor uses a  visual example with a large graphic and very small text that you cant understand what the graphic is about.

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# Thread: Chapter 8: Split-Attention

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Chapter 8: Split-Attention

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Dr. Charles Dougherty, the president of Duquesne University, is posing a question to current students.  Which of the following maps would better serve guest and students to the campus? Which campus map do you prefer? Does one or both maps violate the split-attention principle? Does one or both maps violate the redundancy principle?

Map 'A'

[campus-map-082102-large.jpg](https://duquesne.blackboard.com/courses/1/ED-GDIT-705-55-201410/db/_760054_1/embedded/campus-map-082102-large.jpg" \t "_blank)

Map 'B': This map is found in the Forbes parking garage

[IMG\_0773.JPG](https://duquesne.blackboard.com/courses/1/ED-GDIT-705-55-201410/db/_760054_1/embedded/IMG_0773.JPG" \t "_blank)

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RE: Chapter 8: Split-Attention

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Apparently the maps are not showing up on all the discussion boards. So here is the link of Map A:

http://www.duq.edu/Images/about/\_images/campus-map-082102-large.jpg ([campus-map-082102-large.jpg](https://duquesne.blackboard.com/courses/1/ED-GDIT-705-55-201410/db/_760325_1/embedded/campus-map-082102-large.jpg" \t "_blank) )

And attached is Map B: As found in the parking garage ([IMG\_0773.JPG](https://duquesne.blackboard.com/courses/1/ED-GDIT-705-55-201410/db/_760325_1/embedded/IMG_0773.JPG" \t "_blank) )

Thanks Robin for pointing that out! :D

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RE: Chapter 8: Split-Attention

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Hi Casey,

I like your uses of images for comparison! I would have to say that Map A is a better example for fast use. With a map of campus, students are looking to get to class on time and as quickly as possible. On the first map the text is integrated into the image allowing your eyes to focus on the image. The second map is a bit harder to use as you have to reference text outside the image or below the image to figure it out. The authors states that cognitive load is increased by the need to mentally integrate many sources of information (p. 135).They also state that this load has a negative impact on learning. Someone who is new to campus may already be learning so much and taking in many other sources of information to determine where they are on the map and where they are going. That said, the map with integrated text would serve them much better.

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Hi Becky! Good response and way to point out how time is a factor when using a map.  I agree that Map A would be the better choice for students and guests.  Map B increases the cognitive load, which has a negative impact on learning.  I really like how you discussed the impact using this map could have on someone new to campus.  The placement of the text away from the pictures, use of numbers, and additional information is what makes Map B a source for cognitive overload and distracts from the main purpose of the map.  I think that a guest may benefit from a pamphlet including additional information about the buildings on campus but do not include that information on the map.

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Casey,

This question is really requiring my brain to wake up (more coffee please).  Ayers and Sweller emphasize that three criteria must be met for the split-attention principle to come into play.  First the two sources of material in isolation would not provide enough information.  For the campus map to be effective, the user must be able to match the name of the building or street, with the location relative to a known landmark.  The first criteria has been met.  The second criteria is that there is a need for high element interactivity.  The campus map has 40+ mappings of text to diagram which working memory cannot accommodate all at once.  The third principle is that the abilities of the user must be taken into account.  While reading this map is not as complex as a physics problem, the speed at which people wish to access the information (a couple of seconds) as well as the environment they are in (noisy, rainy, windy, etc.) may pose a challenge to college age students.  I would say that map B violates the split-attention principle, because the text is not integrated with the diagram and the conditions under which the split-attention principle hold have been met.

I prefer map A, because it integrates the text with the diagram.  The purpose of a campus map is to assist a person to find a particular building as quickly as possible.  By integrating text and diagrams in map A, a person, on average, will scan half of the map before finding the building they are looking for.  The same would hold true for map B, but now they do the scan twice making the search time twice as long.  Once to find the building / number pairing, and a second time to find the number / diagram pairing.

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I have to agree with you Brother Tony! When I first looked at the campus map in the elevator, I hated it that I had to scan and find the number to the building! It was the first thing that I thought of when I read about the split-attention principle.  Also, Duquesne University uses Map A on the website.

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Looking at both maps, map A would better serve guests and students on campus. The text is embedded on the actual buildings while the other map, map b, causes the guest to split their attention between the map and the text to figure out where they need to go, therefore violating the split-attention principle. The spatial contiguity principle on page 81 supports my point, "Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen."

The redundancy principle usually combines audio and text, I would say that neither map violates the principle because the text and pictures are necessary to navigate students and guests to the desired locations. You can't really have one without the other in this instance.

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Hi Robin!  It seems we agree on which map would serve best for guests and students!  I also see we both mentioned the split-attention principle not being followed on Map B.  I do agree with you tbout the spactial contiguity principle for map A as well.  If you think of the redundancy principle as specific to audio and text then I would agree neither map violates to principle as well.  I do not remember reading that about the redundancy principle, but that makes sense:)

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The redundancy principle is instructions that present the same information in different forms or with unneccary explanatory material increase extraneous congitive load that interferes with learning. Redunadacy can but doesn't have to audio and text. (I stole this from page 167). Based on this version, do you think it still violates the redundancy principle?

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I think map A would serve most beneficial to students and guests. Being new to Duquesne's campus myself, I find it much easier and quicker to read. I like how map A has the actual names of the buildings and streets on the map and their actual images on the map. It seems to follow split-attention principle whereas map a does not. I would move more confused looking at map B trying to NGO back and fourth futon the number on the building to the chart that tells you what the number means. Map B does not follow the split attention principle for that exact reason. You have to constant Lu split you attention from the map to the chart and table on the side.

The redundancy effect is apparent in map B in that additional information is provided on the side of the map that may distract readers just trying to get direction to a particular building.

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Bekir Mugayitoglu

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I agree with you Jessica, Focusing on map and table distracts us to know the names of buildings and is not as beneficial as map A. Also, Map B is time consuming while looking at buildings and tables several times to figure out.

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Good question Casey,

Map A serve better,faster, and easier than map b for guests, but map b would serve better than map a for students.Students have to memorize long term the names of building, but guests don't have to memorize long term. Map B violates the Split-Attention principle since looking at buildings and the table on the side don't let them give enough attention for map and table at the same time. There is no violation for Reduncacy principle since this principle has to have audio and text.

I prefer to use map B since the map location (near the elevator) is on my way to school, I check out the map where I need to go.Also, Map B is more helpful and beneficial for me even if I am a student on the campus, I don't think people have to memorize 49 buildings on campus. I just know  and enough so far five buildings Library, Canevin, Fisher, Student Union, and the Chapel. If I need to go new building I can check it out the map again.

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Bekir

I like your reasoning about why Map B would actually be more useful to students. It's almost like a flash card for learning vocabulary. If you can't look at it directly, then the student will have to learn it or they will have to keep repeating the same step: look at the map key, then find the number on the map, then find where to go.

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Bekir,

I will agree with you on the violation of split-attention principle for map B. I will disagree though that it does not violate redundancy principle. It stated by Sweller on P. 160 of the text,  that there are two variations of redundancy principle. One involves words with pictures and one involves audio and words.  Mayer specifically uses it for text and audio. The actual definition of the principle states that identical information is being given to learners in two or more different forms. If you go by this definition, not Mayer's interpretation, the images with text on the side would be identical information and there for Map B violates the redundancy effect principle.

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It's funny because at first I couldn't even figure out what was different about the maps. My brain skipped right over the labeling on the one map. It took a few minutes but I caught on. :)

I prefer the Map A because I don't have to keep switching back-and-forth between the map key and the actual map. It's already labeled making it easier for me to focus on what I need to. With that being said, I do think Map A would be more beneficial for DU guests and students.

I think Map A in congruent with the split-attention principle which says if you are going to present text and image together for the purpose that they have to be together to understand the information, then it should be coherently presented. With Map A, the information is integrated and therefore, can be understood easily and efficiently. I do not believe that either map exhibits the redundancy principle. In order to be redundant, the same information must be conveyed in two ways (i.e. visual & aural). Neither map does this. They have shown the map of all the places but without the names writte on the building and/or in a map key, the map is rendered useless. The only reason to use a map is if you don't know where you are going and therfore, having the information labeled is helpful rather than a hinderance.

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RE: Chapter 8: Split-Attention

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Hi Jordan,

I remember back in gradeschool all of our maps had keys and symbols for finding locations. Do teachers still use that? I'm just curious. I know that we created the new map, map A in the graphic design department because the other map was too confusing and required a lot of thought when looking at it. I guess the one thing that bothers me about map A still is that it should have a "you are here" indicator on it like they have a malls. Just my thoughts.

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RE: Chapter 8: Split-Attention

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Robin,

One of the things that I see in my Algebra 1 class that is lacking some of my students is their ability to use the key on a graph to help interpret the data.  Unfortunatley, many do not realize that they need the key to correctly read the graphic.

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When comparing the two maps, Map A would be the better choice for serving guests and students on campus.  I think Map A is much easier to follow and understand and allows for quick findings on the map.  All of the information needed is in one location and easy to access with your eyes.  On Map B, the information is split, which requires you to look back and forth between the image, the number, and the text.  Map B violates the split-attention theory because they are “required to split their attention between and mentally integrate several sources of physically or temporally disparate information, where each source is essential for understanding the material” (p. 135).

Also, in Map B the redundancy effect is clear because on top of looking back and forth from image to text to understand the information, even more information is located on the side of the map which is not necessary when someone is just trying to locate a building.

# Thread: Chapter 9: The Modality Principle

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Chapter 9: The Modality Principle

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1.) Low & Seller states on page 147 that “According to the modality principle, students learn better when the associated statements are narrated rather than presented visually.”

What are some technology or tools or websites that can be used to increase working memory capacity? Does powerpoint violate the modality principle or the redundancy effect? Why or why not?

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Casey,

One of my favorite web-sites for assisting in math is Khan Academy (www.khanacademy.org).  There are thousands of videos with Sal presenting a problem on a digital chalkboard and explaining what is going on.  I initially thought that it would be better if there were sub-titles with the video, but that does not hold with the modality principle.  "A visually presented diagram and auditorily presented text may increase effective working memory and so facilitate learning over conditions where visual working memory alone must be used to process all of the information." (p. 153)

Depending on how powerpoint is used will determine if the modality principle is being correctly applied.  Powerpoint can be used to present a graphic while audio is used to explain the graphic.  Powerpoint could also be used to put down key points, while the teacher explains those points.  In that case the information is not redundant.

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Hi Br. Tony,

I like your example of Khan academy. I think you make a sound analysis of why only image and audio should be used and your reference to the modality principle is right on target. I would like to point you to further support of your argument about Khan Academy's instructional method being well thought out. I think the information on page 151 of the text is helpful in explaining why Khan Academy is so helpful. On this page, the author  discusses how greater retention is possible when two modalities are used. So the diagram and the audio are a great combination with out being too many modalities to distract from learning. Thanks for always sharing useful tools we can relate to!

~Becky

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I remember that Khan Academy website that you showed to us in class! I actually recommended it my cousin who needed help with mathematics. Thanks again for showing us an awesome tool!

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I completed training on html 5 on lynda.com a few weeks back. As with all tutorials that I have encountered on that site, the narration and visual material made it easy for me to learn and retain the knowledge. "If there are separate processors for visual and auditory information, it should be possible to show that retention is greater if information is presented to two modalities than when only one mode is used" (p 151).

If Powerpoint is used as an aid and not the entire presentation, then it does not violate the modality effect. I attended a seminar led by Edward Tufte, graphic designer, that taught that powerpoint is only to be used to enhance your presentation, not to list every thing that you will discuss. That always stuck with me. Powerpoint can also violate the redundancy effect if it distracts the audience from the narration during the presention.

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Hey Robin!

I agree with you that powerpoints should be used as an enhancement to what you are saying. It seemed that my students would use Powerpoints as a crutch and I even notice college professors will use it the same way. An English teacher that I co-taught with said that powerpoint slides should follow a 6 by 6 rule. No more than 6 words per line and no more than 6 bullets per slide. It really stuck with my students and they avoided writing paragraphs on slides.

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Two technologies I have used recently and in the past to help increase my working memory are Microsoft PowerPoint and SPSS software for statistics. I am able to spend more time and energy interpreting bar graphs and frequency distribution tables rather than doing the basic computations necessary to create such graphs and tables. I feel spending time doing basic competitions that I already know how to do (and not relevant yo understanding the data)would take away from mom working memory.

PowerPoint does not that violate the modality principle or the redundancy principle if it is used properly and used in the right context. For example, our synchronous class using PowerPoint is helpful in that we are able to follow along as our instructor is speaking.Since we are not physically there it keeps us on track.

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Bekir Mugayitoglu

RE: Chapter 9: The Modality Principle

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I couldn't agree more with your example, synchronous class using with powerpoint which so beneficial. Face to face is class fine without power point, but Sychronous class helps us to stick with topic what instructor or classmate covers.

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RE: Chapter 9: The Modality Principle

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As you discussed SPSS, I was thinking about the "How to Use SPSS" book.  With many user manuals, it requires the user to read the manual, then using what has been retained, perform a task on the computer.  Maybe it would have been more productive if I had read the manual first, put it down, and tried to do the tasks on the computer without going back and forth.  Our reading seemed to indicate that this would be a wise strategy for a novice.

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RE: Chapter 9: The Modality Principle

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I agree with your examples Jessica.  I have just started using the SPSS software and as Brother Tony pointed out, it would probably be more beneficial to read through the text then try to complete the task online rather than going back and forth.  SPSS allows the students to utilize new information rather than just doing the computations they already easily know how to do.  My second attempt at my statistics homework went much better because I read through the material first and then used the text as a reference in case I needed to remember something.

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RE: Chapter 9: The Modality Principle

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Another great question! It also states p.147 when information presented in a combination of visual and auditory is more effective than when it is a single mode. I think this is an important to apply in multimedia learning discussion. It goes farther to give the direction of narrated visual models being the most effective. I think that a great tool for teaching in this manner could be iMovie. You can combine video and still pictures with no text to convey the information you wish to present. In response to your question about PowerPoint, it's appropriate use is in the hands of the user. The user can create a presentation that follows the rules or instructional implications or does not.

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RE: Chapter 9: The Modality Principle

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I like the idea of iMovie to use to incorporate audio and visual stimulation. (I wish we had access to equipment like that for our students) Seeing and hearing something helps to get the information into working memory and then working memory will piece it together to code it as one meaning and then store it in long-term memory. It seems that doing this simultaneously helps. On the flip side, if you give information via only audo or only visual, the learning does not seem to take hold as well.

I agree with your PowerPoint statement. I said something similar in that I do think the effectiveness of it is determined by the instructors learning objectives and the design of the lesson.

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RE: Chapter 9: The Modality Principle

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Hey Becky!

I love using iMovie! I only wish that every computer had access to it and that it was available to every student.

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Bekir Mugayitoglu

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I started using presentation tool, Keynote and also got training with it.Keynote and Power point doesn't violate the modality and reduncacy effect if there are just highlights of information step by step.

Power point is so beneficial for me in face-to-face, sychronous, and asychronous classes to track when i am lost as a student whose second language is English.

However, There are some class i took when I graduate student in business, reading the whole lesson with powerpoint violated the modality and reduncancy effect.

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Hi Bekir,

Great input on the ESL aspect for powerpoint. I think we sometimes assume that everyone is fluent in our native language and forget that it may be beneficial to ESL students to include more information on the slides for their benefit. Thanks!

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That is a great point Bekir!  I can only imagine how helpful Powerpoint can be interms of ESL!  I am almost embarassed to admit that thought did not cross my mind because English is my first language!  I am sure I would feel the same way if I took a class in another language.

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I have used SAS Curriculum Pathways. I really like it because it's aurally and visually integrated. However, this site violates the redundancy principle but supports the modality effect. SAS (for short) places text, pictures, and narration in the same frame. The narration or text are redundant and overload students' working memory with same information repeatedly. The modality effect states that students learn more from aural and visual integration than from audio or pictures alone.

I don't know if PowerPoint itself violates the redundancy or modality principle. I think it depends on how it is used. I can record a narration and show pictures on PowerPoint and it would support the modality effect. I can also show words alone or pictures alone and my lesson would not be redundant. I think it depends on what the learning goal/objective is in each individual lesson and how a teacher decides to implement the technological tool.

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I know that there are many online games and applications available for all levels to improve your working memory.  A lot of matching games are used at all levels.  There are apps that are even available for your phone.  I play these ‘memory’ games and feel much sharper after a few times playing or figuring the game out. You dont realize that these simple games are helping to increasee your working memory and then transfer this ability to content learning.  There are also games available that are specific to a subject area to increase the working memory on specific knowledge.

Power Point can be used as an effective tool when it is used to capture the main points of a lecture or to show graphics which correlate with the text.  As long as the power point is not distracting to the students and also does not overwhelm the students with excessive or redundant information.

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RE: Chapter 9: The Modality Principle

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Hey Vanessa!  I have heard about such games that help improve working memory, but have never tried them!  I guess that explains alot..haha.   I may have to try a few! I didn't know you can find games specific to subject areas.  Do you know if you need to continually play these games to maintain a strong wokring memory?  With that, how often?  Just something to think about...Great response!

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Hey Vanessa,

I too like playing those online games. I have the free version of Lumonisty on my phone. What other websites do you use or games that you download?

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# Thread: Chapter 10: The Redundancy Effect

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Chapter 10: The Redundancy Effect

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1.) In chapter 10, Sweller discusses the history of the redundancy effect. In 1937, Miller’s experiment was the first experimental design to demonstrate the redundancy effect on young children that are learning to read. Students are typically shown a word, a picture of the word, and the word is spoken. He studied student performance of those with a pictures versus without the pictures. Student performance on the reading test was better without the picture than with the picture. (Pg 161)

Why are pictures used with students learning to read when there is a negative consequence on the working load memory? Should pictures be eliminated? Why or why not?

2.) Another note worthy quote is on page 162- Reder & Anderson “To our surprise, all...experiments indicated that subjects learn information better when they read an abridged or summarized version of the original text than when they read the original chapter.”

Should full length novels be read in English classes at the high school level or would students learn more from abridged versions of the classics? Give details to support your answer.

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RE: Chapter 10: The Redundancy Effect

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"Identical information may be presented to learners in two or more different forms or media, such as pictures and words or words in both auditory and written form.  If one of these forms or media is redundant then the elimination of that form may result in enhanced learning resulting in the redundancy effect." (p. 160) The redundancy effect has been shown with children learning to read when the word is on the page, the word is spoken, and a picture is presented.  A reason for the persistence of pictures with words might be that there is further purpose and that is to increase children's vocabulary.  In this case, the sound of the word is linked with a picture to make the connection between the "cow" being spoken and what a cow looks like.  Another reason is for the benefit of the adult teaching.  Since the cognitive load is so minimal, the additional information is pleasing to the adult who initially chooses the book.

Before deciding if pictures should be eliminated, I think research should be done linking vocabulary learning and reading learning together and see if the redundancy effect still holds.

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Great response! I agree that the research needs to be extending in order to make assumptions about pictures.  It would be very interesting to see the results from a study (or maybe there is one already out there) comparing and linking vocabulary and literary skills using texts and pictures.   I would also like to see the differences between children and adult learners!

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RE: Chapter 10: The Redundancy Effect

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1. Pictures are introduced inititially to help the young student learn the word, but if the picture is repeated over and over it distracts the student from what they need to learn. "The more the children look at a picture, the fewer resources are available for looking at and learning the elements that go to make up the written word" (p 161). I don't think that pictures should be eliminated, but they should be used only as that initial learning device to help students in the beginnning.

2. Based on the reading, it is stated on page 162 that "an appropriately written text provides all of the points that a learner requires, any elaboration of those points requires additional processing in working memory." Strain on working memory using these "unnecessary elaborations" has a negative effect according to the text. While I think that this is true for most textbooks, I'm not sure that this would apply to novels. Novels should be read in their entirity to understand the characters and the plot. Reading the cliffs notes to Romeo and Juliet may not impact the reader as it does if they read the entire text. Plus, I was tortured reading this in hs, I think everyone else should as well. :-)

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Hi Robin,

I think we had similiar discussion points! I used the example of teaching young children a vocabulary word like "COW". If you want a child to just read the word cow and not have any reference for what the word stands for, letters alone would suffice. If you want them to have a mental representation of a word for further comprehension the letters COW are not sufficient.

I also brought up the point of novels. How can you learn about literary styles and form in a cliff notes version of a novel? I also thought the idea of vocabulary expansion was lacking in an abridged version. There is such colorful language, diction, and vocabulary you would be missing out on the beauty of the writing in an abridged form. I like how you brought up that this may be more useful in a text book format. I agree, when you just want someone to learn content maybe an abridged version is less confusing.

I guess again it all comes back to the same old story...think about what your goals for the learning are...then plan your instruction accordingly.

Thanks for your ideas!

Becky

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Hi Becky,

Thanks for bringing up literary styles, that is something that I really didn't consider. I guess I've been out of school for too long! Learning goals are very important! I'm learning this with our ongoing lesson plan. Thanks for responding!

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Hahaha...I do agree with you that Sparknotes cannot capture the beauty of Romeo and Juliet. I wouldn't suggest replacing the play with "Gnomeo and Juliet".

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1) I definitely feel pictures should not be eliminated completely, especially with early learners. Miller's experiment should that there can be cases when there is image overload. For example, when I am teaching student reading strategies, I may use a picture model, but spoken and written text would be sufficient.

2) From what I gathered from this chapter, reading summarized versions of text is beneficial when the text is more informational, such as a mathematical text books. It  is important fostudy dents to read an entire novel, especially if they have never read it before. Text in a novel is written to flow together an connect from one. chapter to another.  Reading a summarized version would not hive a reader a true understanding of character and plot.

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Bekir Mugayitoglu

RE: Chapter 10: The Redundancy Effect

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I have been using mathematical text books summerized version all the time.  Reading chapter helps me to understand as you mention about understanding of character and plot. However, while solving problems I don't have to look formula up on the book, but just checking out summary.

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Bekir,

I agree that the redundancy principle could be put to good use in the area of math.  Last year, there was a whole chapter on straight lines, and in the end there were at most a dozen principles that the students needed to understand.  Especially with lower level students, less might be a lot more.

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Brother Tony,

You bring up a great point about the mastery level and the redundancy effect. Obvisouly redundancy would take place for students that have mastery of the subject than novices. Novices would need that extra examples while it would become redundant for the mastery level learners. This is why the redundancy principle is not a simple, universally applicable rule.

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Ok...as a kindergarten teacher this question got me all fired up! Ok ...the text states that the image for the early reader causes the redundancy effect. I would agree that if all you want a student to know is that the letters "COW" spell cow that an image would be perhaps overkill. However, if you want a child to know that "COW" has meaning and what it stands for, and images is needed. A child who has never seen a cow will not be able to comprehend the text and create a mental image of their reading. Likewise, what good is the ability to decode text if you can't understand its meaning and comprehend it. It may interfere with the skill of decoding, but it's absence detracts from the skill of comprehension. Isn't reading both skills combined?

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As for part 2, I think a summary cannot suffice for a replacement of a full length novel. A novel is not just read for information or plot summary. Think of examples of some of the classics. Students not only read them for comprehension, but for study of literary form. Can you imagine the loss of vocabulary and poetic language that is presented in a classic novel versus what you get in a cliff notes version. Again, it come down to what you are aiming for in your instructional method. If all you want is comprehension, go ahead and share a cliff notes version. If you are striving for vocabulary expansion and literary form...stick to the classics.  The suggestion on 162 that colorful description is negative makes my stomach hurt. Who would read think reading the beautifully written prose of Jan Eyre or Pride and Prejudice as extraneous cognitive load. I guess I am reader and have a hard time wrapping my head around calling beautiful writing as negative.

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I am a reader too! I'm trying to get into some of the classics that I missed in school, but even looking at Memoirs of a Geisha for example, a summary version would not do this novel justice. Why even read it?! You'd miss out on character development and may not even understand most of what happens because it would be cut short. Ahhh!

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Awesome! I wanted to get someone fired up about this question! Can you imagine teaching those little kids with no pictures! :D

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Bekir Mugayitoglu

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1) I agree one hundred percent with Miller's experiment. Student performance on the reading with picture is not as effective as without picture. Teaching with pictures are easy,not time consuming and short cut to teach students even there is a negative consequences. For instance, learning new word, "winter" to explain kids without picture help them to come up with the solution in their world. Each student has his/her understanding of winter.  On the other hand, looking at same picture would put students in the same understanding of winter which is wrong.Pictures should be eliminated to improve students performance.

2) Students either should read lenght novels and read abriadged versions of the classics to monitor their own understanding from the context. They practice to find the main and important ideas and have a chance to compare abriadged with authors idea. Authors idea doesn't represent his/her idea so eveybody has his/her own perspective.

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1) I think showing young children pictures while learning to read may be redundant. However, with that being said, if you want comprehension and transference to occur, I think young children need pictures to associate the word with the meaning. If you are just trying to teach kids decoding skills or other reading skills in the process of teaching reading, pictures may be unneccessary.

I still use pictures all the time to explain vocabulary in my teaching to 6th graders. Try to explain what terrace farming is using only words and see if your students can draw it. They need to see pictures to associate words with meaning.

2) I think it would depend on what the teacher's learning objective is in order to make the decision of only reading summaries in class versus reading the entire novel, passage, book, etc. It says on page 162 that they were surprised by their results that the summaries resulted in higher scores... I'm surprised that they were surprised. It makes sense that something short and to the point would hold more meaning to someone than a long, drawn out version. Assuming that it was written well, summaries are sometimes more interesting than the entire reading (novel, book, passage, etc.).

I am guilty of reading cliff notes of a novel rather than the entire book. I still maintained good results on tests and/or assignments. The message here says that if I can do this with reading "extra," then why not? The authors in the book believe this to be the redundancy effect... if I can read something that has established its point well, why be redundant, or do extra work and overload my working memory, and in some cases, I would be overloading it with irrelevant information.

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Great points Jordan!  Even to this day I find it helpful if a graphic can be used to show the meaning of an unknown word or theory.   I have to admit also that in previous classes that provided notes on reading assignments, I would read the powerpoints instead of the whole chapter.  It helped me to focus on what the faciltator thought were the important key elements of that chapter, instead of just highlighting what I 'thought' were the key points throughout the chapter.

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1. Miller’s experiment showed one case where the picture had a negative effect on learning to read.  However, I do not feel that pictures should be eliminated.  If you are solely teaching a student to read a word and comprehend the letter sounds, then a picture is not absolutely necessary.  But if you are teaching a student to read, by understanding the sounds, the make-up of the word, and understanding the meaning of the word then I do think a picture is necessary to process that information.

2. After reading the chapter, it is supported to use summarized text in informational based texts such as a mathematics textbook.  But I do not think A Novel qualifies under an informational text.  Students need to read the entire novel in order to develop relationships with the characters and understand how the workings of literature (plot, irony, foreshadowing, conflict/resolution, etc.) truly work.  If they just read a summarized version of a novel then they would not be able to understand how each element of a novel interacts and helps create the story.

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I agree with your answer to question one. Pictures should not be eliminated from teaching and learning. As I said in my previous answer, pictures do serve a purpose. However, it's what the instructor does with pictures, or how he/she designs his/her lesson that will determine the neccessity for adding images. I can't imagine teaching my 5 year old a new word without giving her a mental image or showing her a picture of something. In order to explain vocabulary to her, I usually giver her examples or scenarios. To me, giving her mental images is the same as showing her a picture of something.

# Thread: Ch.11: Segmenting, Pre-training, and Modality Priciples

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Ch.11: Segmenting, Pre-training, and Modality Priciples

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This chapter discusses three multimedia designs intended  to reduce essential overload: segementing, pretraining, and modalitly principles.  Reflecting on the learning module you are currenlty creating for this course, are there any of these principles being applied?  If so, which principle and how are you applying it to your module? Are there revisions you can apply to your model in order to better support these principles?

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Jessica,

Nice question to get us thinking about incorporating this research into our learning modules.  From the reading, segmenting a presentation that has complicated information seems to alleviate essential overload.  My training modules are designed around our 1 to 1 iPad program.  This summer, the students came in and we presented a 20-30 minute policy session followed by a 45 to 60 minute set-up session.  I plan on turning these presentations into multimedia sessions.  I plan to segment the setup session, which I feel is cognitively challenging because it requires the student to learn a number of concepts and actions and then carry them out correctly.  The drawback to the research in this article is that the segmented sections only lasted about 10 seconds.  The author says that "...research is needed to determine the most effective size of a segment and whether optimal segment size depends on the characteristics of the learner and the learning task." (p. 179)  I do not know for sure, but I expect that my segments will be longer.  I wonder if that is too long.

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HI Br. Tony,

I am having the same debate with my videos. I think our two learning modules could go hand and hand in iPad one-to-one implementation, how ever mine is geared towards primary level teachers but could be tailored to high school level teachers. I have what I thought were short video clips teaching how to download and install iTunes, how to create an apple ID iTunes account, and more. The videos are all less than 3 minutes long. I have raised the same question as you did below about my videos. I am worried that segmenting them more could alienate more expert users, but  how do you account for users who have no experience at all? I would love your input on my segments! I posted them in my post below so people can weigh in. After reading ch. 11 about the ides of segmenting, how short is too short and how long id too long when you have possibly a range of learners who know nothing about a subject and then users who have used an iPad for years? P.179 as you references really got me thinking about my videos. I have never seen a video with 10 second segments. You don't want to exceed the rate of a learners capacity, but also you don't want to water it down too much either? How do we as educators decide what is the optimal level when we do not even see our learners face to face? My thought was to put a quiz at the start of the module called, "Do you need this course?" Have the users take it as a pre-test and if they score a certain score, the class is not right for them as they already are comfortable with content? What do you think?

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Becky

In reference to your videos, I think it would depend on what kind of learners you are presenting the information to. Are they slow at catching on? Are they experts in the field already? How much prior knowledge do they have prior to your lesson? People who come with less prior knowledge are more like to get lost in a learning module than those that come with high amounts of prior knowledge about the topic.

In my class, I teach students who read at a kindergarten level and are in the same class as students who read at a high school level. I have to differentiate all of my lessons and figure out what is best for the students at that time and for each lesson.

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Becky,

Jordan has the same idea that I was going to propose.  The literature that we have been reading, especially with Mayer and segmenting, implies that we are placing a high cognitive load on the people that we are going to instruct.  In some cases that is in fact true, but the iPad is designed to be simple and intuitive (up to a point).  I will be shooting for 1 to 4 minute segments with signaling when I think that the learning is going to be challenging.  I would like to see the research on segment length.

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HI Jessica!

I like this question! I am working on iPad training sessions for primary level teachers in order to help them set up and start using the iPad in their classrooms. I also have been combing through the videos that I have chose for these sessions. I am starting to question whether the videos I have chosen should be segmented into smaller sections so that the user can follow along, especially in the areas of downloading iTunes and setting up an iTunes account. I see that the text states that segments were studied in the length of 10 seconds (p.179). My videos have several steps and are about 1-3 minutes in length. My question to my cohort members is whether these videos are too long, or are the steps simple enough to be given all the way through before the user completes the steps? I would hate to dumb the content down too much to alienate more expert or experienced learners, but I also know teachers who no prior experience with any of this. I have never seen a lock step tutorial that is in existence? I question whether I should make several Camtasia videos myself to make the segments shorter? I am hoping lots of you cohort members will share your thoughts on this for me! I could use other peoples eyes to analyze this one! I linked the videos below....what do you think?

[Video 1: How to download iTunes (2min 25 sec)](http://www.youtube.com/watch?v=ZnCuXfdNtBw" \t "_blank)

[Video 2: How to create an iTunes account (2 min 35 sec)](http://www.youtube.com/watch?v=7RWyGgKui70" \t "_blank)

~Becky

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While I feel this video is a helpful tutorial, there are a few principles I feel coudl be applied to make the video more effective for the learner.

First, according to what I read with the image principle in chapter 13, the image principle does not appear to help when the character's image is on the screen.  The narrator does not necessarliy need to be in the intro.  Also, I feel some more signaling would be helpful.   For example, zooming in or pointing to what his si doing on the website would follow the signaling principle and help the view focus in on his narration.   The narration was spoken and not written, so that followed the modality principle as well as the temporal principle with the narration and animation being presented simultaneously.  I hope this helps!

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Hi! After reading some comments about this chapter, I would have to say that some of the videos that I added to my module also follow the signaling principle when they zoom in on the tools that are used in Photoshop. Now that I'm thinking about my videos a little more, I still wish to use the segmenting principle but have to remember to choose videos that will deliver the best content to the learner. Videos that are too long or too short can affect the learners. "Having small segments may distract and irritate some learners, whereas having large segments may result in cognitive overload" (p 180).

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Thanks for sharing the video wit us Rebecca, It was a great questions about segment steps and videos time. Actually, the videos are not too long and also segments are simple, considerable, and short to be given the audience.

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Hi Becky!  I think your videos are very helpful and simple but I think some improvements could be made.  My first reaction was that in video 1 the spoken audio was too fast.  If I were downloading iTunes for the first time I would be trying to follow his steps side-by-side in another window and I tried to do that and in some places I would get behind.  With this said, I also think that their could be more signaling throughout the video to help highlight the steps and also slow down the pace.  The entire length is good and by slowing it down it might add a minute or two but it might be helpful.  Also, his introduction does not follow the image principle (for me it wasn't distracting) but I think that could've been shortened in order to keep highlights the main steps for a novice learner.

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In reference to teaching, I already do all of the above principles: segmenting, pre-training, and modality. After teaching high school and then coming to 6th grade to teach, I quickly realized that I needed to slow down and "chunk" the information. Also, watching an entire 5min clip video without setting it up first defeats the whole purpose of the video. I have found that if students aren't "pre-trained" on the information in the video that they will not absorb the relevant information.

In regards to my learning module, I have had a few hiccups in understanding how to put the module together, but know that I teach 6th grade, when I add my video clip in, I know that I'll have to insert some kind of self-paced aspect and/or a caption or a pre-video prediction based on certain information that will be in the video. This way, they will be looking for the relevant information and not just acting as a passive audience member.

The modality principle is a little harder to accomplish via multimedia if it is instruction that I want to give. I need my students to hear certain information but if they are learning via the computer, I have to put the information in a format that is easy for 6th graders to access and easy to listen to.

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Great response, Jordan!  I too  have had to adjust some of these learning principles when I moved from 5th grade to Kindergarten.  I quickly learned how crucial the personalization principle was to these young learners.  They absored the information I was trying to convey much more deeply if they were able to make personal connections and apply them to the lessons.   Great job!

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Hey Jorda,

Even though my kids were a little bit older, they, too, needed the chunk information. You really have to go into full detail about the clip that you are about to show because if not, it will go completely over their heads! I have had to show clips one or two times because they were confused or they needed to see it twice to understand it. Here is actually a short clip (only 30 seconds) about 'Lil Hitler' from Robot Chicken. It is a type of video that needs to be explained and watched a few times by students. But the animation is something that my students were able to connect to and it helped to reinforce information that we had learned.

I hope you enjoy:

http://www.youtube.com/watch?v=hRHhPNzQXHI

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Oh my gosh Casey!

That video is awesome. I wish I would have had that when I taught WWII. With common core/essential standards, my curriculum has gone from teaching European history from past to present... to... teaching the dawn of man to 1450a.d.

I love it!

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Hi Jordan!  I think segmenting is important at all levels of learning so great response.  I have my module set up with introducing the topic with a video but now after reading the chapter and also your post I am not sure that is the best thing to do!  I agree that the students cannot just be passive audience members.  One of the good aspects of multimedia learning is that you have the ability to make the video you are using easily accessible for the students so that they can self-pace and also go back and watch it again however many times it is needed.

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Hi Jessica,

This is a great question that ties our reading into our learning module and really got me thinking about my progress on my module. I'm trying to apply the segmenting principle to my module. My lesson is on Photoshop, and I think that segmenting is the best way to present this module. "The theoretical rationale for segmenting is that it slows the pace of presentation, thereby enabling the learner to carry out essential processing" (p 170). With a how-to presentation such as Photoshop. I think it's important to break up the presentation so that the learner can process and retain the knowledge which is being presented, and they can apply it to their assignments. The more I read each week, the more changes that I apply to my lesson module. I suspect that I will make even more changes once my coursesite is created.

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Hey Robin,

I can't wait to hear more about Photoshop! I haven't used it since I was in high school and it was not a program that I used when I taught. I am sure that is a lot of awesome things that you can do on it and I would love to hear more about it. I am sure that segmenting it would be very helpful. I created a screen recording to show my students how to sign up for Engrade.com. I did not segment it and it went too fast for them to catch it. I had to pause and rewind it a few times! Needless to say, I learned my lesson. I can't wait for your lesson module!

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Bekir Mugayitoglu

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Good question Jessica,

The website I update for my students to learn Turkish phrases has a lot of videos which are really complex to me after reading this chapter. I should use segmenting principle to make process easier, shorter, and considerable instead of complex and longer. Most of my videos on the website are long chunk and learners don't learn deeply when the content is big chunk. In order to solve the problem with segmenting problem, The segmenting principle helps me to facilitate better learning. I think segmenting princuple is more effective principle to apply in my learning module. Revisions I need to practice that instead of long videos I need to cut them off to 1 or 2 minutes instead of 10 minutes.

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Great reflecting question! At first, I was not sure how I would be able to use one of the three multimedia designs to reduce essential overload. The segmenting technique reminded me of the Camtasia program that we were introduced to last summer. I really liked the quiz that you can include in it. In my lesson, I would like my students to create an iBook chapter. Since this would be new for my students, I would want to use Camtasia to create narrated animation for them on how to use iBooks. I would also include quizzes and little pop up boxes to help them out. I would also want to include 'Continue' boxes so that my students could work in it at their own pace. I would also want to make sure that segment is shorted. Even though Mayer suggested 10 seconds, I would make mine slightly longer. I would defintely want to break up the film and animation into smaller segments rather than an entire video. I would also want to have pretraining with my students so that they understand the main components of the Mac that they would use. I would probably show them how to use iBook from Apple.

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This is a great way to incorporate our learning modules and extend the learning! I think the segmented principle might be the easiest to apply in my own learning module. I am planning on having one or two videos that explain the planets in the solar system where the students have the ability to stop, rewind, and replay as needed. Also, this got me thinking and my one video includes animation along with some text and audio.  This may be a cognitive overload and go against the modality principle!  Even though the video seems simple and is for primary ages I think I need to rethink using it in my module.  Possibly one that just includes animation and audio would be more beneficial for the learners.

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# Thread: Ch.12: Coherence, Signaling, Redundancy, Spatial Contiguity, and Temporal Contiguity Principles

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Ch.12: Coherence, Signaling, Redundancy, Spatial Contiguity, and Temporal Contiguity Principles

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(Pg. 184) "A major challenge for instructional designers is to create instructional messages that are sentsitive the characteristics of the human information processing system, so that the amount of processing required in each channel of working memory does not exceed the learners cognative capacity."

Reflecting on this statement, which principle discussed in this chapter (coherence, signaling, redundancy, spacial contiguity, or terminal contiguity) can you relate to the most as a learner or instructional designer?  Provide any presonal experiences to support your answer.

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Mayer defines the redundancy principle as "...people learn more deeply from graphics and narration than from graphics, narration, and on-screen text." (p. 184)  I provided a multimedia presentation today using keynote and myself as the narrator.  The flow of the presentation consisted of mainly short bullet points with an appropriate graphic which I went on in more depth.  However, sometimes there were definitions involved that required a sentence or two.  I found myself violating the redundancy principle by reading the definition that was on the keynote.  I did this when there was a graphic and when there was no graphic.  Many of my students would fall into the low-experience category and it seems that I am producing extraneous cognitive load.  However, I feel that some of them may not understand the written word, but may grasp it better if they heard it similar to when you read to a child.  What are your thoughts?

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Brother Tony - you are violating the redundancy principle! I understand and agree with your statements about how some students may grasp the concepts better if they heard you read the definition aloud but then others you may be producing extraneous cognitive load. Through my own brainstorming a tactic that may be helpful is to present the word and graphic on a slide and simultaneously discuss the definition of the word but do not display the definition on the presentation.  Then you can either present the definition after you have a had a small discussion (or before and then have the discussion).  This way, it allows the students to first personalize the new learning and not overload them with many multimedia tactics.  Then, after they have discussed the word you present the textbook definition for them to have or to write down but without going in to deeper conversation because that was already accomplished.  Hope this makes sense!  It may still be violating the redundancy principle in some aspects but I think will help eliminate the cognitive overload which can occur when you present too much information at once.

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Hi again!

Immediately I think of our learning with Camtasia when I read this chapter. I feel like it is a good tool to reduce extraneous load and focus attention to the essential material versus the extraneous material (table 12.1-P.185). I immediately think of some of the tools at hand in the program. I remember being able to zoom in on a particular part of the screen, highlight or accentuate mouse clicks, etc. These types of enhancements to a video could focud thr learners eye directly to the area of the screen in which focus and actions are required. I think that woud fall in line with the signaling method for reducing extraneous load. I guess using zoom may also fall under reducing load through the coherence method as when you zoom extraneous materials will automatically be excluded. What do you all think? Is Camtasia a good tool for multimedia learning if used correctly?

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Becky,

I do think Camtasia would be a good tool depending on what you are teaching. It seems to be great for a how-to lesson and maybe some simple, directive lessons. However, I'm not sure how I would incoporate Camtasia in teaching a lesson on Mesopotamia. I also think I should look more and play around more with Camtasia to see more of its usefulness before I would make a final decision on how I would use it in class. With that being said, most of the videos on YouTube that show how to do something is usually shown with a tool like Camtasia. I wonder if anyone can give an example of Camtasia or a tool like Camtasia is being used for lessons rather than a how-to video. Anyone????

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Hi Jordan,

I think Camtasia is most useful for instructional videos. I know that I have personally used it for such purposes. I found a video on youtube that is an ad to buy Camtasia, but it shows that you can use it to record your powerpoint and post it to youtube. Maybe not the best use for Camtasia, but it was the first example that I saw that showed Camtasia being used for something other than a how-to-video. Here is the link if anyone wants to check it out: http://www.youtube.com/watch?v=zWlYPLWfvyM

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Hi Robin,

I like this idea and would never have thought of that use for camtasia but that really opens up the possibility of how you could use it instructionally. I think it would still meet many of the suggestions of the chart on p.185 (12.1). Just a new and creative idea. I guess if you really think about it there are a lot of ways to use camtasia since you can record anything you are showing on your desktop. I would guess further evaluation would be needed to decide if your choice of use meets multimedia principles or not! Thanks for sharing!

Becky

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Thanks Robin.

That would be useful to do especially if I had a substitute in the classroom. I could have my lesson recorded and just have the sub push play. Then I wouldn't even have to be at work to still complete a lesson.

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Wow! This is a tough question because it really makes me reflect on how I teach my students and with what tools I'm using to instruct. I think I'm quilty of giving cognitive overload to my students through the coherence principle. It especially makes me think of my presentation last Tuesday to our class. After we were done, I thought, how could I have made that simpler and to the point? I think I got bored half way through my presentation. But, when I was taking notes on my chapters and making the lesson, I kept wanting to add in another sentence or another note because I couldn't make a decision about what was most important to the overall message of the chapter. I think I have that problem with my students as well. I think there are so many things that play a factor in history that I have trouble sorting out what is relevant or irrelevant to the overall goal/objective of the lesson. (Sorry about my presentation guys! Lol!)

I think I already knew this about myself but in reading about it, I realized I really do have to make a change in the  amount of material I present. I do think I take into account the signaling, spatial, and temporal contiguity principles. I use limited graphics that are only relevant to the fact at hand. I have a lot of work to do!

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As a learner, I can relate to the coherence principle most frequently. I feel that I retain knowledge when extranneous text, photos and other animations that are not important to whatever it is that I'm learning about are not included in the multimedia message. On page 187 the author discusses coherence techniques, "...eliminate words, pictures, and sounds that are not relevant to the instructional goal." I think also think that as a designer, the coherence principle is one that I struggle to abide. Typically, when creating web pages, I try to make the site that I'm working on "pretty" and "interesting" and it is easy to add content that is unnecessary and distracting.

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I completely agree Robin!   I was creating a powerpoint last week for the professor I am working with as a G.A. and I struggled a bit with following the coherence principle as well.  I wanted to add lots of pictures and animation to make it took 'pretty' with lots of neat technology 'tricks'.   I add to step back and make sure what I was adding was relevant to the content being presented.

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Robin,

As a teacher, I too fall prey to the desire to "spice up" my presentations.  Now understanding the coherence principle, I know that I have to continue to simplify my presentations to the point where they are the minimum information required.  This past friday, I gave a presentation to my classes on cheating.  As a joke, I put that using your psychic powers to read the teachers mind was cheating.  Some of my brighter students understood that this was a joke, but I could see that a few of them thought that I was serious.

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Minimum information is required is the best choice to get attention of audience and let learners listen you instead of letting them read to presentations tends to violate Redundancy principle. Good example!

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Hi Robin,

I had the same thought about my old class web page. I wanted it to be kindergarten cutsie! I wanted it to be appealing to my students visually, however this according to the passage from page 187, is exactly what not to do. I think after all of this reading I will have to learn how to turn off my cutsie primary teacher brain and turn on my multimedia principles brain when creating future projects. Can I do it? We will see!

I am glad I am not the only one who struggles with this extraneous material issue!

~Becky

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Hey Robin,

I understand where you are coming from to make it pretty and interesting. Even though I understand where the writers are coming from about memory overload, I feel that black and white slides are just too boring and uninteresting. Our attention span is only 8 minutes so what would you do to grab your students or in your case, vistors interest. After reading, I will probably continue using pretty and interesting components as long but perhaps not too much or having an overload.

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I know I usually give an example of second language related. Bear with me guys. Event though Graphics, narration, and on-screen text violate the Reduncacy principle by reading the whole power point presentation - Turkish as second language- students are not native speaker of first languge so that this violation can help them to learn better. Redundancy principle is definitely fine for native speakers, but not for foreigners.Especially, beginner and elemantary level.

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Perhaps it is just me, but I cannot stand when I am reading a Stats book or even The Cambridge Handbook of Multimedia Learning and it says "Look at figure 12.3". Here are my eyes, wondering around the page, frantically searching for figure 12.3. And finally I land on something but instead of 'Figure' it is a Table! No! As I was reading chapter 12, I became angry that it was describing the Spatial Contiguity Technique. Just to quote Mayer, he says "we can reduce the need to scan back and forth between between the words and pictures by creating an integrated presentation as show in figure 12.1." (page 189). But if you look, where is this figure? On page 187! Even though it is not multimedia, I feel that figure and charts and tables should be at least on the same page that is being described on. But I liked this chapter because as an educator, I don't think of the coherence princple: People learn more deeply from a multimedia message when extraneous material is excluded rather than included. Of course I am that type of teacher that will include a video or a song to make it more interesting. A prime example of the violating the coherence principle was a Prezi I created on propaganda. I explained the different types of propaganda (bandwagon, transfer, endoresment, etc) and I used commercials to demonstrate that principle. Unfortunely my students remembered the commercials more than the definition of the word. Perhaps saving the commericals for the end would have helped them fully understand it. As for the redundancy principle, I cannot stand closed caption on movies that I watch during class. I always find myself staring at the bottom of the screen than watching the movie. I guess the lesson learned is if you don't need the closed caption, don't use it.

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Casey

I loved reading your response. After trying to make a box plot on SPSS for the past 2 hours, I needed to smile a little.

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Aww! I appreciate it! I am sorry that it took you so long for those box plots :(

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Initially I relate to the signaling principle which states on page 184, "people learn more deeply from a multimedia message when cues are added that highlight the organization of the essential material."  Personally, through my learning (past and present) I sometimes find myself overwhelmed. I tend to reread a lot and then break my readings down in order to truly understand. The signaling principle allows the student to highlight the essential material while lessening the extraneous cognitive load. With the signaling principle one example that could fit into this model is using guided notes as a teaching and learning tool.  Guided notes (or fill-in the blank notes) allows the whole class to stay on topic and understand the main points throughout the learning.  It also allows online learning teachers to make sure all the students in the class are staying together, since they are not face-to-face.  This helps the students by highlighting the main points while allowing them to still take notes on their own.

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Hey Vanessa,

I like your use of guided notes when teaching. I taught very low-level students and it would take my students forever to write notes and of course, some would not write down notes at all. As a tip, make sure you grade their notes to encourage note-taking. I also see the use of pre-recorded segments to help with online cases because students would be able to go back and review the material.

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Thanks for the tips! I really like the grading of the notes. I have never had experience with that but it seems like a great idea.

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I like the guided notes. I do fill-in-the-blank notes. I don't want the act of note-taking to take away from the lesson at hand. So, basically, I treat the notes as just an outline of our discussion. Then, usually there is some sort of learning activity that accompanies the notes and of course some sort of reading assignment.

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Ch.13: Personalization, Voice, and Image Principles

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According to Mayer, "the image principle is that people do not necessarily learn more deeply form a multimedia presentation when the speaker's image is on teh screen."  In contrast, he also discusses how the other two principles (personalization and voice) help people learn much more deeply when applied to multimedia presentations.  Do you agree with Mayer?  Why or why not?

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Mayer defines the voice principle as "...people learn more deeply when the words in a multimedia message are spoken in a standard-accented human voice rather than in a machine voice or foreign-accented human voice." (p. 201)  Mayer points to social cue theory, that people engage in a social contract in which the listener tries to understand and learn from what the speaker is saying to support the idea for the voice principle.  I would argue that the voice principle may be an example of the coherence principle in which an accented or machine generated voice introduces extraneous matter into the instruction.  Even if the voice is easy to understand, there is additional information for the mind to process such as the type of accent and how it differs from the "norm".  This is extra information that has nothing to do with the instruction and introduces extraneous cognitive load.

In the section on further research on page 210, Mayer noted that the results may be different for a foreign-accent non-Russian instructor.  If so, that would lend support to the social theory and weaken my cognitive load hypothesis.

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Great point on the voice principle connection with the coherence principle!  I definitely agree that accented or machine-generated voices would cause extraneous matter into the instruction and could possible lead to an excessive cognitive load.  It also seems that if the voice has an accent unfamiliar to the learner, the learner may find himself/herself disinterested and unengaged due to lack of understanding.  Great comment Br. Tony!

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I would agree with Mayer, there was much evidence to support that the speaker does not need to be on screen in order for learning to take place. The personalization and voice need to be addressed in order for more effective learning. On page 201, it is mentioned that presentation should be done in a conversational style and in a "standard human accented voice, not foreign or machine". If these items are addressed it would appear that the actual presenter does not need their image to appear on the screen. On page 204, this is supported even farther with the idea of presenting information with an on-screen character, such as Peedy the Parrot (Atkinson, 2002). These additions are meant to give the video a sense of social presence but identical content. So...that said I agree that the speakers image does not need to be present, but you may want to use  a pedagogical agent as the image on the screen. Great question Jessica! It made me think about the reading!!!

~Becky

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Becky,

Thank-you for referencing p. 204 and the on-screen character.  I wonder at what age, the on-screen character becomes an annoyance instead of a help.  I would think that students up until middle school would respond favorably to the character, while there would be a mixed response with middle school students and a negative one with high school students.  How much learning is based on social acceptance by the learner of the teacher (human or digital)?

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I would agree that you don't need the speaker's image to appear on screen to personalize the message they are sending. One of the biggest things we are taught as teachers is to connect the content to something meaningful for the learner. If the speaker (narrator) can do that, there is no need for his/her image to go on-screen. I also think voice plays a key role in conveying information. Think back to when we had to do voice e-mails... we discussed how the tone of an e-mail makes a big difference in how we internalize the message. If it is done without voice, we cannot sense the tone of the message. But, I think the same would apply to a computer generated voice being that it is generic in tone and emphasis. I have used voki and xtranormal websites before. The students love them and like to play around with them but I do think that the message of the content may get lost becuase there is no emphatic tones being used to convey the information. It's very monotone and sounds more like Ben Stein in Ferris Bueller's Day Off.

As for the accented voice, I do think it is "easier" to listen to people who sound like yourself. As with what Br. Tony mentioned, when you have to listen harder to someone who has an accent, it presents a problem of sorting through extraneous material... having to listen to the accent and figuring out the words and then trying to absorb the information can result in coginitive overload. I know my own students have issues with how I speak in class. Being that I'm from the north, according to southerners, I speak and do things at a faster pace than the "southerners" do and I have had students in my class tell me to slow down. Now, I just tell them before hand that I speak fast and if you need me to slow down to please let me know. Plus, I repeat stuff all the time (could be the redudancy principle) but I think it's more due to the fact that 6th graders don't listen.

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Hi Jordan,

I agree that it is easier to listen to people who sound like yourself. I attended an event years ago in which Father French spoke to my department. His speech was very motivating and enjoyable, but he is Scottish and I had a hard time focusing on the content at certain points. I found myself distracted by his accent. While, I loved listening to his speech, his accent was so thick at times that I had trouble processing everything that he was saying.

BTW, great example with the Southerners. I was over in Ireland years ago and the Irish talk so fast that they said they enjoyed listening to my "slow" American speech. I always laughed at that.

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RE: Ch.13: Personalization, Voice, and Image Principles

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Hey Jordan,

I know what you mean about the Voki voice being very computerized and sometimes odd. My students did love playing around and using different accents but it didn't quite make it sound better. I also have to warn them that the Voki will read it just as it is written and so we have a good laugh when students type up but don't use spell check and then the Voki says random words. As for accents, I heard that the GPS has a rock band voice setting. Do you think that this would be too distracting or annoying?

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Hi Jessica,

I agree with Mayer that personalization and voice help people to learn more deeply when applied to multimedia presentations. On page 204 the author says that "A human voice, speaking with a standard accent conveys a sense of social presence - that is, it conveys the idea that someone is speaking directly to you." As long as the voice used in a presentation is relatable to the learner, I think that it will enhance the presentation. Sometimes when accents or computer-generated voices are used, it becomes distracting.

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Hi Robin,

I agree with you about the accent possible distracting from the learning as well! I also wonder about the idea of having the on-screen character to present the materials. On page 204, it discussed this as an effective way to present materials. I wonder if that can be distracting as well. The research seems to show to the contrary. I know after watching some of my daughters iPad apps that are instructional that the characters can sometimes confuse the user even more. I wonder what the age of the users were in the study. Is there a character type that is better? I know this came to mind because you mentioned accent. Many of these on screen characters have strange voices. Could these be considered an accent? Non-human? Just food for thought!

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Bekir Mugayitoglu

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The personal principle reminds me our summer class with Dr. Heo. One of our projects that the movies shot in Pittsburgh helped me to learn ibook and practiced personalization I just learned. I was working on the movie of the next three days and instead of official trailer I created my own trailer. I know some of my classmates were not able to distinguish me with Russell Crowe, but I was playing in the trailer instead of him :). This trailer is a great example of personalization principle, it was informal, conversational language, polite manner, grammmar was correct and I was visible to audience.My classmates learnt about movie more deeply with the words and conversational style while I was presentating the trailer.

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Bekir,

I loved your movie trailer that you created! I think might be the next Russell Crowe!

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Bekir Mugayitoglu

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Thank you Casey, that is me God created me perfect and humble :) Next Russell Crowe, ok :)

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I agree with Mayer that people learn more deeply when the words in a multimedia presentation are in conversational style rather than formal style. I feel that it becomes more personable and it makes the person listen closer if he or she hears the word 'You'. A person becomes more involved and thus learns deeper. I also think the voice principle was very interesting. It made me think of all of those GPS and Siris out there. It actually made me think of the Big Bang eposide where Raj has a romantic dream about meeting Siri but then he can't talk to her because she was a real woman. As Mayer's research suggest that image of the person is not necessary, I thought about how this can be applied to flipping the classroom and even our online courses. It does not really matter to us that we can't see what one another is saying. In that aspect I would have to agree that seeing the image of the person does not matter to deeper learning.

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I agree, Casey.  I found that in my class my students enjoy our discussions. We don't just do notes with a lecture and then class work. We take a concept, take notes on it, that way we have a factual basis to work from and then continue on into conversation/discussion about the concept. As a class, (notice I don't say as a teacher) we even try to connect the content to current events or personalize the information in a way that makes us internalize it. I teach 4 classes each day, and my lesson never goes the exact same way in each of my classes. I love having the discussion style format rather than notes, lecture, repeat. I think my students are more successful that way and I really think it helps my lower level learners or my EC students because they don't have to read as much in order to understand the concept at hand.

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Great comparison with the conversational style and a GPS! I completely agree that learners learn more deeply when material is presented in conversational style.  If you are just teaching about facts the learners may lose focus and interest on the topic.  However, if you include examples and 'YOU' in the lecture then it will catch the students attention and help them focus and therefore process more information.  In these examples Mayer is right about how the image does not really matter in regards to deeply learning the material.  The conversational style allows the learner to create an image in their mind and make connections through that outlet.

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I also agree with Mayer that the personalization and voice principles help people learn more deeply in multimedia presentations.  On page 206-209 they discuss some of the research which has been conducted on the three principles.  The examples pertaining to the personalization principle which showed strong support for conversational style, go hand-in-hand with an example from two online classes I took.  In one of my classes I was exposed to a very high level of vocabulary throughout lectures and disciplined reading and homework material while in another class it was more focused on personal reading/skimming and much more class discussion and reflections.  As the semester progressed I felt as if the high level class was educating me much better than the reflection class but at the end of the semester I discovered the truth. When I began to work on my final projects I found that I had deeply learned and stored a much greater amount of information from the reflection class than the high level class.  Even though I learned in both classes, the conversational style of the class allowed me to understand the material more easily and personalize it for my own learning.  To go along with the personalization principle, the voice principle was also present in my example.  Page 207 states, "People learn more deeply when narration in a multimedia lesson is spoken in a standard-accented human voice rather than in a machine voice..."  My reflection class presented material in a more conversational way which led to more informal and personal narration.  Also, the class discussion allowed for different human voices to be portrayed rather than just one monotone lecturer.

In regards to the image principle, I agree with Mayer yet have some reservations.  I am really not sure about this one but I think it depends on the individual learner.  For any age, providing an agent who is speaking out the information can give the learner a focal point and allow them to focus in on the material being presented but if the agent is distracting or overloads the cognitive role then it harms the learning of the student. This question is really making me think deeper into the reading!  I think about the Geico gecko and I feel like almost everyone who sees that commercial once remembers that agent who is promoting Geico, but do they learn about what he is narrating?  This is something I have to think about!

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# Thread: Ch.14 Guided Discovery Principle

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posted 1 month ago (last edited 29 days ago)

Misook Heo

Instructor Manager

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Ch.14 Guided Discovery Principle

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The guided discovery principle in multimedia learning changes the traditional approach of instructor-learner interaction from an instructive mode to an inductive learning mode (with guidance). How does this approach alter the sequencing and delivery of the lesson material? Please provide one example of a multimedia learning environment that you have used or you may find one on the Internet, along with a brief explanation of your thoughts on its effectiveness (Please provide access, URL, etc., to your example). Explain your assessment approach for such a multimedia learning environment.

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RE: Ch.14 Guided Discovery Principle

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Hello Dr. Heo,

Challenging question for a former kindergarten teacher! This mode of learning is hard to accomplish with young children, so I have searched out a lesson for older children that I think may fit the mold. I think the change in delivery is simple. Instead of a direct instruction delivery in which a teacher gives information and the student listens, the student finds and explores the content and applies it. I have found a simple example of a web quest through scholastic on amber. It gives some delivery of information, but it is ina a way that the student has self directed reading and exploration. The application questions are also a more non-traditional assessment of the learning through a project, letter, or activity versus a test.

[Amber Webquest Scholastic.com](http://www.scholastic.com/teachers/article/amber" \t "_blank)

I feel it is possibly more effective than traditional methods.I think children would get much more excited about a computer based activity with a project at the end than a traditional lecture and test type activity. The lesson provides some internal scaffolding in it's content and provides directive support (p.217 of our text) with a guided sequence to follow.  What do you all think? Looking forward to to comments!

~Becky

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Hello Becky,

I looked at the Amber Webquest.  For some reason, when I went to the websites, both links were broken.  Did you find the same?  I feel very comfortable with this type of self-directed learning in that it appears to be very constrained and takes two class periods.  There are questions that have to be answered and the "Give evidence for your point of view." seems to open the door to the possiblity of authentic learning.  In general, I am a bit of a sceptic when it comes to self-directed learning.  The teacher has to provide a lot of scaffolding and I would say much direction, but of a different type than in the traditional model.

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RE: Ch.14 Guided Discovery Principle

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I found the links to be broken as well.

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RE: Ch.14 Guided Discovery Principle

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Hi Br. Tony,

I cannot get the first link to work, but the second two did. I think the original link to the amber site is gone as they have changed the exhibit at the museum which now focuses more on insects preserved in the amber. I am guessing the webquest is somewhat outdated. Sorry the link doesn't work. I was still able to search their site and learn a lot about Amber.

Becky

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Hi Becky,

I agree, even now as an adult. I get more excited over projects than tests. I remember being in gradeschool and getting excited over playing the learning game the Oregon Trail once a month. At 31, I remember more about that game than I remember most other in class teachings. My friends and I actually had a trivia question about it last week. We are 29, 31 and 40 and all knew the answer. I think maybe because using the computers back then was a treat and not a regular every day activity!

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I loved Oregon Trail as a kid. We had computer day every Wednesday and we got to go to the computer lab (about 12 computers) and play Oregon Trail on our Apple computers with black screens and only green writing. Too fun!

However, looking back on it, I never actually got the point of oregon trail as it relates to history. Now, as a history teacher, I kind of laugh because I was just playing Oregon Trail for fun and totally missed the whole point to this historic game. So, it does make me question how much pre-training, segmenting, and/or scaffolding is needed for an activity like this.

I've tried to find this game since but you have to pay for it online. If anyone can find it and it's free, let me know.

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I agree as well Robin!  I definitely remember more content from projects that I have done than tests I have taken.  I too remeber playing Oregon Trail in computer class in elementary school!  I feel as though that game helped me learn more about the 'covered wagon' era than reading about it in a history book.  Thanks for the memory Robin!

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Hi all,

After the broken links, I have found another webquest activity on amber. It gives the same idea where there is task involved learning. This one is a bit different. See what you think:

[Amber Webquest-Jurrasic Park Themed](http://teacherweb.com/TX/Henderson/TheRealJurassicPark/index.html" \t "_blank)

Becky

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Hey Becky,

I love using scholastic website for interactive websites! They have the best resources out there! Here is one on immigration that my students really liked doing. I have them read and go through the virtual tour and then write as if they are their ancestors from the past and are writing about their experience in a letter or diary.

Here is the link:

http://teacher.scholastic.com/activities/immigration/tour/stop1.htm

Another great interactive website is on the Underground Railroad:

http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar\_a=1

I noticed when I moved through that website that you have to skip a lot of the ads. I clicked on the museum link. I don't know how interesting kindergartens would find it but perhaps secondary students would like it tied to Jurassic Park :D

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"In the work by Njoo and de Jong (1993) students were provided with a 'discovery scheme' in which a structured overview of the discovery learning process was presented." (p. 218)  The instructional process would change from the memorization of facts from the teacher, to observing the environment and making fact based observations.  The learner needs to be an observers first, then construct hypotheses based on the facts and test those.  Along the way, there has to be support or even correction to enable the students to move forward and not be cognitively overwhelmed.

Two years ago, I used ALEKS (Assessment and LEarning in Knowledge Spaces) - www.Aleks.com.  The research behind ALEKS was that every student has a knowledge space in which he or she knows and can solve problems in that knowledge space.  On the edge of that knowledge space are topics that the individual is ready to learn.  Beyond that, are topics they are not ready to learn.  The idea is to assess each student on the computer and the computer generates a Knowledge space for each.  They are then led by the computer and the teacher through tutorials to help them learn new material.  For the first month, the students did well, because the material that was at the edge of their knowledge space was material they had been exposed to, but they had forgotten or had not learned totally.  However, after that time, the hints and the scaffolding that was included were too minimal for my students, and they became frustrated.  Since everyone had an individual learning space, I could not group them together for support, and I could only help them one at a time.

My assessment approach for ALEKS, would be a post test on their new Knowledge Space.  ALEKS, I feel is very effective with assessment, but is lacking in the teaching.

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RE: Ch.14 Guided Discovery Principle

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Have you tried www.sascurriculumpathways.com? It is a great lesson simulation/module for many grade levels, topics, and subjects. I love it! My students love it and it allows my students to go at their own pace. I don't think this site necessarily falls under the "discovery" portion but it is direct learning from mulitmedia and they do have to "discover" vocabulary and concepts but it's more help just from a self-paced method than a "discovery learning" method. Just a thought...

I think this would be great for your math courses since you teacher lower level learners who sometimes need that self-pacing.

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Bekir Mugayitoglu

RE: Ch.14 Guided Discovery Principle

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I checket out Jordan, it is so helpful for self-paced. I wish i could have this kind of website opportunity to use self explanation and conceptualize when I was in elementary school.

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SAS Curriculum Pathways is a great website! I think the only downside is that it cost money but the school district can use it. Unfortuantely it was underutilized at my previous high school. I only did one or two lessons with it but I did like the self-paced method that you mention. What was your favorite SAS lesson you had your students do?

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RE: Ch.14 Guided Discovery Principle

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Hey Casey

I just saw this post and even though it's like 2 weeks later I did want to let you know that SAS doesn't cost anything. It's completely free. I love FREE!

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Hello Dr. Heo!

Great question.  I too, along with Becky, had to alter my thinking from an elementary educator to answer this question.  In my opinion, the guided discovery principle alters the sequencing and delivery of lesson material from a traditional model because it is more self-paced.  The guidance is in the hands of the learner.  As a first grade teacher I did not use this technique due to their age, but I did find a website that provides teachers with information on instructional strategies for indirect instruction that I feel follows the guided discovery principle.  You are able to browse the information at your own pace as well as closing activities you may adapt for your particular teaching style.  I would use this feature for my assessment approach.

[Indirect Instructional Strategies](http://olc.spsd.sk.ca/de/pd/instr/indirect.html" \t "_blank)

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RE: Ch.14 Guided Discovery Principle

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Hi Jessica,

I really enjoyed looking through the website you linked. I agree, after the reading I think the intent is for learning to be more self paced, also self directed, meaning choosing some of the learning components and content as you move through the topic. It seems to allow the learner to customize the learning more to their needs and interests. Thanks for sharing the link. I think it is a good example as you can browse the information at your own pace, but also choose links that peak your curiosity as you read.

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Hi Dr. Heo,

The guided discovery principle in multimedia learning alters the sequencing and delivery of the lesson material by shifting from being instructor-driven, to being learner-driven. "Discovery learning is a self-directed way of learning in which the planning and monitoring of the learning process are in the hands of the learner" (218). In the traditional approach, instructors teach the students and students listen and process the knowledge. The guided discovery principle allows students to take charge and explore the content and apply it in a way that they understand. Obviously, they will need some guidance from the instructor if they are not on the correct path. I found it interesting and very truthful that this type of learning helps students to become interested in what they are learning about and helps with retention. "...guided discovery leads to better long-term retention and transfer than expository means of instruction" (220).

I found this example of a guided discovery for a fifth grade classroom: https://www.responsiveclassroom.org/article/guided-discovery-action

I thought it was a good example of guided discovery applied in a classroom.

I do however, have another example that is not online, but involves multimedia. The Pittsburgh Zoo provides "zoo keys" to kids that visit. Kids that are interested in learning about a certain animal on their visit can insert the keys into an exhibit and there is a short recording about the animal and its habitats. I always thought this was interesting. It allows the children to pick and choose which animals they want to learn about. This type of learning is effective because applies the modality principle and allows the children to explore the zoo as well. Material is being narrated while the children are watching the animals at the zoo.

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I love the zoo keys! That was the first example I thought of as I was reading.  I really think it allows the children (and even adults :) ) to take control of their learning while incorporating many of the principles we have talked about.  I think this is a great learning tool for all!

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Perhaps we need to take a Cohort 6 field trip to the zoo to fully investigate the use of zoo keys and guided discovery... Just a thought ;)

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I think that by using the guided discovery principle in mulitmedia learning attacks learning through a constructivist approach that allows students to self-pace and be in control of their own learning. With this approach, I do think the instructor will have to decided (depending on his/her students) how much segmenting or pre-training he/she wants to giver her students. If students have prior knowledge and can handle the cognitive load that will be induced by discovery learning, then the students should be let loose to explore as they wish. However, if students do not possess prior knowledge, or as much prior knowledge needed to really understand the lesson at hand, then students should have some pre-training or segementing done prior to the simulation or the discovery learning that will take place.

One website I discovered was [www.explorelearning.com](http://www.explorelearning.com). It is a website set up with simulations connected to academic standards and/or grade and topic for grades 3-12 math and science teachers. While I needed to pay for this site to actually utilize it, I was able to preview a simulation (there's also a 30-day free trial available). I think this site will be very useful and it is set up with ways that students can ask questions or get help (guidance) if they need it. They can work through the lessons/topics and it is okay if they fail as long as they keep workin through the simulation. I would assess the concepts learned by students once I saw if they finished the simulation correctly or whether they understood the concept but had trouble with some of the minor detailsl, etc. If I was a math or science teacher, I might invest in this website.

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RE: Ch.14 Guided Discovery Principle

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What a great website Jordan!  I just shared it with some of my former co-workers.  I especially like how you can browse by subject and grade level to find appropriate resources for your classroom.

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I really enjoyed this website!  The simulations are a great way to enhance the guided discovery learning.  The website is very easy to navigate and I like how the lessons are directly related to academic standards.  Not only does it make sure students are learning relevant material on their own; this website is also a great teacher resource that helps place simulations with the standards and cuts out extra lesson planning time.  The ease of use for both teacher and student will help allow more time for learning on this fun and creative website.  Great find!

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Bekir Mugayitoglu

RE: Ch.14 Guided Discovery Principle

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Good question Dr. Heo,

This approach alter the sequencing and delivering the lesson material very well since the self-pace. It is inevitable to use for this generations to practice inductive learnign with guidance. It is also effectice way to use the guide discovery principle to be develeping students own understanding.

http://www.digitaldialects.com/Turkish/Colour.htm, this website is very helpful to learn via self-paced.

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RE: Ch.14 Guided Discovery Principle

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The main difference in guided discovery learning is that it is student-centered.  This allows the students to control their learning and use more self-pacing tactics.  With guided multimedia discovery, websites allow the extension of learning outside the classroom as well.  This inductive process improves the students problem solving skills and also supports them questioning new knowledge. A website that I found to be useful in guided discovery is <http://cisl.stanford.edu/> .  This website focuses on simulation learning, specifically for medical students.  This is a great resource because it allows the students to use interactive technology through simulations of human bodies.  It gives the students the control to zoom, pause, and replay guided simulations related to their studies.

Another resource I found discussed how guided discovery can be related to sports and physical education, even further extending the possibilities of this learning technique. This article can be found at <http://www.fisherssc.org/education/documents/Guided%20Discovery%20Coaching%20-%20Sam%20Snow.pdf> Both of these examples show how the delivery of guided discovery is focused on the learner.

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RE: Ch.14 Guided Discovery Principle

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Very interesting website! I lived how it was interactive. It would be really neat if you would be able use this website in a 3D theater or a 3D projector in the classroom.

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Greetings Dr. Heo,

From a social studies perspective, the sequencing and delivery of the lesson material would change. Instead of teaching history date by date, a teacher would be able to create thematic units in which students would learn about topics instead of year by year. This idea is stressed in the common core. I enjoy the guided discovery principle instead of the instructive mode because students learn more when they are directly involved. This follows with problem based learning that I love. :)

There are a lot of great multimedia learning URLs that I have used with students. I recently came across one that I thought was awesome and even forwarded it to my previous home school:

Historical Scene Investigation

http://web.wm.edu/hsi/cases.html

It is a website with different historical cases. Students are given a question about a historical event such as 'Dropping the Bomb' and the Boston Massacre. Students are also given primary documents and they have to analyze it using historical thinking. Students then use the information to answer the prompted questions. A teacher could use it for the assessment of the outcome of discovery learning with 'what if' questions like What if the Boston Massacre never happened.

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# Thread: Ch.17 Self-explanation principle

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Misook Heo

Instructor Manager

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Ch.17 Self-explanation principle

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While some students are natural self-explainers, others need to be coached. Page 274 describes a study by Chi et al. (1994) that examined how instructors can help students develop these skills. The study found success when adding prompts to texts about the human circulatory system.

"The prompts were designed to encourage students to analyze the text, to attempt to explain it to themselves, and to encourage learners to monitor their comprehension of the material" (p.274).

Can you think of an example when you or someone else successfully incorporated such prompts into learning materials? If you can't come up with a concrete example, feel free to make up your own simple example.

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RE: Ch.17 Self-explanation principle

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The text states that research in self explanation shows that students learned more through self explanation that was unguided by questions but focused on the learning connecting their explanations of content to prior knowledge. I have not seen many examples of this method as a teacher. This brings me to the question does the age and experience of the learner matter when you read this statement? I think of the young children I worked with and know that they do not have enough of sophisticated processing of a topic for me as an instructor to say, "Discuss what you just learned with your group and connect it to something in your personal experience." I think for older students that may work, but young children have less personal life experience and prior knowledge to pull from. I think the way in which the webquest I linked to a previous post may be a better way to get students talking that are younger and have less prior knowledge. I know this potentially goes against the research as the questions posed frame the learners answers, but I feel they do force the learner to apply and explain the concepts taught in their own words.

The questions are as follows:

"Based on what you learned was the movie Jurrasic Park realistic? Give evidence for your point of view."

"Think of a question you have about amber. Compose an e-mail message for the Swedish scientists at the museum and compose at this museum. Compose an e-mail for the Swedish scientists at this museum. Send it...."

**My question for the class is:**

Does giving the framing questions for younger children or children with less prior knowledge help them or hurt them as fair as gaining content knowledge. Does this framing of their self explanation hinder the process?

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RE: Ch.17 Self-explanation principle

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Becky,

The youngest students that I have taught were in the sixth grade; however, I think that framing questions are necessary for almost all students.  This seems to be akin to inserting prompts into a multimedia presentation.  Although, the article did not say what type of prompts were present, the ones that I am familiar with never asked "explain what you just read".  They were always directed to the understanding of an important concept.  To that point, we do not talk to ourselves about irrelevancies when we are trying to learn.  We try to explain a tough concept by telling ourselves what we do know and trying to incorporate it into the new information to learn.  Maybe that is the difference.  We have enough experience to focus on the critical issues, while young students are less able to do so.

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Last year, I received training in "Accountable Talk", in which the teacher elicits questions and answers from the class, and asks the students to listen to each other and to think and respond to questions.  This technique did work, but it was demanding on the students and the teacher.  From the article, it seems the objective of deeper learner could be achieved by training each student to ask questions and respond.  "Thus, this [Chi] study demonstrates that self-explaining can be beneficial even when it is explicitly elicited." (p. 274)

The VEX course I took this summer incorporated learning prompts.  At the end of each video (between 5 and 7 minutes), there would be prompts that asked the student to explain a programming concept.  An answer would be provided.  In this same course, the instructor brought up the term "rubber duck" programming.  That means that if you are trying to debug a line of code, you should talk to a rubber duck and explain each line in terms a 5th grader would understand.  This is powerful, because it forces a programmer to actually examine each line of code and understand what the code is doing as opposed to what the programmer wants it to do.

This year I want to try the educreations app or the ShowMe app and have the students explain in a couple of minutes how to solve an algebra problem.  They will need to talk through the problem while they are working on it.

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RE: Ch.17 Self-explanation principle

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Br. Tony

I love this idea of the apps. I need to search these and see if I can use them.

As for the "Accountable Talk", I do this in my classroom when we discuss anything or have debates. Students are responsible for "using their words" and not using slang or adjectives that can hurt feelings. For example, when a student disagrees with something they have to say "I like what you have said. But, I disagree and here's why...". It makes the students really think about what they are going to say and less things like "That's dumb." or "I think that's stupid." fly out of the kids' mouths. And, it creates less arguing and more healthy debating.

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Bekir Mugayitoglu

RE: Ch.17 Self-explanation principle

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I love the idea, I will also check it out this apps. Also, It is so helpful for students to use their ideas in nice way and reinforce them to discuss in politely. Maybe, it also encourage them to use in real life. Practice makes perfect!

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RE: Ch.17 Self-explanation principle

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Hi

I really like the idea of this activity. I know it is definitely not something that works with young learners. There explanations of why or being able to support a reason why they disagree is too much complex thought for them, However, I think it looks like it is valuable with older students not only in content learning, but as a life skill. Great example!

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RE: Ch.17 Self-explanation principle

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Hey Brother Tony,

I love the idea of talking and explaining a concept to a rubber duckie or a fifth grader. I actually used the same concept with a PBL I created for my civics and economics classes. They had to create a children's book to explain economic concepts. They were very successful and it was hard for them to use kid language to explain the hard concept. They had to actually understand the topic and then use it a children's book. Even though you teach math, it is a project that can be adapted to any subject level. I never heard of the Accountable Talk but it sounds interesting and hopefully it works in the classroom!

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RE: Ch.17 Self-explanation principle

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I for one, and not a natural self-explainer!  I have releazied this as I become a 'learner' again with this doctoral program.  For me personally, I find it extremely beneficial for me as a learner when the facilitator adds prompts in order to encourage self-explaination.  This is especially true when I have lowe prior knowledge of the context.  I think of examples from this course right now during our synchroneous time.   Our discussion questions posed during class on different principles of learning lead to a lot of self-explanation by using personal examples and putting definitions of such principles in our own words.

For example, last week when I presented I broke your all into break rooms.  I gave each of your a principle for mangaging essential processing (segmenting, pretraining, and modality) and asked each group to come up with examples of when that particular principel would be most effective.  Self-explanation was needed inorder to dicuss your examples.

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RE: Ch.17 Self-explanation principle

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Hey Jessica,

I agree that our discussion questions are helping me to become a better self-explainer! Great example! I catch myself retaining my reading and having a better understanding of the material when I can relate to it personally. It is also helpful to me that our cohort provides their feedback on what we are learning to add greater value to the materials.

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RE: Ch.17 Self-explanation principle

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I was actually a self-explainer last night! My friend JC is in a statistics class at Point Park. We are both learning about frequency distributions in our classes. I am taking the class face-to-face and he is in an asynchronous online class. I had to help him out with how to figure out intervals, I learned that I am not that great of a self-explainer. I was texting him about how to find out the intervals and I found that I had problems trying to do this via text. After reading about the study by Hausmann and Chi in the book, I was happy to find out that I wasn't the only learner that had problems explaining something via text/typing: "That study required learners to type their self-explanations, which appears to have seriously hampered the frequency of self-explainations generated" (280). However, when I met him in person an hour later, I was able to clearly explain how to solve the problems by showing him some book examples and working out problems that I had in my notes. He said that some of the questions that I had in my notes and the ques with my examples helped to bring forth a higher understanding of the material.

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RE: Ch.17 Self-explanation principle

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Robin,

I also have to agree with page 280...especially when math is involved. I think the typing in math would be the least effective way to explain a problem. I think images, worked examples, even an interactive whiteboard, may be needed in order to convey my self-explained ideas in math. If I am explaining, first off, I may be doing it as a strategy for it to make sense to me, not to help others. I find I talk it out with myself a lot in math learnning, but also when working on problems with others. I may speak more to hear myself explain it than for others to understand it. I hope that does not make me sound like a crazy person, but yes when it comes to math I talk to myself.

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RE: Ch.17 Self-explanation principle

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As long as Becky 2 gives you the answer to the math questions, I think you're still in the sane boat.

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RE: Ch.17 Self-explanation principle

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Our county is putting into place a "new" initiative... I say new because it's just being implemented again this year but the idea has been around for a long time. We are doing thinking maps                     (<http://thinkingmaps.com/> ) in our classrooms across all content areas. The idea of thinking maps starts at the self-explanation and ends with higher level conceptualization and thinking. The reason I bring this up, is because the eight maps (<http://thinkingmaps.com/thinking_maps_common_core.php>) are a great way to set up self-explanation about any topic or concept, starting with basic vocabulary recognition. This can then lead into writing prompts, content conceptualization, analagous thinking, among many other bloom's related learning activities. It is a great way to take complext text and break it into segments or allow those not good at self-explanation to stop and think about each part of a text or problem and break it down into something more understandable and then internalize it and build it back up again into learned conceptual knowledge. The great part is, if you have students in class that are natural self-explainers, they can help those that aren't and really create a great class discussion (think-pair-share).

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RE: Ch.17 Self-explanation principle

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Awesome! I have heard of thinking maps but I never used it in the classroom. It would be great to use especially with students that lack organziation skills, which is about every student.

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I love thinking maps! I feel that they definitely got away from using them, especially in higher education.  Thinking maps can be modified to be used at all levels of learning and can be applied to every subject! You pointed out how they work off of each other and it ends wit higher level conceptualization and thinking.  This is a great tool to bring back into the classroom to promote self-explanation and deeper thinking and learning.

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Bekir Mugayitoglu

RE: Ch.17 Self-explanation principle

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Good question Dr. Heo,

In Turkish class, I encourage my students with prompts to let them explain, analyze, and monitor their comprehension of the material. They are encouraged to have self-explanation since adult learners have less prior knowledge than young learners.Especially language learners specifically when they are not prompted to have self explanation, they think they know the topic, but they don't remember next day at all.  They forget easily if they don't use self-explanation.

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Hi Bekir!  Greate example!  I especially find it interesting to hear your thoughts and experiences with language learners.  I can definitely see how self-explanation among students with similar language experiences can be beneficial to the learners' comprehension skills!

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I agree that self-explanation is especially important with language learners.  It is great to get feedback of someone with such vast experience as well.  For language learners one of the most important learning tools is actively using the language and becoming familiar with it, in formal and informal conversation and text.  Allowing them to explain and analyze their own comprehension is a good way for you to assess their progress and for them to get extra practice with the language.  Good job!

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Self-explaining focuses on "generating inferences to fill in missing information, integrating information within the study materials, integrating new information with prior knowledge, and monitoring and repairing faulty knowledge" (p. 272).  My example is not a multimedia example, but I think it directly hits all of those cognitive mechanisms involved in self-explaining.  During my undergrad in Boston we used a self-learning/explaining technique in one of my education classes.  As we were reading our chapters each week we had to stick post-it notes on the pages or sections (at least 3 per week) of areas that we wanted to learn more about, didn't quite understand, etc.  We had two different colors of post-its.  One color was for a question we initially had while reading and then the other would be bullet points answering that question on our own.  They extended this technique even further by having us in small groups during class and discussing at least one of our post-its, explaining our self-findings and discoveries to our peers.  I think this technique helped the students become self-explainers because it forced them to not only independently find answers to their own questions but then explain their *own* knowledge to themselves and others.  This technique could easily be used with multimedia tools. Students could do almost the same thing with an online article and online post-its.  Also, you could modify this if you were using video, audio recording, or even a powerpoint where students have to pinpoint certain areas and explain their process of learning.

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RE: Ch.17 Self-explanation principle

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I really can see this using iAnnotate. It was a tool that we learned during the summer session. You are to able to download a PDF file and make comments, voice comments, pictures, stamp, etc. and mark up the document. It is really neat and very much what you are saying. If you haven't used it yet, I would recommend trying it out.

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I have never used iAnnotate but it sounds awesome.  Thanks for the resource idea!

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The self-explanation principle is an interesting concept. I think of the self-explanation principle when I use jigsaw activity in my classroom. Usually when I have them complete it, I give them an index card that has a number on the front and a letter on the back that usually corresponds with an animal. Students first get in their number group and are told the problem. For example: Why did the Salem Witch trials really happen? Students then get in their animal groups and are given documents. In the animal groups they discuss and debate the cause and become experts so when they return to the number group, they are able to discuss what they learn. After they return to the number group, each person goes over the information and they decide how to answer the question. I have used this jigsaw activity to discuss the Salem Witch trials. It is great because quiet students become more involved and students pay attention in their animal groups because they have to report to their main group

I also have students create Prezi and they have to teach a supreme court case to the class. It is nice because it gives me a break from teaching ;) but also students learn better from one another.

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Great activities Casey! Having my teaching experience coming from the elementary level, it is nice to hear experiences from secondary teachers.  I feel the self-explanation principle works much better for secondary learners becuase they are able to have discussion with peers involving concepts such as problem-solving.  I really enjoyed learning about Prezi from your class presentation and can image how beneficial it is for the students to create their own activites and share with others!

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Thanks Jessica for the positive feedback! If you ever need help with the Prezi, just let me know! :D I might have to create a learning module on how to use it.

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# Thread: Ch.22 Cognitive aging principle

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Ch.22 Cognitive aging principle

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The authors presents the part-to-whole teaching method as a means of mitigating cognitive overload so that elderly learners can "pre-train" a part of a concept before learning the whole concept. The authors also suggests that elderly learners suffer from "reduced integration" which can conflict with the notion of learning parts of a concept and later attempting to integrate them. Do you see these two ideas as contradicting?

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RE: Ch.22 Cognitive aging principle

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I am struggling with this one a little bit! I will give a shot at it!

I would say that these ideas are contradicting in nature. If you "pre-train" all of the pieces of the information and then present them again integrated in a model again, you are violating the redundancy principle. You are intentional repeating information that was already presented. You also are told to use a bi-modal presentation to present your material to help with the reduced integration cognitive decline. (table 22.1). You will have to be careful in your choice of image and spoken narration to avoid being redundant. I am not sure how you can pre-train all of the content and then present the concept again to help integrate it with out being redundant.

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RE: Ch.22 Cognitive aging principle

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Becky,

I would like to suggest that the redundancy principle pertains only to short-term memory and the cognitive processing that occurs to transfer the information to long-term memory.  "The redundancy effect occurs when additional information presented to learner results in learning decrements compared to the presentation of less information." (p. 159)  In this case, by pre-training there is information in long-term memory that can be recalled and integrated with no additional cognitive load.  I understand your point when you say that some of this information is presented again; however, in this case if it was presented all at once, the older adult would be overloaded and minimal learning would occur.

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RE: Ch.22 Cognitive aging principle

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Let me split the middle on this question and reply with a "maybe".  From the article we know that the memory in older adults decreases with age for both new information and well as familiar environments. (p. 341).  Given that, "...they have difficulty with more integrative aspects involved in layout memory." (p. 341)  The given is that older adults have decreased memory and suffer from reduced integration.  I believe the author recognizes this fact, but views pre-training in a parts-to-whole method as superior and a means to avoid the cognitive overload that will occur when a concept is presented all at once.  By not attempting this, the older adult has to learn this task given that he or she has reduced working memory capacity, a reduction in cognitive speed, as well as a lower ability to filter out irrelevant information.  Taken in total, I think support the article's assertion that a possible solution is to pre-train.

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RE: Ch.22 Cognitive aging principle

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I like how you explained your thinking! It made me agree with your ideas and think deeper about this question.  I like how you pointed out that pre-training may be a possible solution to elders learning material.  Even though the article says they have decreased memory and reduced integration, the pre-training limits the cognitive overload.  So technically the two idea do contradict but as an educator you have to find solutions to problems, such as reduced integration, and the pre-training seems to be working (from the text).

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RE: Ch.22 Cognitive aging principle

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At first glance to this question I would say yest that these two ideas are contradicting, however; I think the author explains future approachs in multimedia that may benefit adult learners and help with "reduced integration" by adding learner control and part-whole sequence.  The auther also discusseses that more research is needed to determine the benefits of these two approaches on learning perfomrances of elders in multimedia.  Finally, I would agrue that the author discusses reduced integration as part of the needed for part-whole teaching for elderly learners.  I hope I am on the right track here:) Tough question, but I enjoyed reflecting on it!

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RE: Ch.22 Cognitive aging principle

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This is a tough question, but looking back at everything we have learned so far this semester, I would say that the ideas are contradicting. If the learners suffer from reduced integration, which is being able to coordinate different sources of information, I don't understand how the part-to-whole teaching method would work. They contradict each other in the book on page 347, "...because older people are less able to inhibit information about parts that are not relevant at a given moment and have more trouble coordinating and integrating the different elements in an instruction, learning the seperate elements before turning to the casual functioning of the system seems to be the most effectiv and efficient way of learning." I am thinking that it would depend on what type of content is presented and if the learners have any prior knowledge of the information that is presented in this part-to-whole style. But in short, yes, they do contradict each other, and I think they need to further research this subject.

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Robin,

I see why you would think this is contradictory; however, in the statement you provide from the book, it is stating that older learners are not able to dissect parts of a whole when being shown the whole first and then piece it back together meaningfully. If they are shown the part first and then the whole, they are able to piece it together and conceptualize it without experiencing cognitive load.

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Hi Jordan,

I think the author was very confusing in presenting the material for this chapter. After reading everything, I most likely just got confused. Thanks for the feedback!

Robin

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I agree with you Robin that there needs to be more clarafaction on the topic. Perhaps the content does have an influence on it. I am sure it would be easier for elderly people to learn a simple thing like using a computer versus building a computer.

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RE: Ch.22 Cognitive aging principle

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I do not think these two ideas are contradicting. By teaching part-to-whole, they are allowing older learners to eat bite size pieces of information before handing them over the full candy bar. Once they have the "whole," older learners will be able to conceptualize everything (or realize the taste of the whole candy bar). I don't believe it violates the redundancy principal because I don't think the older learners are being taught the same thing twice or overloading the working memory. In fact, I think it does the opposite, where it allows the working memory to take in small amounts of information and store it in long-term memory until the "whole" is shown. Then, it allows older learners to retrieve knowledge that they need from long-term memory and integrate it with what they have when shown the "whole" and then they can conceptualize the entire meaning or the whole of the lesson. Because they have reduced integration abilities, older learners are able to integrate with smaller pieces of information rather than having to attempt to integrate with an entire lesson all at once.

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RE: Ch.22 Cognitive aging principle

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Hi Jordan,

I am going to stick to my idea that the two ideas are contradicting. I think in the case you are explaining the learner would only learn part to whole, leaving out the idea of reduced integration. Even though the small pieces are presented in bite size chunks, the integration piece must still happen at the end. They still have to integrate the pieces. If adults suffer from reduced integration as stated by the chapter and restated by Dr. Heo, they are contradictory. An adult will still have to synthesize the small pieces at the end of the chunked lessons. Just playing the contradiction here as food for thought.

Becky

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Bekir Mugayitoglu

RE: Ch.22 Cognitive aging principle

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I really like your candy bar example Jordan, it summarize the part-the-whole teaching method very well.

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RE: Ch.22 Cognitive aging principle

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Your post reminded me of Jessica's video from last week: "How do you eat a hippo?" One bite at a time

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Bekir Mugayitoglu

RE: Ch.22 Cognitive aging principle

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I think two ideas are not contradicting. Adult language learners are learning the whole concept before pretraining since their thinking process is different than young learners. It donesn't also violate reduncacy principle. For example, learning the content of vocabulary helps them to learn with part-the-whole teaching method to help them to transfer working memory to long term memory.

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RE: Ch.22 Cognitive aging principle

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After rereading the question and article I think the two ideas are contradicting. The ‘part-to-whole’ teaching method presents information before presenting the whole instruction so ‘information can get stored in long-term memory and subsequently be processed with less cognitive effort’ (p. 346). With the “reduced integration” the author states that age-related slowing is larger in coordinate complexity than in sequential complexity (p. 341). If I am correct, the part-whole teaching method falls under the coordinate complexity because the coordinate complexity refers to ‘the amount of coordinative processing required to regulate and monitor the flow of information between interrelated processing steps’ (p.341).  The part-whole method presents information before the whole instruction, but the steps are still interrelated so therefore the two ideas are contradicting each other and not decreasing the cognitive load, and not making new learning easier for elderly learners.

* I may have the complexities confused or not related in the right way so any feedback is greatly appreciated even if I’m way off! Great question Dr. Heo!

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RE: Ch.22 Cognitive aging principle

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I think you are own the right track Vanessa!  I find this disussion board extremely helpful for this reason.  I was stuggling a bit with this question and after reading your response, I understand the two ideas more clearly and feel I made the rigth assumpution.   The part-whole method does appear to be related with coordinate complexities becuase the processes are interrelated.  Thanks for further clarification and clear examples Vanessa!

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Part-to-whole teaching method contradicts reduced integration. Part-to-whole training is when elderly individuals learn about the smaller parts and then presented with the whole afterwards. While reduced integration means that memory for both novel and familiar environments decrease with age and they have difficulty with more integrative aspects involved in layout memory (page 341). It appears that part-to-whole training would not have an impact if elderly people already have decrease in memory space.

# Thread: Chapter 15: The Worked-Out Examples Principle in Multimedia Learning

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Chapter 15: The Worked-Out Examples Principle in Multimedia Learning

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In the book, pages 232-235, Guidelines for fostering example processing are discussed. Everyone has their own preference for learning.

As a learner, do you prefer the self-explaination or help guideline to be applied to worked-out examples by an instructor? Support your answer.

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Robin,

Thanks for the question.  In the classroom with a teacher, I prefer self-explanation over help because the instructor or the class provide a "safety-net" in case I or someone else goes down the wrong path.  As a case in point, last night in statistics class, I thought a z-score was an indicator of a range of how far an event was from the mean.  When I explained by reasoning, a classmate corrected me and this allowed me to construct a more accurate model.

For computer-based learning, where there is no safety net provided by an expert or classmates, I prefer help-guidelines to self-explanation.  If the help is directed, minimal, and principle focused, I have found it to be very effective in that I am asked to construct a model, and then by examining worked-out examples, the help function assists me in understanding principles.

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Great Respons Anthony!  I could not agree more.  If I am in the classroom face-to-face (such as our Statistics class), I find it much more beneficial to use self-explanation with the instructor and/or my classmates.  I am about to have an organic conversation and 'talk-bout' what part of the problem I do not understand.

With a computer-based learning or asynchroneous class, there would be little opportunity for self-explanation.  I supposed with dicussions and blogs, however, you may not get the same understanding as working face-to-face.  Help guidelines would provide a more concrete module to follow when self-explanation is not available.

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I also am going to go with the self explanation elicitation. It states on page 233, " successful learners studied the examples for longer periods of time and explained them more accurately to themselves." I have always thought that I was a bit crazy because in the case of math, and in this terms case, Statistics, I always talk myself through the worked examples in the book aloud. Although this may look a bit crazy when I am in the library, I truly understand what is going on much better when I say it out loud. I also agree that this is beneficial when doing group work as well. When you self explain incorrectly someone is there to self explain aloud where you went wrong. I usually then restate what the person is saying in my own words thus, correcting my self talk.What do you do when the self explain is wrong and no one is there to correct it? Just food for thought!  
  
Please tell me that this does not make me crazy...just smarter!😉💭

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Rebecca

If you're crazy, then I'm crazy! Haha. I talk out loud to myself all the time when I'm doing my classwork... especially MATH! If I don't understand a question, I re-read aloud and then break it into parts and talk myself through it. It's the only way to get it done!

When I am self-explaining and still not understanding, this is when I need a guide. As I stated in my original post, I actually asked a fellow 6th grade Math teacher for help on a particular problem because of the wording of a homework question in statistics. It wasn't the math that I needed help with but the actual understanding of what the question was asking. It was so helpful to have someone on hand to get that immediate help.

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Hi Jordan,

Understanding what is being asked for in math is a major problem for me also!!! I am glad I am not crazy!

aughing

Becky

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I have to say that I think it might depend on the content for me. I am using self-explanation and talking myself through a lot of my statistics course since I'm doing it online and asynchronously. I think this has helped me a lot in understanding the content. I don't know if I would work as hard in a face-to-face class. However, on one particular homework assignment, there was one question that the wording of it stumped me. I completed the problem both ways possible. Then I asked an instructor (fellow math teacher at work) for help. So I actually used both types of worked-out examples. I think getting the okay from my colleague on the one particular problem I was having gave me more confidence in my understanding of the topic at hand.

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Bekir Mugayitoglu

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I agree with you Jordan! Good point.  It depends on the content. In social science I am ok with helping guide, but in scince, math, etc. self-explanation is better way to learn instead of helping guide.

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Hi Jordan,

I definitely agree with you that it depends on the subject. I struggle with math, so the help guideline benefits me.

Great thoughts.

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Great question Robin,

As a learner, I would rather the self-explanation instead of helping guideline to be applied since it makes me cream. Let me give you two examples. When I was undergradute in enginnering in Turkey, one of my classes was statics. In statics, There was a vector content which is related with 3-d. Self-explanation makes me to solve problems accurately and I also knew how to solve different kind of problems with the same principle. Even If i understand after figuring out self explain myself incorrectly, I know the way I am going is wrong and I try another way to self explanation.

Also, it really force students to think to solve problems, come up with the same idea what instructor think. I don't have to think about exactly same thing what my instructors think even he/she is right.( We are in freedom country! Just kidding.:)  I remember when I was taking math in masters, my instructor told me to do the problem solving his style. In particular, Math course there are different kinds of ways to solve problems. If instructor thinks this kind of guiding is helping, i don't think it won't help people to be creative, it definitely helps people to memorize and cram about the topic just before exam and take exam and completely forget before long term memory :).

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Great question Robin!  As a learner, I prefer self-explaination for worked-out examples.  I am able to retain problem-solving skills much better if I am able to explain the reasoning behind the worked-out example.  This has been especially true in Statistics class.  After our instructor works out a particular problem, I find it extremely beneificial for my understanding, when we break into groups and I am able to talk out the solutions and problem-solving steps in my own words.  I am able to recieve feedback and corrections for my peers which has been emensely helpful.

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Hi Jessica,

I am guessing this is why we make a good team when it comes to working on Stats problems. We both favor the elf explanation and then confirmation from a peer or teacher. I think that I talk aloud a lot when I am trying to understand something. This may not be the case for everyone, some people probably can talk it out inside their heads. Being the chatter bug that I am, maybe that is why I need to actually verbalize it aloud! We even see this in our group work in stats class when we all say what we are doing aloud in an un-worked example. I think this is critical to my learning of an abstract concept or one with many steps. Thanks for sharing!!

~Becky

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Hey Jessica!

I too love our group work for dealing with Statistics. I probably would not understand the concept as much as I do when we are broken into our group. I'm not sure how, but in our group, I am the 'tutor'. It makes me extra careful when I am explainig concepts and work problems because I do not want to be wrong for my group! It is also helpful to work out a problem and find the mistakes. Not if only we can have a group test... ;)

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Jessica - I also love how we split into small groups to complete problems which we just learned.  I think it is really helpful because the information is still fresh in our brains from the lecture and we get to apply the material.  In my group we also do a lot of self-explanation through talking aloud, writing down all of our work and then going over each step as a group.  I seem to be the 'scribe' for my group so in this way, like Robin, I have to be extra careful and attentive to my work.  I like it because with small group I get to break down each problem and self-explain with the support of the group members.  Whenever I am home doing my stats homework, I still find myself self-explaining each problem just like I would be in my group.  It is very helpful!

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RE: Chapter 15: The Worked-Out Examples Principle in Multimedia Learning

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\*\*like Casey (not Robin) :)

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Great questions Robin!

For myself, I learn more deeply with self-explanation.  I think that when I work through problems or questions and find the right answer on my own then I develop a deeper understanding of that material.  In any form of learning I think it is important for students to self-explore and explain in order to make the material 'their own'.  I do think that is is easier to monitor this self-explanation in a face-to-face classroom, especially for younger learners.  However, I still would prefer the self-explanation for inclass and online learning.  I think that through online learning it gives you more avenues to truly explore your thoughts and then when you come together as a class again, you are able to share your process of learning.  I think that in a classroom, the immediate learning and interaction could take away from the self-explanation because students are just looking for for the right answer, right away.  Also, with the self-explanation, even if you come up with the 'wrong' answer to a question, you are able to go through your learning steps, whether it be on paper or in your head, and discover where you made that error.  This in itself is another method of learning.

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Hey Robin, Great job getting your questions up early! :D I found the worked-out examples principle in multimedia learning very relevant due to our Statistics I class. Even though most of the examples in the chapters that we have been reading are science, physics or math related, I can appreciate your question as a student. There are times when I prefer self-explaination, because I am forced to figure out the answer instead of given it. Yet, if I am new to the problem, I like to have worked-out examples by the instructor. Case in point is our Stats class and even physics from high school. When I am reading the Stats book, I like the worked-out examples because I can see how in the world they figured out the standard deviation of a set of data. Sometimes though, I am still confused on why does 4+4=8. If a worked-out problem is being led by the instructor and it is new material, then I prefer it to self-explaination. As I understand the problem, I find the worked- out examples by the instructor redundant and even at times boring. I think it is important for worked-out problems because as a learner I focus on the details of the concrete problem's solution and not on the principle behind it. When there are worked-out examples, I can focus on the principles. (Page 231 & 232). Just like my yellow kitchen sponge, after a while, I am over-saturated with worked-problems and prefer to work it on my own. Unfortunately, I am unable to connect to my own content- social studies. Can you think of an example of worked-out problem for social studies? Thanks for your feedback! Go CoHoRtS!

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I like that you added the aspect of Dr.Parke explaining a new example while showing a worked example. Her explanations always seem simple and straightforward. I usually understand everything in class, but then when I get home I struggle to recall her examples. That is when my self explanation has to come in to play because I cannot remember how she made it seem so easy or understandable! Thanks for always being my other explainer! You have a way with statistical explanation aughing

~Becky

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Aww thanks Becky! I'm just glad that I can help :D

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Hello Casey,

With regard to your worked-out problem in social studies, I was wondering if a worked out problem involving a lens or rubric would apply.  For example, if there was an analytical framework to simplify the reasons for wars, a worked out example might be to show how the framework is applied to WWI, and then the students would apply it to WWII or another war.  The worked out part is demonstrating how to apply the framework; however, that seems to be the same in math.  An example problem is simply showing the students how to apply a structure.

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Hey Brother Tony,

I like your example of using a worked out example framework for wars. Reflecting on your comment, I guess I have used this concept in social studies and never realized it! Thanks for your input! :D

# Thread: Chapter 16: The Collaboration Principle in Multimedia Learning

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On page 249 begins the discussion of the seven different issues  (nature of technology, nature of group composition, nature of task, role of tutor, community building, nature of assessment, scaffolding collaboration and knowledge construction) related to computer-supported collaborative learning (CSCL).

Looking at your learning module, which issue or issues do you find are the most challenging to the development of your course? Why?

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Thanks for the questions Robin!  
  
I am pleased to see such positive research support for asynchronous tools for interaction on pages 249-250. "...students spend more time in online discussions and exhibit higher order thinking skills (p.250). This quote really makes me think about the online discussion boards with questions that I have posted in my online course site. I am thinking about my questions and wondering whether I am pushing the learner to think deeply about the content and apply the content. I guess this makes me consider how you can take a beginner course and push students to use their higher level thinking skills to reinforce the material taught. Can this be done when teaching basic skills? I will now be looking at the questions posed with a new frame of reference this week!

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I agree Rebecca!  I find myself spending much more time and reflection on my responses to these disucssion questions for this very class.  I feel a lot less pressure being that I am not put 'on the spot' with my response as opposed to an immediate response I am expected to give in a snychronous class.  Thus, I am able to use higher level thinking skills to reinforce my response.

Hmm, as far as if this can be done teaching basic skills, I supposed it would be up to the discussions being held and whether or not the instructor and learners feel confident in using those higher level thinking skills and applying them to those basic skiills.  Let me know what you find out!

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Hey Becky!

Great food for thought! I will have to revaluate my discussion questions as well to make sure that students are engaged in higher order thinking. I was thinking of having a debate but how to do that! I was thinking of using Voice Thread and having students post on it. Perhaps that is something that people in your module could do as well.

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Hi

I like this idea. I may have to see where in my module I can incorporate this idea!

Thanks,

Becky

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Robin,

Thanks for the questions.  My learning module is designed to be completed by an individual; however, I see that in many ways I am concerned with developing the "Role of Tutor" into my learning module.  "Because of the primary reliance on verbal messages and the absence of visual and other nonverbal cues, online moderators must be especially sensitive to the needs of their students in their communications." (p. 257)

Most of my learning module will be recorded.  However, I believe that there is a need to try to establish as strong a connection as possible with the new students, so they feel like they are part of the Central Catholic community and so that they will persevere in completing a series of fairly rigorous tasks.  When I created my script, I paid close attention to my conversation style, tone of voice, and personalization.

Additionally, the student will have limited interaction with a teacher.  That interaction, if it occurs, will be when they are stuck and need help.  I want to make sure those interactions provide competent directions and advise and are welcoming.

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Brother Tony,

I didn't get chance to tell you how impressed I was with your video that you showed last week. Your voice was so warm and inviting and reassuring! I felt like I could do anything and I know that is something that high school students, especially 9th graders, need to have. I was thinking how awkward your video would have been if it was a computer voice! Perhaps you can have a discussion board link in which students can go to pose questions and have other students respond to it. Maybe like Voice Thread or even Google Docs. This way students can feel connected..Or even have Skype meetings with all the students that want the help at a certain time.

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I think I am having problems conducting any type of collaboration outside of a discussion board. Mostly, because all collaboration will be done outside of class (meaning... not in the virtual classroom). So, all I can show are directions and a rubric. I'm not sure if that's the best because then the learning is thrust upon the students and the problem that all teachers have, whether in the classroom or out, what if one student does all the work? Or, what if another doesn't do any of the work? One thing I do like to do in-class, is have students contribute to something and they each use a different color marker/pen. This way I know if every student participates in the learning activity. However, with it being outside the classroom where I can't "see" if the students are actually participating.... this is where I'm having trouble. Any thoughts???

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Bekir Mugayitoglu

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Good question Jordan,

It reminds me Prisoner's dilemma is a game theory that shows two or more than two individuals are not able to cooperate. It is so popular example and you can apply in your class. I just make up an example, tell your 2 students to contribute to do a project and tell them to submit online or hardcopy by hand. After one day, in your office hours give them different time appointment to stop by you and ask each of them 3 questions (2 same questions and 1 different question) about project, and then you will figure out who is actually participating or who can't. If one of them doesn't give the right answer **2 same** questions about project, he/she didn't contribute.Maybe he/she will just text or call his or her friend to tell about what questions you did ask in the office hour, but you also have one more question which is **different** question.  Hope It helps.

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Great idea Bekir! Thanks for your input.

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I have actualy heard of the Prisoner's dilemma! Very interesting and would be fun to see in a classroom! Jordan- I would love to hear how this goes! :D

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Good question Robin,

The most most challenging issue what needs to be develepod in my course is Community Building. Rourke and Anderson (2002),"found that when the content of online discussions included social messages that students experiences asynchronous conferencing on discussion boards as friendly ,warm, and friendly.(Page 259). However,they are second language learners, they don't know how to and what to write in Turkish. The issue I need to use in the class discussion is that they just learn greetings, alphabet, and vocabulary words and how to post social messages to let them participate them.

Also, " Students referred to each other in their bulleting board posts, indicating an effort to maintain the dialogue as conversation rather than as distinct and unconnected messages"(page 260). Even if they are encouraged to use it, they prefer to speak and practice to improve their second language and doesn't consider writing improve their language.

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Hi Bekir,

I know our content is a hard one to have an online discussion with. The quotes that you have referenced are about creating a feeling of community. Could you incorporate forums in which they can discuss their learning obstacles or share tips for learning the new language, but set them up so they can use their native language for the discussion piece. I know discussing content may not be possible in this type of learning, but maybe being able to connect about challenges or tips for learning would help the learners. Just a thought!

~Becky

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Thank you Becky,

  That is a great idea, and I haven't thought about. One of my classes I take this semester Learning theories in Second language theories, our professor also mention about it and it makes learners confident and motivated.

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Good thoughts Bekir and Becky! I understand how building a community might be a challenge for your module.  I liked Becky's idea about having a forum where the students can post their challenges and also tips for learning.  I think that it would be beneficial to their learning and also for  the 'community' if the students could share tips and little study habits that could work for multiple learners.  This would be a good topic to start group discussions about and even if all learners were not comfortable contributing initially, they will still be benefiting from the information.  Also,  you could try to start forums with a leading discussion question, and then they have to all answer the same simple question with the vocabulary they have learned. This would help  the students become more familiar with each other and learn something new, even if it was just one word answers to start (ex. What is your favorite color?).

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Bekir Mugayitoglu

RE: Chapter 16: The Collaboration Principle in Multimedia Learning

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Thanks Vanessa for your advice,

I will teach them next wednesday colors in the class and great idea to post on discussion board this question.

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Hi Robin!

The first issue that comes to mind when looking at my learing module is the nature of assessment.  To quote the author on page 261, "there is consisten incongruity between educators' goals and the ir assessment methodologies."  I have always struggled a bit to construct meaningful evaluations that reflect the learners knowledge and skill.   I am trying to create not just traditional quizzes and tests with my learning module, but activites that provide my learners to opportunity to show that they have met the oojbectives set forth by my coursite.

Secondly, I am a little concerned with 'scaffolding collaboration' with my learning module.  I have dicussion boards and wikis created, but I feel it is a little bit more difficult to encourage collaboarative discussions in a non-formal setting.  I hope that with a few examples and my willigness to be readlily avaiable will foster meaningful communication and collaboration amoung learners.

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Jessica

I agree with your thoughts about the assessment. It's funny because all our professional development gives us instructional strategies to assess students on products and projects rather than just traditional tests and quizzes... yet, all the state exams are pencil and paper and traditional multiple choice questions. It does pose an interesting question of how to implement assessment when all you can see in a non-formal setting is the finished product. It is hard to see the collaboration among classmates unless you set it up in a way that you can oversee their collaboration time. Wikis and discussion boards are about the only way to actually collaboration happening outside the classroom. (google docs can be used also and then students can submit these as proof of collaboration)

Good thoughts Jessica!

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Hi Robin,

I accidentally clicked a button when typing and see an entire world of items for this discussion board that I never knew existed! See I am learning already and I haven't even commented on your post!

ool

I am wondering about your reservations about meanigful scaffolding in the online environment. Do you feel the typing is not collaborative enough? Perhaps a voiceboard would make the learner feel more connected to others? I think in terms of discussion, even in this class, the learners scaffold eachother, and push eachother to learn more. I feel this way when I read a quote by one of my classmates and then I look it up and learn a few things I may not have picked out as important in my own reading. I think you will find the more you use these types of tools the more suportive and collaborative they can be. I think it also depends on learner motivation as well.

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Hi

I meant to address Jessica not Robin :-)

Sorry Jess!

Becky

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Hello Jessica,

Whether it is on the course site that we are building or in the classroom, it is quite easy to have teaching objective not aligned with the assessment.  Also, better assessments tend to take more time to grade.

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For my learning module, which is directed towards elementary learners, I feel that the Scaffolding Collaboration and Knowledge Construction is the most challenging development.  I think this because in primary education, there are many different levels of learners within a general grade (2nd grade).  In a face-to-face classroom, you are able to scaffold the instruction more easily and you are able to see how the students are responding to the material.  In an online classroom, it is more difficult to see the students progression of learning, including their strengths and weaknesses.  "The ability to scaffold different kinds of discourse that engage different form of productive reasoning appears potentially powerful" (p. 263). In my own learning module I tried to include areas for comments and questions so I could try to understand the students learning styles and progression.  However, I do not think I have attempted to include any scaffolding techniques.  In the book it suggests, "some CSCL systems attempt to scaffold different forms of communication and reasoning in the design of their environments that constrain the kinds of comments that students can post to a discussion" (p. 262).  I have made some areas for comments like these but I am wondering if I should maybe make its own category (or page) which is only for helpful comments or questions about problems they are having.  I think this would help to be able to scaffold the learning more but I am not sure my audience, second graders, would utilize this as much as older students would.

After thinking about this for a day or so, I am still stuck on how scaffold the learning material.  Possibly, kind of like the Choose your own adventure books, I could have different links within the same category, one for more visual learners (more pictures, less text) and the other a more challenging approach to the material.  This way, I am scaffolding the learning but allowing the students to choose which method they learn better with.

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Hey Robin,

Did anyone else catch that we are just another statistic on page 252? "Mok-Turner (2001) point out the majority of those enrolled in distance education are females" I just wanted to throw that out there and see your opinions on the subject. Do you think our gender imbalance (especially in Cohort 6 excluding Bekir- sorry :) is due to low applicants of male wanting to participate in distance education or is it something else like sexism? Food for thought...

Back to the question- I was having a hard time at first with our learning module because I, like Jordan, imagined it was for a live class and not online. I was super excited because I received all these neat ideas for teaching history in multimedia learning from the one chapter. When it finally dawned on me that it was to be online, I thought how in the world was I going to do that! Still struggling slightly with that question, I enjoyed reading this chapter because it gave me insight on how to use some of the tools in Blackboard and how to engage it with my students. Another issue I have with my course is how to operate Coursesite. Thanks to our awesome Cohorts, I have learned a great deal. Now the biggest challenge I face is how to take these great ideas and transform it to an online module but I have some things up my sleeve to accomplish this goal!

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Bekir Mugayitoglu

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Thank you Casey :)

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RE: Chapter 16: The Collaboration Principle in Multimedia Learning

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Hey Casey, I did see that, I didn't really think too much of it though because a lot of the studies that were discussed on gender seemed to contradict each other at some point. Good observation though! I would tend to think it is true, every online class that I've been enrolled in has had a higher female to male ratio. Interesting.

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RE: Chapter 16: The Collaboration Principle in Multimedia Learning

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Hi Casey,

I feel you are very right about that statistic comment! Sorry again Bekir and Tony. It still makes me feel better than where I stand in Stats class...SOLO....short old lady outlier mbarassed! Ha! I agree that blackboard has a weath of tools for collaborative learning. I am going to look into voiceboards after reading some of the posts. Thanks for sharing!

Becky

# Thread: Chapter 19: Navigational Principles in Multimedia Learning

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Chapter 19: Navigational Principles in Multimedia Learning

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“Effective instructional information systems must include devices that help learners make their way through complex information” (p. 297).  Using your learning module, choose ONE of the navigational aids from the chapter (headings; outlines; concept maps; hyperlinks (embedded &explicit); menus; etc) that could enhance your module and explain why you chose it. You may already being using this tool but could improve it or modify it.

For your peer response, make sure you look at your classmate’s learning module and use specific examples to respond to their statement.

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RE: Chapter 19: Navigational Principles in Multimedia Learning

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In my learning module (moodle.centralcatholichs.com UserName:  ipadmultimedia  PW:  CCHSVikings), I have organized my lessons and the accompanying worksheets into a sequential format with headings.  The reading points out that "Text-processing research has pointed out the prominent role played by the structural properties of texts  in the comprehension of texts." (p. 298)  In this case, the linear structure of my lessons provides a logical context that makes sense to a freshman, so instead of having to try to interpret what to do next, there is no doubt.  In the 1 to 1 iPad handout, I will put an outline in that guides the user on what to watch and what to do.

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RE: Chapter 19: Navigational Principles in Multimedia Learning

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In my learning module on coursesites (my new one), I believe I have used headings and introductory statements to help students get a little summary and/or where to go next in the lesson. Page 298, "...headings, introductions, and connecting statements improve comprehension and memory for text." If I go back through my module, there may be a few places where I could add a few more headings and/or connecting statements to further student comprehension about a topic or to make sure the instructions are clear.

To join my learning module:

[jcotten.coursesites.com](https://duquesne.blackboard.com/webapps/discussionboard/do/jcotten.coursesites.com)

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RE: Chapter 19: Navigational Principles in Multimedia Learning

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For my learning module, I feel coursesites can follow the navigational pricinple very well if formatted appropriately.  One thing I have already added on my learning module that is a useful navigational aide are the concept maps created such as, 'Communication', 'Lessons and Activities', and 'Your Instructor'.  They clearly guide the learner in what they are searching for.  I am also continueing to form my Lessons in sequential order using the headings such as 'Lesson1', 'Lesson 2', and so on.  I feel these are navigational tools that provide a clear guide to my participants.  To quote the chapter (page 298), "Heaedings , outlines, and introductory sentences are examples of verbal content representations."

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Jessica

I followed yours and Rebecca's lead in forming my coursesites learning module. I'm glad I had a guide since I'm a little behind with mine. I did like how as a student, I am able to clearly see where I want to go and what I have to do next. I escpecially like that I am not "allowed" to go on to the next item/lesson until I have mastered the previous one. Good job on your development.

On another note... generally speaking: I can't see how any instructor could lead an online course and not use headings or some type of outline that clearly guides the learner through the course. I can see how a learner could get confused within a lesson of "how" to complete lessons or "what" to do first, but I can't see an instructor blatantly not using headings. Just my own thoughts.

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Jordan,

I agree with you completely on this. I have never seen an online course that did not have some form of headings or structure to the course. I would love to see one if anyone has ever had an example of this. I have also never seen a webpage with out this for that matter.

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Good point ladies!  I agree Becky, It would be interesting to see an online course without some form of headings.

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Hey Jessica,

I checked out your coursesite. I wanted to know if there was a way to hide the links under Group Assignments like File exchange or were you planning on using those items. The first thing I wanted to click on was that link! Just to let you know :D

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I agree that it would be very peculiar not to have heading of some kind.  I wonder if pictorial headings could be used to convey the same intent?

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RE: Chapter 19: Navigational Principles in Multimedia Learning

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Some of the navigational aids that I am working on right now in my learning module are headings and outlines. It is important for me to name headings appropriately to be geared toward photographers. I need to engage them and speak the same language so to say. "Headings however, will not be effective if their wording is unfamiliar to the reader" (page 298). I'm still working on my outlines because I want my content to be as concise and informative as possible without adding in unnessary and redundant information.

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On page 299, "...headings for half of the paragraphs increased the inclusion of signaled topics...". I think if you spend time focusing on words that signal the topics of most importance you will be able to be consice and informative with out any extra information. I think your site will be very user friendly and allow users to find their intended content easily. I just saw this quote after reading what you are trying to consider and found it informative.

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Great Question!

I currently have my learning module organized in a sequence of learning with title headings and corresponding information. The items are organized by category and actually sequentially lock stepped in an appropriate order. I think the lesson overall needs to remain this way, however, after reading the section on semantic grouping and expandable menus (P.302-303), I feel some additions to my content will differ drastically than my original plan. I plan on using an interactive powerpoint (like the one we are making for Dr. Kush's class) to organize my app list for the users to review. I feel that it is the type of learning that is best organized by category, in this case grade level, to allow the user to access the information in a non-linear way and get the information that is pertinent to their needs. I want the learners to search for speed and not spend time looking through information that is not relevant to what they teach. I think the powerpoint format will allow just that with out too much complication in terms of drop downs, etc. It will also help meet some strong points of constructivist learning theory through some self directed exploration.

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Hey Becky,

I really enjoy your coursesite because it is not overwhelming and very specific. I went into my folders and put what was in each folder. I also like how yours are set up with the different lessons.

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Hi Becky!

I agree with what Casey said about your coursesite not being overwhelming while it is specific. I find myself trying to remain specific with my tasks on my site, but also not wanting to provide too much information so that learners are not overwhelmed. If coursesites would cooperate with me today, I would upload the rest of my content! :-)

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Bekir Mugayitoglu

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Good question Vanessa,

In my learning module, I am using hyperlinks and menus.However, I am working on headings .

Hyperlink, embedded youtube videos help users not to go through complex process. Instead of copying and pasting, they just clink on the link and then appear on the scren.Embedded youtube video make the coursesite user-friendly.Also, My students are second language learners in beginning level, embedded youtube video make them less frustrated and stressed out. Otherwise, going one place to another might make them to give up. On the other hand, I am working on headings to let my students to know what the content is about and to summarize for them to know before getting into the folder.

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Hi Bekir,

I am glad that this is working for you in your coursesite! I do find it is much easier than using hyperlinks to exterior websites to directly insert the videos into coursesites. I also think that the labeling of the folders is very important in terms of directing the user to the information that is most relevant to them. From the section of the text on pages 301-302, it appears you are on the right track to creating an effective format by embedding these items as you go through your lesson. Thanks for sharing!

Becky

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Bekir Mugayitoglu

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Thanks Becky. You are my course site idol. My next step this week is labeling since second language learners already are frustrated and labeling of the folders make their job easier.

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I really love how this chapter pertains to my course site and it is something that I never really thought of before. In my learning module, I have hyperlinks that takes students to a website or a primary document. I also enjoyed the section about hypertext menus. There is a website called the Daring Librarian: http://thedaringlibrarian.wikispaces.com/ It is a wonderful website for teacher because of all the technology and in depth coverage of it. There is only one problem that I can't stand about it: the first page is a mile long! I understand what the students in Miller's study meant by being overwhelmed and distorted with one long page. I really wanted to make my course site easy for students to access and one of the issues I was having was with the toolbar menu. As Dr. Heo pointed out, I still had the discussion board up with questions for the initial posting. I forgot to delete it. Instead of confusing my students on where they post assignments, I would have to make sure that I either rename or get rid of it on the tool bar. Also, I feel the menu is too long as it is. Thankfully as an editor, I have the option of hiding certain parts. Following the 32 X16 menu advice, I will be reorganizing the structure of my course site. I also am working on semantic grouping by using folders for my project. I will also make sure that I have headings for my topics!

What do you think  of the Daring Librarian website? How should she change it follow these principles?

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Great response Casey!  I have a few hyperlinks I have added to my online coursesite for students to visit and gather more information on Class Dojo as well.  I also enjoy the feature of embedding YouYube videos right in my coursesite.  I feel it makes it easy on the students to view them.

I checked out the Daring Librarian website and completely agree with you!  It first page is far too long with way to much content.  However, I was able to find my way around thanks to the headings and hyperlinks.   I also viewed the wiki page and thought is was organized well with teachers adding their thoughts and sharing ideas using hyperlinks.   I agree with you Casey that the menu is too long and the website needs to be condensed in order for students to navigate the website with ease.

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One problem that I had with coursesite is that it wouldn't upload video or audio that I created from my desktop. I had to upload a video to Youtube and then try to find the link for it in that search box. Have you figured out a way to upload videos from your own computer? I wish that you can just paste the link and it pulled up the video.

# Thread: Chapter 20: The Site Map Principle in Multimedia Learning

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* [Show Search](https://duquesne.blackboard.com/webapps/discussionboard/do/message?action=list_messages&forum_id=_66804_1&nav=discussion_board&conf_id=_63251_1&course_id=_42830_1&message_id=_801337_1)

## Content

Select: [All](https://duquesne.blackboard.com/webapps/discussionboard/do/message?action=list_messages&forum_id=_66804_1&nav=discussion_board&conf_id=_63251_1&course_id=_42830_1&message_id=_801337_1) [None](https://duquesne.blackboard.com/webapps/discussionboard/do/message?action=list_messages&forum_id=_66804_1&nav=discussion_board&conf_id=_63251_1&course_id=_42830_1&message_id=_801337_1)

### List Actions

* [Message Actions [Click to see options)](https://duquesne.blackboard.com/webapps/discussionboard/do/message?action=list_messages&forum_id=_66804_1&nav=discussion_board&conf_id=_63251_1&course_id=_42830_1&message_id=_801337_1)](https://duquesne.blackboard.com/webapps/discussionboard/do/message?action=list_messages&forum_id=_66804_1&nav=discussion_board&conf_id=_63251_1&course_id=_42830_1&message_id=_801337_1)
* [Expand All](javascript:expandAllMessagesInTheTree();)
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Vanessa Steiner [Email Author](https://duquesne.blackboard.com/webapps/discussionboard/do/message?action=email_user&MF=true&course_id=_42830_1&conf_id=_63251_1&forum_id=_66804_1&message_id=_801337_1&nav=db_thread_list&thread_id=801337&nav=db_thread_list&user_id=_19507_1)

Chapter 20: The Site Map Principle in Multimedia Learning

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“Site maps can reduce cognitive load and orient learners in a hypertext” but is one site map enough to reach all learners? (p.313).

The construction-integration model and the cognitive flexibility model both touch on the likelihoods that those with low knowledge levels and high knowledge levels will benefit from site maps.  However, they found that using differed variations of site maps for each level would be the most beneficial.  Using the Zoo example, [http://nationalzoo.si.edu](http://nationalzoo.si.edu/), as a guide (this is a slightly different website than the book offers), provide a real-life example that displays the use of differing models of site maps to reach all levels of learners.  Provide the URL if it is a website. Give a brief description of the site maps and why you think they are effective or ineffective in learning.

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Hello Vanessa and thanks for the great questions!  I've used www.khanacademy.org many times before, but I will point it out as a site with a hierarchical organization, a network diagram, and a search function that allows users of different knowledge levels to use the site.  In the article, the hierarchical map seems to be better for low knowledge learners than a network map. (p. 316)  However, I have found that I use the search function first, then followed by the network map, and never the hierarchical map.  My purpose is not to explore the entire site, but to look for specific exercises for my students to work on.  The students use either the search function or the network map, but rarely if ever the hierarchical map.  Once again probably they are not exploring the entire site, but only doing some exercises.

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Hi Br. Tony,

I am wondering if the multiple ways to access Khan Academy cause as stated on page 315, the feeling of being lost in hyperspace? I know you stated tha the search tool allows to to find your way to exactly where you want to go, but you are an advanced user of Khan Academy. As I am less familar with the content, would I be able to use the interface as easily? Do you feel that a novice user, like myself, would be lost in hyperspace? Just a question...

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RE: Chapter 20: The Site Map Principle in Multimedia Learning

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Hi Becky,

I think that math has a built-in hierarchical nature to it that is a requirement in order to learn math.  Math begins with add and subtract, then multiply and divide, etc.  So I think that it is harder to lose yourself in hyperspace because there is a built in sense of where you are.  The network diagram in Khan Academy is useful because it provides beginners to advanced users additional ideas for what math topics relate to each other.

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Bekir Mugayitoglu

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I agree with you Brother Tony,

Not only your students, also most students especially elementary and high school level use search engine to go directly specific exercise to be done quickly and effectively.

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Hi Vanessa,

I think that if a site map is designed well, than you really only need one. It was difficult to find a site with different versions of a site map, so I settled on one site map. The map that I found interesting is google's site map: http://www.google.com/about/products/

Google uses their widely known icons along with text to help users navigate the site. "Site maps offer a bird's eye view of a hypermedia site, allowing users to get a sense of of the site's content and structure" (page 313). I particularly like this site map because even if you are a novice user, it is easy to figure out which links will be useful to you with the short descriptions and icons that enhance understanding. I think that Google's site map is well done overall.

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Robin

I really like the google site map. This site map is great. It has visuals for a learner who may not understand what something is and a brief descritption under each item. This would be useful for lower level learners as well as higher level learners. This site map would allow for students to focus on the learning rather than stressing out over searching for something. Great example!

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Thanks Jordan! I thought it was very easy to find what I was looking for on this site map. Mostly everyone is familiar with Google, which makes it easy to make the connection quickly with the icons to find what you are looking for, but the short descriptions also help with novice learners.

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Page 313 "The purpsose of a site map is to keep learners from 'getting lost in hyperspace' while simultaneously supporting their learning goals."

I have actually never utilized a site map while I'm searching for something. I've come across them before but never used them with intent. Instead of actually finding one particular website with more than one version of a site map, I actually just googled site maps to see what would come up. I clicked on images of site maps and a plethora of examples emerged. Though most were not connected to a particular site, it was a great way for me to go through and decide which examples of site maps would work for me (reducing my cognitive load) and which would be rather confusing.

Here is one of the examples I looked at in google (network site map): <http://alcoholstudies.rutgers.edu/pictures/sitemap/sitemap_big.jpg>

Here is another (heirarchical): <http://fcit.usf.edu/holocaust/sitemap/sitemap.htm>

Another Heirarchical site map: <http://cdn.halyardconsulting.com/draylah/wp-content/uploads/images/Taylor-Management-IA-Phase-11.jpg>

All of the above links provide a site map that is easy to use. According to the reading, the two hierarchical site maps will be much easier for lower level learners to use. I can see how the network site map would be difficult for a lower level learner to sift through to find what they are looking for.

I could not find a site that had more than one site map for their website. But, the examples I gave above are different in their own way and if it's too complicated, the learner will spend to much time trying to find where to go rather than spending their time learning and utilizing the site for the learning objective.

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Hey Jordan,

I really like your Holocaust website. It is a great example on easy to access. I wonder if they could have used pictures to make it more appealing.

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Great question Vanessa!  I agree with Robin, that if it is a good site map, then you only need one.  Here is Apple's site map, which I thought was interesting to look at.  I feel it can be use by those wtih low knowlege levels (especially with apple products) and high knowledge (to search for new features/products).  The one drawback might be for the low knowledge level on the amount of conent presented on the site map.  It may overwhelm the learner who is not sure what exactly they need to look for, however; the links are clearly defined.  Here is the link:

[About Apple](http://www.apple.com/about/" \t "_blank)

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Hi Jessica,

I actually looked at the Apple site map right after the Google one. I agree with you about how the amount of content may overwhelm the users. Even as someone that is fairly familiar with Apple, I found it to be too much content. I think they could've broken the map down further to provide a better tool for the users.

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Hi Jessica,

I agree that this site has a nice search ability. My concern is the ammount of material on the site for a novice user. Would they know what to search for? Do you think it is easy to navigate as user who may not be exactly sure what they are searching for? A new mac or apple user may not be familiar with certain Apple specific terms that are may be needed in the search interface. This makes me think about Robin's comments in the other forum about choosing words that signal the user to the right place, but are not above the user in terms of understanding. What are your thoughts?

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Hi Becky!  I agree!  Those were some of the questions I had in my mind while looking at the site.  I am by no means an Apple expert, but I do feel comfortably using a Mac.  I was overwhelmed looking at the site and can see how a nocie usere would find it difficult to navigate.  Maybe if there was a way Apple could have a section for novice users to navigate and a separate on for experts, there may be less confusion.  This could be where your comments and questions on choosing words that signal user's to the right place would come in.

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Hi Vanessa,

I chose the website for the [Children's Museum of Indianapolis](http://www.childrensmuseum.org/" \t "_blank). I was able see how the main page shows a more visual navigation layout that of course categorizes the different links into categories for the user. The home page uses an iconic map as well as text to allow a novice user with a low level of reading ability to access content. I think the icons are a nice touch as an addition to the text in the menu. I do not feel it is quite as effective as the national zoo example, but similar in thought and design. It also has a link to it's more advanced site map at the bottom of the homepage. A feature of this map that I thought was a usable touch was the exapandibility of the hierarchy. You can use the site map as a more advanced user to quickly navigate to your topic of interest. P.317 suggests that background knowledge of the user has implications on the navigational choices. I think this site is a great example because it can target low level users and high level users, kind of like differentiated learning in action on a web page.

Becky

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Bekir Mugayitoglu

RE: Chapter 20: The Site Map Principle in Multimedia Learning

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Good question,

One site is enough to reach all learners if it is clear enough.However, I always am seaching what I need to know instead of checking out map site since I specifically look for one particular thing. The duquesne University hierarcial website map is below.It is ineffective to use that because of steps are more than one and it is wasting time to follow steps, however, searching what you are exactly looking for one step. While applying Duquesne University doctoral program, just searching online application for online application page takes you directly the page instead of finding the site map and then go thorugh each box to find online application,etc.

http://www.duq.edu/site-map

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I agree Bekir!  I often find myself just 'googling' what I need to know.   I never really thought of using a site map first until reading this chapter.  The Duquesne site map does seem ineffective in that there are more steps than necessary in order to complete what you are looking for.  Maybe if they would cut back on content and focus on what the user may be looking for and using those signaling words discussed in the other forum.  This coudl help the site more user friendly.

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I love the zoo website! I never visited a zoo website before and it is pretty neat. One of the things that I love about technology is that everything is literally a click of the mouse away. It would be amazing to take students on field trips to zoos, museums, and other countries but realistically, we cannot. At least we can give them a virtual experience. Just like when I am traveling, I easily get lost on the information superhighway. That is why it is important to have site maps to make sure that we or our students do not get lost in virtual space. There were a few websites that I thought of would be a good example of the site map principle but it was hard to find one that reached all levels of learners. I decided to go with the BBC History website: http://www.bbc.co.uk/history/0/ Here is the link so you can enjoy it for yourself. To imagine all the documents on this website is quite impossible. The Library of Congress contains a copy of every book that was every published. Imagine how large that library is but now imagine it online but perhaps even bigger because it contains European history as well! So the BBC History website could be very overwhelming but I think it does a pretty great job creating an easy to follow site map on the different eras. Perhaps it is the history dork in me but just being on this website makes me want to click on everything. It also provides hyperlinks to other websites. As for all learners, the history for kids is awesome. It is very kids friendly and able to move around without getting lost.

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# Thread: Chapter 21: Prior Knowledge Principle in Multimedia Learning

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Chapter 21: Prior Knowledge Principle in Multimedia Learning

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The *expertise reversal effect* states, while some design principles help low-knowledge learners they actually hinder high-knowledge learners.  Do you support the prior knowledge principle and go against the other principles we have learned (p.331) or do you think that the majority of the instructional tools can be applied to all learners?

Provide examples to support your answer.   If you are in between the two sides, provide two examples showing and explaining the reasoning.

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I agree that having high prior knowledge leads to a reduction in the effectiveness of multimedia instruction.  Based on the modality principle, "...learners can integrate textual explanations and pictures more effectively when the text is narrated rather than presented in an on-screen form.  However, for high-knowledge learners narrated explanations may become redundant and reduce learning effectiveness." (p. 331)

When a learner is constructing a new schema based on a novel problem, information presented in two channels will assist in that construction.  However, I posit that when a learner has a moderate to high level of domain knowledge, the audio channel will conflict with the mental map that has already been created and will impede in the updating of that mental map, because the verbal information and the textual information must be integrated with the existing map.  While presenting a learner of moderate to high prior knowledge with only a diagram or text, the speed of integration or correction is controlled solely by the user who can set his or her own pace.

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RE: Chapter 21: Prior Knowledge Principle in Multimedia Learning

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Anthony

I like the way you gave me a visual of how a learner "updates" his/her mental map. I agree that by allowing the learner with a high level of prior knowledge to move on is great and to learn through self-pacing really helps the learner meet their objective after they have mastered the skill. I think this falls in line with the idea of the flipped classroom. This way, students learn the basics at home and can self-pace and then the students come to class ready to learn and extend their learning. I just wish we could provide every child with internet access at home. We have a 1:1 laptop initiative but it falls short when the students can't actually utilize the device at home.

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Jordan,

I liked how you bring in the flipped classroom.  Multi-media should assist with differentiating instruction, but it has to be flexible enough to accommodate the various levels of prior knowledge.

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Differentiating learning should be the same whether it is in a multimedia setting or in a face-to-face setting. I wouldn't waste time going over something (being redundant) more than once in the classroom if I knew that my learners had already mastered the concept. I would expect that if I am teaching higher level learners, I would set up my online learning environment in the same way.

After reading through the book's example on the two different instructional designs for the nomogram, I agree that the prior knowledge principle applies. You would expect that novice learners would utillize the first design method which is textbook for using all different mulitmedia learning principles. But, as the example states, the more practice the learner had with the nomogram, the less guided help they needed. This is true in the classroom. Once the learner understands how to do something, the instructor can step back and allow the learner to explore and then create. Hence the reason for Bloom's taxonomy. Most learners have to work their way to the top of the pyramid.

I don't believe that in agreeing with the prior knowledge principle that I'm disagree with all the other instructional design methods. In fact, I think both are crucial to the learner's development towards the learning objective. If a learner has more prior knowledge, then you just "skip" the other instructional designs and go straight for the top of Bloom's pyramid and allow the learner to create. If they are novice learners, then you start at the bottom of the pyramid and utilize more of the multimedia instructional design methods to get them to where they can create.

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Hi Jordan,

I like how you tied in Bloom's Taxonomy. That was a good illustration for the prior knowledge principle. A much more clear explanation of what I was trying to explain, that's for sure! :-)

Thanks!

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I support the prior knowledge principle in that the expertise reversal effect does hinder high-knowledge learners.  I feel this is especially true when considering multimedia instruction.  The example in the book on page 330 can be applied personally in terms of my Statistics class this semester.  On page 330 it states, "Estimated effect size differences (Table 2.1) based on Cooper et. al's (2001) data tables indicated that the positive effect of imaging worked-examples instruction for higher-knowledge students was substantially increased. The effect reversed depending on the learners' knowedge level, providing a clear example of the prior knowledge principle."

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Hey Jessica,

I can, of course, relate to your example with Statistics class. Since we have some students in the class that have already taken the class, they must find the worked out examples redundant. If it was an online class, those individuals that have already taken the class might be able to bypass it. While creating our learning module it might be useful to have a folder called extra help.

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I agree that the expertise reversal effect can hinder high-knowledge learners. For example, at Duquesne we provide CMS training to content managers with the network. We provide step-by-step examples in the training on how to complete first level tasks. This training would not be beneficial for experienced users because they already have a good understanding of the system. "More knowledgeable learners already had such schemas and studying the worked examples was a redundant activitiy for these learners" (page 330). I agree that for this example, like the example in the book, would be redundant for these higher level learners.

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Robin,

I agree with you on this. I was just saying in a post that you have to go into your design with a clear idea of the learners ability level in order to decide what to use and which priniciples are ok to violate and which ones to follow. It is very different depending on the level of ability of the user. I also think that thinking about our modules in these terms would be very helpful as the content is usually aimed at a certain level of ability. My content is aimed at novice users, so the choices I make in terms of multimedia principles and navigation should be based on a novice user not an expert user.

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Bekir Mugayitoglu

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Great example Robin, i agree with you the expertise reversal effect hinders high-knowledge learners and not beneficial for them to take training together with low-knowledge learners.

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Hi

I think this question highly relates to the discussion we have had in our presentation of our learning modules. Many of us have asked, can you truly create something that does not violate any multimedia principles? Our answer to this was to make choices based on which violations were worse for our content or learners. The same idea I think applies here. We have to consider the learner we are targeting in our teaching. For example, my module is for beginner, or novice users. Therefore, the choices I make should not have an impact on advanced learners as the advanced users should not be taking the course. So the choices I make would be ones that target novice users such as narrated text, signaling principal, etc. The comments mad about redundancy principle (p.331) for advanced users should not apply to the group of learners I am targeting. Therefore, it cancels out my concern about that because my lesson is not for advanced users. Now, if I create a course for more advanced users a different approach may need to be taken. What do you all think Does your target audience alleviate some of the concerns of advanced users versus novice users?

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I completly agree Becky!   You have such a way with words that I wish I had.  My learning module is also for those with low-prior knowledge, so my lessons and content are not concernign advanced learners.  Therefore, the redundancy principle will not apply when continuing to edit my learning module.  Your target audience needs to be the focus of your learning module, which may cause us to make choices based on which principles will take  a 'back seat.'

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Probably not to drive yourself crazy, it is best to pick which learning group you would want to focus on. It seems like some of these principle are catch 22 :D Your learning module is going great so I wouldn't stress out too much.

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Bekir Mugayitoglu

RE: Chapter 21: Prior Knowledge Principle in Multimedia Learning

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The expertise reversal effect hinders high-knowledge learners. There are two examples I would like to share,I have some friends they take some classes in graduate school, they are high-knowledge learners and they take same class in doctoral program.The second example is that there are some second language learners in my class they already know some basic contents in second language and when i talk about them, expertise reversal effect hinders high-knowledge learners.

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The expertise reversal effect is defintely something to keep in mind while using multimedia learning. I do not think that we should discredit all the principles that we have learned. In any class, in any grade, and in any subject area, there will that one or two student that finds the information redundant and boring because they know the information. An example of this was when I was teaching Civics and economics to my 10th graders. In one class I had a student that a senior that transferred from another state and had already had a civics class but had to retake it. Of course she knew a lot of the material. Of course I wanted to challenge her but I also had students that had learning disabilities. In educational terms, this would be an example of differentiated instruction. In the book, I like the idea of using a series of worked-out examples, completion assignments and conventional problems combined in a completion strategy. The wonderful thing with these learning modules is that my students would be able to work at their pace. If they need additional resources or help, they can click, if not, they would be able to continue on. Something that they would not be able to do in a classroom.

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# Thread: Chapter 18 The Animation and Interactivity Principles in Multimedia Learning

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Bekir Mugayitoglu

Chapter 18 The Animation and Interactivity Principles in Multimedia Learning

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(p.290) “In many cases, animation does not add any benefit compared with static graphics…”

Do you agree the above statement?  Why or why not?  When and how should animation be used to improve learning in your field and grade level?

Please give an example to support your idea.

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Hello Bekir,

Thank-you for the thoughtful questions.  I am sitting in the Baltimore airport waiting for my connecting flight.

I agree with the researcher's statement for two reasons.  First, this author as well as most of the authors that we have read, advocate for a minimalist approach to multimedia.  Incorporate what is required and what is efficient, but nothing more.  I would suggest that in many cases animation provides a wow factor as opposed to additional information.  Second, the author postulates that humans are not equipped to process animation and that we conceive it as discrete parts.  The example he uses, the four stroke engine (p. 291), supports my first point in that additional information has not been added, and in effect, the animation must be broken down into static pictures to understand the concept of a four stroke engine.

I cannot, at this time, put forth a convincing argument for using animation in math, but I believe that I can for computer science.  I am teaching VEX robotics to sophomores.  There is the VEX virtual worlds which the computer program can be compiled and run in a virtual environment which I find superior to the way I learned programming.  The virtual world provides a simulation of the commands the robot is executing and it allows the students to debug the program more efficiently and understand what each line of code is doing. This is very different from the method of static output like I learned.

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Hope you safely left Baltimore, unsafe city!

Thanks for examples Br. Tony, In particular, animation is beneficial for novice learners, but not knowledgeable students in math.

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Hi Br. Tony,

I can agree that learning program in a virtual environment is superior to static input as well. I learned javascript staticly, but I learned jquery in a simulation environment. I feel that I retained the knowledge better when I learned jquery. The simulation commands helped tremendously and it was helpful to watch how commands operated when the code was incorrect. Great example!

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Hey Brother Tony,

I hope your flight went well and you had little turbulance! Even though I have no idea was VEX robotics is (perhaps this is something that you can show me), I am sure that it is easier to use than static graphics. The book uses a lot of examples from science. Perhaps animation could be used in a math class if it is an animation of wroking out a problem or even to show a concept or phenomena.

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Hi Bekir,

I would have to agree with the statement that "animation does not add any benefit compared with static graphics." Pulling from my experience in web design, animations often distract from the rest of the site and can slow down the site (which is another issue). Most of the time, static graphics can convey the same message that animations do without the distraction. "...they are hard to perceive and conceive, their processing requires a heavy cognitive load, and there is a chance that learners do not get any benefit from studying the animation compared with static graphics" (293).

At the same time, I would contest that animations can help younger, novice learners. One of my niece and nephew's favorite shows is Word World and one of their favorite games to play on the iPad is "Learn with WordFriends". In the show the actual items, such as a radio is the word radio that is shaped like a radio. http://www.youtube.com/watch?v=xZwfJ91-G2E&feature=share&list=PLczVvFXqpdzTBg3-imsRs1Yf3w18G5wtc I think for younger, novice learners, these animations are helpful. It keeps the content interesting and they tend to learn from the animations.

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I agree with you animations slow down the site and distract people from focusing main point.

I didn't know the show, "word world", I checked out on youtube and watched several ones on youtube. It seems so helpful for novice learners. Thanks Robin.

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I completly agree Robin!  What a great point of view from a web designer.  As 'cool' as animation can appear, I can see how it can be a distraction, furthermore cause slow down issues (which would completely take away from it's appeal).   I think static graphics with proper signaling tools woudl be sufficient enough, even for novice users to navigate through a website.

Also, I am going to show my nieces and nephew this WorldWar!  I think they will love it!

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Word World is great! The kids love it and read the words! I also like the animated Leap frog series for letter learning!

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Interesting WordWorld. I never heard of it but since I don't have kids and I taught secondary, that would make sense. Perhaps I will download this app for my dogs. Animation is great for younger novice learners. It keeps them more engaged than static graphics. I find it pretty amazing how people use to learn with just writing on chalk board and learned information such as the news on the radio. Perhaps we just became adjusted to seeing information presented this way but does it make us smarter than previous generation or has our brains became adapted to this visual representation?

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Bekir Mugayitoglu

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Hope your dog will help me out today :) I also recommend for your dog "puppy dog fingers with augmented reality" apps, it is amazing! According to your question, I guess our brains became adapted to this visual represntation, animarions, simulations.However, next generations will be luckier to use the Virtual Reality three dimensional environment.

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Yes. I do agree that animation often times does not benefit learning compared with static graphics. When students are watching animations, they pay too much attention to the animation movements itself that they do not absorb the objective to showing the animation. For instance, they can tell me the direction the arrows pointed, but they can't tell me why the arrows were pointing in a certain direction.

The only time, according to the reading, students should be taught using animations, is when students are having difficulty producing a mental image of the transition phases from discrete steps (usually taken from static graphics). If they can't picture how it would look, it will make it difficult for students to understand how it works.

Also, simulation modes seem to obtain learning benefits when outcomes are controlled by the learner... in this case making predictions. This, I believe, is why some of these combat games are so addictive. The player gets to predict what the other side will do and then the player gets to control their own outcome. Whether they pass or fail, is irrelevant, because the player will play again and try a different strategy. When I was growing up, the game everyone wanted to play was "stratego," and it had the same elements that these video games have now, except we had to visualize the opponents next moves, and now, the video game does that for us with game animations.

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Hi Bekir!

I do agree with the statement from your question.  A quote I like that sums up my views on animation can be found on page 293.."Animation should be used only when needed, that is when it is QUITE CLEAR that the learners will benefit from an animation."  Furthermore, this chapter does a great job explaning when these conditions occur (p.293):

1) "When the concept or phenomenon depicted in the animation involves change overtime."

2) The learners are novices of the domain.

I also agree with the author concerning the interactivity principle and giving the learner control over the pace of the animation.  An example of animation I used as a teacher was our Science Curriculm called 'Science Fusion' with an online interactive tooled through 'Think Central.'  The text and online Think Central worked simulaneously.  There was a teacher version and student version on Think Central where students could control the animation of each lesson.  They were able to move to the next segment of the lesson when they were ready using signaling tools.  Within the chapters, there would also be segmented animations.  For example, we learned about the animal habitats in first grade.  There would be a picture of each of them(rainforest, desert, ocean, etc).   Students would be able to click on 1 picture at a time to view a short video that would show real animals in that particular habitat.  Students were actively engaged and constructed a deeper meaning because the could not actually go to each habitat but had a real-lief experience due to the animation.

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I agree with the researcher's statement for the most part. Animation can sometimes be a distraction for students from their main focus of learning. We know the students' "perceptual equipment is not very efficacious regarding processing of temporally changing animation" (p. 290). Using too much animation does not allow the students enough time to process the information needed to promote learning. Animation can be overwhelming for a learner, especially when learning complex material. However, I feel that animation can be beneficial when it is used in the right setting. Many educational games are used for learning in elementary aged settings. Many examples that I am familiar with are games which use pictures to help students represent letters. Other games which I used to play were those space math games (I forget the name). These games had the animation factor in the but it was simple enough to support the students' learning while keeping them entertained. Another factor of these games and programs was that they were learner controlled. This enables the learner to control the animation (to a certain level) and not become overwhelmed.

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I think you are right on target Vanessa. It really depends on the animations. In letter games in particular there are animations that teach the correct letter formations. These games are simple in their animation and allow the child immediate practice to mimic the action.  This type of activity seems to be the right choice for a modeling technique for some children. It is simple and effective, not over done in any way. One I find extremely helpful is the Handwriting with out tears app.

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I like the way you stated the use of games should be for younger ages. I see my own 5 year old daugher and even 2 year old son on my iPad using simulations to learn numbers, letters, and words. My daughter however, with her kindergarten math, does better when she has it on paper. The simulations go too fast for her and she gets easily frustrated.

I'm wondering if the learner controlled type of game would suit her better.

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Hi All,

I am going to disagree with the statement based on my teaching at the kindergarten level. I think that students at this age level benefit from the animations not only in content, but in the way that it draws their excitement and attention to the information being presented. I would say in fact it may teach topics better than I do. On page 293, they give two conditions for which animations are beneficial. One of these conditions is the case of a novice learner. I would guess maybe this statement alone alludes to what I see in a kinderarten classroom as they are all novice learners. Maybe that is why I tend feel strongly opposed to the statement is because the majority of my teaching career has been with novce learners. Great question Bekir!

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Becky,

At the kindergarten level, can your students distinguish between real and make-believe?  Do they see this virtual world as another legitimate form of reality or can they distinguish between the real world and the one in the computer?  If they cannot, is that why the graphics might be beneficial?  The graphics are making it a part of their real world, more so than a book would do and they are getting an immersive experience.  What do you think?

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I am going to have to a be weasel on this question and say that it depends. Unfortunately there is still little research on the effects of animation and interesting enough, the research is completed in laboratories. Static graphics are more beneficial to leaners if animation is being used incorrectly. The best time to use animation for learners iswhen they make predications about the behavior of a system or exploring a phenomenon. Animation would be more beneficial if  the learner has control over the animation. If animation is used incorrectly, then static graphics would be better.Thinking of this as a teacher, I used static graphics on how to sign up for Engrade. Even though I also had a screen recording, the handouts worked better for the students.

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Bekir Mugayitoglu

RE: Chapter 18 The Animation and Interactivity Principles in Multimedia Learning

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Great point Casey,

control over the animation is so helpful for learner since they have an interaction with it.

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RE: Chapter 18 The Animation and Interactivity Principles in Multimedia Learning

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Casey - good point about the research being done in laboratories! So we are relying on these studies that aren't always conducted in the correct setting...interesting to think about! I agree that the best time to use animation is when students are exploring a topic. I feel that the animation can extend their learning and knowledge building better than just static graphics alone. However, you make a great point that if the animation is used incorrectly it is not helpful for the students. I also commented on how it is beneficial if the student has control over the animation. I think this sparks the learning and motivation of the student rather than watching someone else control the animation.

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# Thread: Chapter 32 Multimedia Learning in Virtual Reality

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Bekir Mugayitoglu

Chapter 32 Multimedia Learning in Virtual Reality

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(p. 535 ) “ An experimental study was conducted to investigate whether there was any evidence of the transfer of skills from a VLE to the real world”.

Have you ever tried a virtual reality world? Why or why not?

Please give an example (in your field and grade level) that your student can “not only” transform the place they are in “but also” transform themselves in the way that they can apply what they have learned from the virtual reality game to the real life.

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RE: Chapter 32 Multimedia Learning in Virtual Reality

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The only Virtual Learning Environment (VLE) that I have been engaged in is the VEX virtual worlds.  As I said in my last post, the students learn how to debug their program by compiling it and running it in the virtual world.  This is a new course and they have not yet built their physical robot.  I postulate that because they have learned how to debug their program using a "perfect" robot, they will be able to more easily overcome the problems associated with troubleshooting an actual robot that has it own quirks due to the physical aspects of the robot and the environment.

I don't think that they are answering transforming their lives, but they are transforming their understanding of programming.

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RE: Chapter 32 Multimedia Learning in Virtual Reality

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Brother Tony - I am not familiar with VEX virtual worlds but it sounds very interesting! I feel like many virtual programs currently used today are not associated directly the students real-world experiences but as you states, the program allows them to better understand and problem solve for that specific program and ones like it. Videos games are another example of virtual worlds yet many games have no real-world realities to them so they students cannot associate the games and the real-world. I don't think this is a flaw of the programs as long as the virtual programs are allowing the students to develop their understanding of material and also develop their problem-solving and knowledge levels.

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Hi Bekir,

I have a little experience in working with VLEs. When I worked for Port Authority, I attended training for how to program the Light Rail Train (the T as well all refer to it as) for what is now the North Shore Connector (NSC). For two weeks, I learned how to add train tracks and program signals for the trains at Union Switch and Signal. Learning this in real-time would've been dangerous and costly. "...transfer of training through virtual environments have been used to assess skills where the real-world evaluation of task would be difficult to carry out" (532). It was a simulation that was necessary for someone that never worked with programming that moved trains. It was very intense and I found that I would've been able to apply what I learned to the actual development during the NSC project. I ended up leaving Port Authority before the project was underway, so I never had the chance to actually apply what I learned in the VLE.

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Hello Robin,

Do you think that the VLE you trained on was effective because the actual job that you were training to do had some sort of computer interface must like the VLE that you were using (fidelity principle)?  In the case of programming switches and tracks, it seems that you would be sending the commands through some computer mediated system.

I wonder how effective VLE would be on more hands on skills, such as overhauling a motor or rebuilding a transmission?  I think it would be interesting to see what role "muscle memory" plays in acquiring the skills to do these things?

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Hi Br. Tony,

I do think that it was effective due to the job and VLE both had some sort of computer interface. I wish I wouldn't have jumped ship to see how it would've panned out in the end!

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Bekir

Unfortunately, I don't feel I can answer this question with real an experiential knowledge base. I have never tried a virtual reality world nor do I have any experience with VLEs. I haven't done so out of not wanting to, but never had the opportunity. The only thing I've done is tried to decorate my living room via DIY virtual design website. I'm not sure what the actual website was (it was so long ago). But, I was able to put in my measurements and rearrange my furniture how it could look if I actually bought the furniture and wanted to use it in my house. It was pretty cool! I never did buy the furniture I was looking at though... but that didn't have anything to do with the VLE.

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Hey Jordan!  I am kind of in the same boat as you are.  My expereince with virtual reality does to have anything to do with VLEs.  As I had mentioned, I would have liked to see if my special ed students could have benefited from it in terms of social skills or life skills.  Are there any students in your class/school you could see benefiting from exploring a VRE?  Do you think they would be interested? Or they are at an age where virtual reality may not appeal to them?  Just curious!

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Hi Jordan,

I used a VLE when I designed my kitchen. It was pretty cool to see how it would look before I bought everything. It is by far my favorite room in my house now.

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Great question!  I really enjoyed reading this chapter being that I have minimal experience with using virtual reality.  I briefly explored a virtual reality world, but it was not for educational purposes.  I had a friend who really enjoyed the Simms virtual games, so I played around with it a bit, but did not develop a strong interest.  I also did not interact with any other players virtually.

After reading the section on pages 531-538 concerning special education using virtual reality as an educationt tool, I really wish would have been exposed to or had access to such tools shown from the University of Nottingham while I was an inclusion teacher.  I immediately thought of my first grade studenst with Autism and how they could have beneifted from a virtual reality word teaching them social skills: using manners, making friends, or interacting with adults..).  I also had a student with Down Syndrome that I would have been interested to see her using virtual reality to teach life skills (grocery shopping, getting dressed, cleaning her room, etc...)  I feel it could have been beneficial given their young age and could have possible improved their learning experience.

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I really think the use of this would be great for students with autism spectrum disorders or the social language disorders. It may even be possibly benefiical to the children who have auditory processing disorders as well. I wonder also if this is something that would help the life skills students or not. I as the question...is better for them to practice those skills in reality? I do think the risk free social practice would be helpful for autism spectrum or social language challenges! Good ideas!

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Hey Jessica,

I have heard of Simms (of course) but it was nothing that I became involved in. The other virtual world games is what I see on the Big Bang Theory and I am not sure how they would be used in an educational setting. I did have one student create a recording from a game in which he talked about Richard Nixon. While he was discussing the facts, he was talking into a microphone but was recording him shooting zombies. Apparently one of the zombies at the end was Nixon. It was a a different way to present information. I read an article for my bibliography in which Second Life could be used for second langague learners. Here they would be able to conduct conversation with those that are trying to learn that language and vice versa. I am sure that the same concept could be applied to a Simms game. And to think, I only had a pen-pal in Spain!

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Very interesting chapter! I personally do not have much experience with VLE's. The only example I can think of is playing Call of Duty before with my best friend, but I don't think that was very educational! As I read through this chapter I kept thinking of how VLE's could be applied to introducing people to new cultures and environments. "Teachers found that the VLE helped students to talk about their anxieties or worries in dealing with situations" (p.537). To look at it from a slightly different perspective, I think VLE's could be good tools used in character building lessons and also throughout the community. With character education, VLE's can be used for any age of learner linked to a variety of situations. Another thought I had was how VLE's could impact and help the learning of ESL learners and their families. From my experience, many ESL students at first are not confident and comfortable in all settings.  A VLE could introduce them to not only school-based situations but also real-world examples of what they might encounter every day.  This could also be useful for their families in the community. Parents of ESL learners do not always feel comfortable opening up or participating in school/community activities because of their limited language. I think that the VLE's could provide them with an outlook for social skills training in order to introduce the new culture and make the transition easier. Furthermore, by allowing students and families of ELLs to become more familiar with the new environment, we open up the communication lines and allow cultures to be shared both ways. Finally, VLE's could be a great support tool for students studying abroad. For example, the book uses the example from a VLE of a busy cafe. This would be beneficial to language learners of any level to become familiar with how to complete certain tasks in their new environment, whether temporary or long-term.

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Hi Vanessa,

I like how you bring up the idea of ESL learners or even study abroad students benefiting from this type of technology. It would be a way to practice the language perhaps and experience things that would help them assimilate and be comfortable in a new enviroment. Great thoughts!!

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Hey Vanessa,

I would have students argue with me constantly that they should be allowed to play Call of Duty or Band of Brothers because it dealt with history. You would be surprised how they try to convince us that these games have historical content to them! I agree with you about using VLE for secondary learners! I also like the idea of even parents learning it. Perhaps there should be a revolution of teaching adults as english as a second language this way.

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Hi Bekir,

I have had no experience with VLE. I wish that I had. I know we have used a lot of non-animated forms of this in re-enacting stories for comprehension. I wonder if that could be an area to create some VLE expereinces for yourng children to explore. Maybe VLE based on fairy tales or classic stories would be cool! Story recall and retelling might be a great place to apply this to learning for kindergarten aged students.

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Hi Becky

I'm in the same boat as you. I don't have any experience with VLEs. I was thinking with my curriculum how a VLE could even be used. I'm pretty sure that parents would not want their children in a VLE with Ghenkis Khan. That would be traumatic for any 11 year old. Haha. Although amusing!

Maybe if there was a VLE where students could learn and see how the Eyptians constructed the pyramids or how they used irrigation in Mesopotamia... just some thoughts.

I wonder how much time and how much programming knowledge is needed to develop a VLE for education??

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I found this chapter  very interesting! Even though I have not really used virtual reality world in my personal life, I have had experiences with my older brother playing games like Grand Theft Auto. I never got into the gaming world because I would read a lot of books instead. I have thought about using Tycoon III in my classroom when I taught with desktops. Tycoon III can be used in social studies because it relates to microeconomics. Students have to think about their resources and budgets. They would also apply supply and demand and trade-offs.  And there is always the classic VLE Oregon Trail. I never played it but I have heard good things about it

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Hi Casey!

Funny that you mentioned the Oregon Trail! You wouldn't believe how many questions we've had about that game in our trivia league over the last couple years!

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Hey Robin,

That's pretty awesome! I might have to learn to play it!

# Thread: Chapter 33 Multimedia Learning in Games, Simulations, and Microworlds

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11 days ago

Bekir Mugayitoglu

Chapter 33 Multimedia Learning in Games, Simulations, and Microworlds

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(pg. 558) “Students benefit from simulations that progressively become more more difficult and complex, doing so only as expertise with earlier and simpler skills.”

Please provide an example simulation in your field and grade level that can promote learning. If you do not think simulations can promote student learning, please provide your rationale.

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RE: Chapter 33 Multimedia Learning in Games, Simulations, and Microworlds

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I was part of a research project for SimStudent.  The simulation was designed to help students learn one step and two step equations by "teaching" an avatar.  While I did not see the results of the experiment that my students were involved in, a paper that I read regarding an earlier version of SimStudent showed the results to be mixed.  My students had a generally negative experience; however, I believe that it was due more to the technology not working properly than the actual execution of the simulation.

From the reading and my own experience, I think that the simulation is effective for moderate to high prior knowledge students, where students with low prior knowledge need to worry about navigating in the simulation and trying to understand the material.

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RE: Chapter 33 Multimedia Learning in Games, Simulations, and Microworlds

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Hi Br. Tony!   I completely agree that simulation can be effective, but with students who have moderate to high prior knowledge of the content being studied.  Students with lower prior knowledge would probably spend more time learning the natigational tools rather that completeing the learning objectives set by the instructor.

I have never heard of SimStudent.  Do you have a link you wouldn't mind sharing?  Thanks!

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RE: Chapter 33 Multimedia Learning in Games, Simulations, and Microworlds

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Here is the link from the research page:  http://www.hcii.cmu.edu/research/simstudent-computational-model-student-learning-advance-sciences-learning

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RE: Chapter 33 Multimedia Learning in Games, Simulations, and Microworlds

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Hey Brother Tony,

Thank you for posting your link about SimmStudent. I know the frustrations of technology especially when as a teacher, you are so excited to try something new and then it flops! Hopefully this program has gotten better because it sounds pretty interesting! Thanks for sharing :)

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Hi Bekir,

As I discussed previously, I worked with the Light Rail System in a VLE. Through the training that I received I participated in simulations to apply what I learned through the VLE and from face-to-face training at Union Switch & Signal, I believe that the simulation increased my understanding of the software and the consequences of bad code. It was cost-effective and safe to use the simulations.

I think that simulations are beneficial for students in most technical and mechanical situations. I'm not sure what other kinds of simulations in elementary education are used, but I look forward to reading responses from everyone!

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RE: Chapter 33 Multimedia Learning in Games, Simulations, and Microworlds

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I don't believe my students have every worked with simulations at my work. I'm not even sure that I know of anything that would be something useful for my subject matter and grade level. Would Oregon Trail be an example of a simulation? However, it doesn't offer tiered learning levels.

I know there are some assessments set up where if you pick one answer it goes to a certain question, but if you pick a different answer initially, it will go to a completely different set of questions.

I feel out of my element in answering some of these questions because I truly have no experience or knowledge in this field.

Bekir... hopefully you will teach me something this week in regards to VLEs and gaming simulation sites that could be useful.

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RE: Chapter 33 Multimedia Learning in Games, Simulations, and Microworlds

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Hi again Bekir!

I have not used simulation in my field because the students I worked with were in Kindergarten or first grade.  I am unaware of any simulation that I would have used that would have been appropriate at that age level.  I can see why after reading this chapter.  I agree with the quote you have used dicussing the complexity of the simulation being benefiial for expertise as opposed to students with low-prior knowledge.

I do believe simulation, games, and microworlds can be a useful tool in education in a technical or mechanical field (as Robin mentioned) where the content is rather difficult and complex.  Simulation can help break down that complexity with visual steps and servce as a guideline to held learners at a medium to high knowledge of the content.

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Yes please...Bekir...teach us...this is not in my range of experience either!

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I do not believe I have had much experience  with simulations while working directly with elementary school students.  I do although believe simulations could benefit learning in all ages.  From reading the chapter and the other posts I can see why novice learners may have some difficulty with simulations that are not directed simply and precisely. I found a website which shows simulations made for younger students. <http://www.eduplace.com/kids/hmsc/content/simulation/> I did find this to be beneficial and it allowed the learner to have control of the simulation.  I think for novice learners, incorporated simple simulations along with other learning would be the most beneficial.  For more knowledgeable learners you could rely solely on the simulation to educate them about information, but for novice learners it is more 'hit-or-miss' depending on individual characteristics.  I do think simulations would promote student motivation, creating an exciting learning environment for the students when used correctly.

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Those were nice examples Vanessa. I looked at the site just now and really liked what they had for kindergarteners. It was easy to use and did not require reading skills. I think there could be a more hands on way to do this with an app where they have to apply concepts like I mentioned in my post, but these were good for little ones for sure!

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Hi Vanessa,

Thanks for sharing that website! I wasn't sure how simulations would be applied in an elementary environment. This is very cool! I'll have to pass it along to my sister-in-law for the kiddos.

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Another great question and chapter! I really like the idea of microworld- an interactive, exploratory learning environment of a small subset of a domain that is immediately understandable by a user and also intrinsically motivating to the user. I think it would be really cool to create a microworld for students in which they act as discovers of a new world. They would face challenges and successes of creating a new civilization. They would be responsible of creating a form of government, laws, and an economy. Motivation is key to the success of these type of simulations. Very few students are motivated by lectures. Instead of lecturing about issues of beginning forms of settlement, they could experience in a microworld or educational simulation. This could be modified for any level k-12 in a social studies classroom.

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I like this idea. I fear what some chidlren would come up with as their new civilization thoughmile. You may have to set some serious guidlines on this depending on the age level of the learner. Cool idea though!

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Casey,

That's a great idea!  I wonder how hard it would be to determine cause and effect between the economy, government, and laws that were created and the results that occurred?  If they could be tiered or constricted in some way that the students could understand how their actions affects the outcomes, I think that this could be very powerful.

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I really like this too. I've done in the class versions of this where students had to create their own country, come up with their own laws, economy, government, etc. But, I can see how doing this in a "microworld" would be so much more appealing to adolescents.

With that being said, I just read an article (not sure where) about a mom who was upset that her 2nd grader was being asked to amend the Bill of Rights as an activity for Constitution Day. She believed that by doing this, they were letting her 2nd grader believe that it was simple to amend the Bill of Rights and that our Bill of Rights were meaningless.

So, you would have to be very careful in this day of "the parents ruling the school" how you would set up this microworld and what tasks students would have.

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Thanks for input, gang! It was just an idea to throw around on how to use microworlds. I have done a PBL in which students had to create their own civilization (I usually have a twist in which the world had undergone a zombie outbreak and they have to create a new world and think about culture, and laws, etc). And yes, they do have some very interesting ideas such as 'Turn'Up Nation' & my personal favorite 'Let-It-Be-Land'. They also had to write up a constitution and figure out their own economy. It usually goes overwell and the students like asking each other why did they choose what they did. I think it would be neat if they could create it online in a microworld. Perhaps a company would pay me millions for this idea ;)

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Hi Bekir,

I have never used a simulation in class with kindergarteners. I think you might be able to do this with science concepts such as growing plants and plant parts. The students could have a virtual plant and have to virtually take care of it like those little virtual pets kids used to have. This would show the effects of good care and giving a plant what it needs to grow. Thus, teaching children what plants need in order to grow and survive. Might work? I don't think there are a lot of kindergarten projects that you can do but this might be one. Anyone want to program an app for that? mile

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Hey Becky,

I love that idea for kindergartens. I used to have those tomodachi (spelling?) pets. That would be pretty neat to create an app for students. Even doing a cycle of a butterfly could work as well. I remember having catepillars in classroom. This could be a way to eliminate live animals in the class :D. I think your idea and my idea can generate some nice cash flow.

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I am in the game :) Great idea Becky and Casey.

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I really love your idea Becky! (and Casey!) I think this is a definite future possibility for the classroom.  I feel like currently there have been so many restrictions on what is and isn't allowed in the classroom due to children's allergies, safety, disabilities, focus levels, etc.  This would be a great hands-on way to still incorporate that inquiry learning in science while not violating any new school policies.  They children will actively see how plants or animals grow, learn how to care for them, and keep a journal.  You can then extend this outside of the classroom and offer directions on how to grow a plant at home or something! I think this is the perfect way to incorporate simulations for many grade levels and subject areas.  Great thinking!

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