



## Ch. 10: Pre-Training Principle

### I. p. 189

**"People learn more deeply from a multimedia message when they know the names and characteristics of the main concepts." ...**

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"In viewing a fast-paced narrated animation that explains the steps in a process, learners have to mentally construct a causal model of the system (i.e., a model of how the system works) as well as component models for each key part in the system. Pre-training can help manage these two demands for essential processing by distributing some processing to a pre-training episode that occurs before the main lesson."

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"...pre-training provides prior knowledge that reduces the amount of processing needed to understand the narrated animation."

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"Students who have appropriate prior knowledge already know the names and characteristics of the key components, so they can devote their cognitive resources to building a causal model."

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"...pre-training works by providing appropriate prior knowledge of key concepts in the lesson."

A. p. 190

**"...equip the learner with the knowledge that will make it easier to process the lesson."**

B. p. 195

**"People learn more deeply from a multimedia message when they know the names and characteristics of the main concepts."**

C. p. 198

**Implications for Multimedia Instruction**

**"When students would be overwhelmed by a multimedia lesson that uses many new terms to explain complex material, provide pre-training concerning the key terms before presenting the lesson."**