



Ch 6: Redundancy Principle

I. p. 118

"People learn better from graphics and narration than from graphics, narration, and printed text." ...

p. 127

"...there is consistent evidence that learners perform more poorly on problem-solving transfer when they learn with animation, narration, and text than when they learn with animation and narration...because adding on-screen text that is identical to the narration tends to hurt student's understanding."

p.130

limitations to principle...

"(a) when the captions are shortened to a few words and placed next to the part of the graphic they describe,:

"(b) when the spoken text is presented before the printed text rather

than concurrently, or"

"(c) when there are no graphics and the verbal segments are short."

p. 133

"...do not add on-screen text that duplicates words that are already in the narration."

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Implications for Multimedia Instruction

"...do not add on-screen text that duplicates words that are already in the narration."

Common perception...learner preference hypothesis...

p. 125

"...the learning preference hypothesis is based on the information delivery theory of multimedia learning, in which the instructor's job is to present information and the student's job is to receive it. Each presentation format is a delivery system for information, so having two deliveries of the same words is better than having only one deliver. If one delivery is blocked - perhaps because the learner does not learn well from that format - then the information still gets through via another route."

I. p. 120 - 123

"...learners should be allowed to choose the method of instruction that best suites their way or learning...then learners can focus on the format that best suites their learning preferences."

case against

I. p. 123

"...based on the capacity limitation hypothesis." ...

p. 126

"Presentation modes that overload a channel - such as presenting animation and words through the visual channel - hinder the process of knowledge construction."