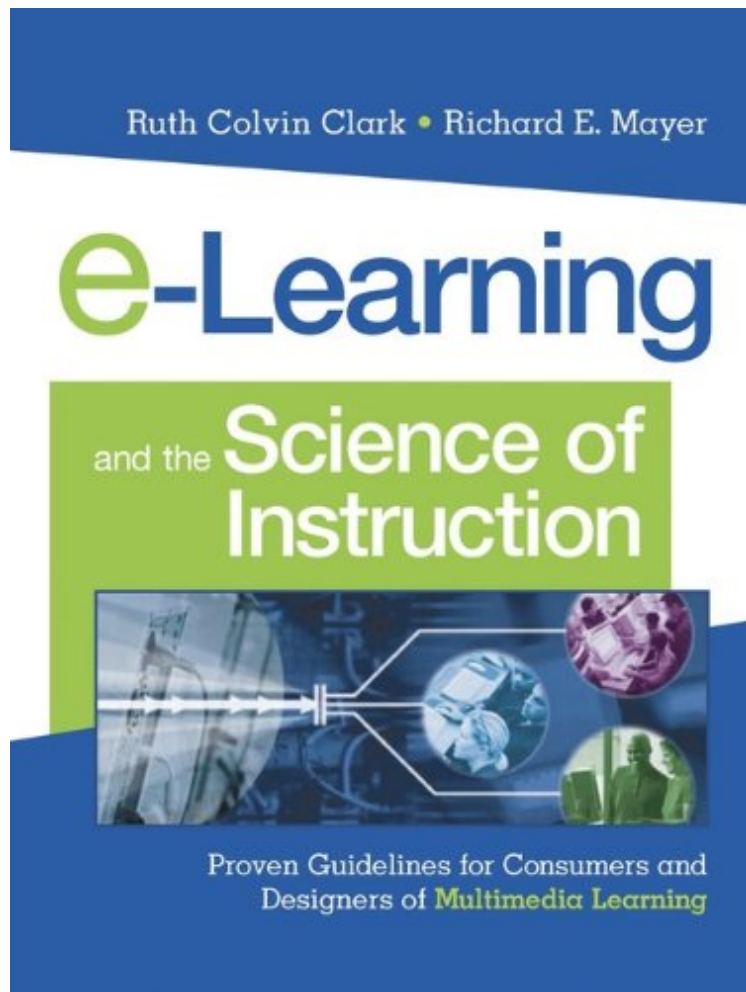


[Download] e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning

e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning

Ruth C. Clark, Richard E. Mayer
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Ruth C. Clark, Richard E. Mayer : e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning before purchasing it in order to gauge whether or not it would be worth my time, and all praised e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning:

5 of 5 people found the following review helpful. Great Book - Useless CDBy ShelbyMamaThis book is excellent: a compendium of course design knowledge with lots of illustrations/examples. It does warn in the first chapter--and worth repeating--that the audience for the book is corporate trainers, not educators. One of the reasons I ordered the book, however, was the hope of using a text-to-voice editor to "read" the CD to me (I wanted the text of the book on the CD) - an expedient way to get through the book quickly. However, I was disappointed that the CD is actually

useless. It has a three-page "E-learning checklist" based on the book, but the rest of the items on the CD are just contact info for the publisher, links to organizations like ASTD, bio's for the authors, and a help menu on how to use the CD (If you were having trouble using the CD, how could you get to this menu item??). The CD was quite disappointing considering the book is all about using technology to help people learn efficiently through media. However, don't let that stop you from purchasing the book. It is a great resource!

1 of 1 people found the following review helpful. Great content but poor graphics on KindleBy Nona SThe information presented in this book is excellent and a must read for all instructional designers. Unfortunately the graphics are small and hard to read. Ironically the placement of the graphics on the Kindle violates one of the key learning principles presented in the book - the contiguity principle. I found myself flipping pages between the graphics and the text that described them making it difficult to assimilate the information. The book also refers to a CD that comes with the book. The authors point out that there are many examples of good and poor instructional design on the CD but the CD does not come with the Kindle version of the book. I have not seen any provision for obtaining the CD or downloading the content from an Internet site. Again great content and, despite the problems related to graphics and the CD, I would still recommend the book.

0 of 0 people found the following review helpful. Practical Design Principles Based on Solid ResearchBy Jackie BauerClark Mayer dispel many myths perpetuated by eLearning sales people with solid reliable research. They provide practical design principles with good examples. Sometimes the look of the graphics are a bit dated, but the information is rock solid. They provide useable checklists and many questions to ask in order to keep vendors honest.

In e-Learning and the Science of Instruction authors Ruth Colvin Clark and Richard E. Mayer; internationally recognized experts in the field of e-learning; offer essential information and guidelines for selecting, designing, and developing e-learning courses that build knowledge and skills for workers learning in corporate, government, and academic settings.

“Their first edition was a landmark work. This new edition is even better. Too many guidelines for instructional design are based on opinion or an attempt to be consistent with some philosophical position. It is most refreshing when one of the world's most respected learning researchers teams with the premier translator of scientific findings to produce a set of e-learning guidelines based on empirical research findings. Both novice and experienced instructional designers will observe more effective and efficient learning from their instructional products if they implement the guidelines in this book.”--M. David Merrill, visiting professor, Florida State University

“As a scholar-practitioner, e-Learning and the Science of Instruction has been an invaluable resource. Clark and Mayer have a knack for placing theory into applicable and practical examples of instructionally sound e-learning. In the last 4 years, I have used this book as a reference for several e-learning courses and as a manager of several instructional designers. Quite frankly, our field needs more evidenced-based examples of instructionally sound e-learning and less of the ‘wows’ factor.”--Gina Ann Richter, president, GO-Learning Inc.

“This book is required reading in my graduate-level Instructional Media Design course. As an instructor, I appreciate the sound empirical basis for the book's e-learning guidelines. The students, on the other hand, are grateful for the clear, concise language used to describe the guidelines, which makes their application straightforward.”--Robert K. Atkinson, psychology in education, Arizona State University

From the Inside Flap

In this thoroughly revised edition of the bestselling e-Learning and the Science of Instruction authors Ruth Colvin Clark and Richard E. Mayer; internationally-recognized experts in the field of e-learning, offer essential information and guidelines for selecting, designing, and developing asynchronous and synchronous e-learning courses that build knowledge and skills for learners in corporate, government, and academic settings. In addition to updating research in all chapters, two new chapters and a CD with multimedia examples are included. Based on scientific theory of how people learn and the results from over twenty-five years of research on multimedia learning, this new edition includes guidelines on a range of e-learning issues including the best use of text, visuals, and audio; the optimal amount and type of practice interactions; the best use of communication tools such as chat and discussion boards for collaborative learning; lesson design techniques to build problem-solving skills; what we have learned about the use of games and simulations; and how to best use virtual coaches to improve learning. This new edition is a comprehensive resource that contains vital information for anyone serious about getting multimedia learning right. It provides design principles to increase learning while debunking many popular theories about good design and includes:

- The most current research information available
- New examples of working multimedia that illustrate the book's research guidelines
- Updated examples of multimedia screen captures
- Application of guidelines for synchronous e-learning
- New guidelines on segmenting and sequencing topics to manage complex content
- A new chapter on games and simulations

Each chapter includes examples drawn from Internet and from CD-ROM courseware and checklists of what to look for in e-learning courses you are reviewing or designing. Written for e-learning consumers and designers, both novice and seasoned alike, this essential resource shows how to apply a range of research-based multimedia learning principles to the selection and design of effective e-learning courseware.

From the Back Cover

Praise for the Second Edition of e-

Learning and the Science of Instruction "Their first edition was a landmark work. This new edition is even better. Too many guidelines for instructional design are based on opinion or an attempt to be consistent with some philosophical position. It is most refreshing when one of the world's most respected learning researchers teams with the premier translator of scientific findings to produce a set of e-learning guidelines based on empirical research findings. Both novice and experienced instructional designers will observe more effective and efficient learning from their instructional products if they implement the guidelines in this book." —M. David Merrill, Visiting Professor, Florida State University "As a scholar-practitioner, e-Learning and the Science of Instruction has been an invaluable resource. Clark and Mayer have a knack for placing theory into applicable and practical examples of instructionally sound e-learning. In the last four years, I have used this book as a reference for several e-learning courses and as a manager of several instructional designers. Quite frankly, our field needs more evidenced-based examples of instructionally sound e-learning and less of the 'wow' factor!" —Gina Ann Richter, President, GO-Learning Inc. "This book is required reading in my graduate-level Instructional Media Design course. As an instructor, I appreciate the sound empirical basis for the book's e-learning guidelines. The students, on the other hand, are grateful for the clear, concise language used to describe the guidelines, which makes their application straightforward." —Robert K. Atkinson, Assistant Professor, Educational Technology, Arizona State University