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Richard E. Mayer (born 1947) is an American educational psychologist who has made significant contributions to theories of cognition and learning, especially as they relate to problem solving and the design of

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Learning educational multimedia. Mayer's best known contribution to the field of educational psychology is multimedia learning theory, which posits that optimal learning occurs when visual and verbal materials are presented together simultaneously.

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Cognitive Theory of Multimedia Learning (Chapter 3) - The ...

Richard E. Mayer is Professor of Psychology
at the University of California, Santa
Barbara, where he has served since 1975. He
is the author of Multimedia Learning
(Cambridge University Press, 2001) and editor
of The Cambridge Handbook of Multimedia
Learning (Cambridge University Press, 2005).

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In Mayer, R. E. (Ed.), The Cambridge handbook of multimedia learning (pp. 507-524). New York: Cambridge University Press. Moreno, R. (2006). Does the modality principle hold for different media? A test of the methods-affects-learning hypothesis. Journal of Computer Assisted Learning, 22, 149-158.

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Biography. Richard E. Mayer is Distinguished Professor of Psychology at the University of California, Santa Barbara. His research interests are in applying the science of learning to education, with current projects on multimedia learning, computer-supported

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Learning, and computer games for learning. His research is at the intersection of cognition, instruction, and technology, with a focus on how to help people learn in ways so they can transfer what they have learned to new situations.

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Summary: A cognitive theory of multimedia learning based on three main assumptions: there are two separate channels (auditory and visual) for processing information; there is limited channel capacity; and that learning

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Learning is an active process of filtering, selecting, organizing, and integrating information.

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Clark, R. E., Feldon, D. F. and Jeong, S. (In Press), Fifteen Common but Questionable Principles of Multimedia Learning, In R. E. Mayer (Ed.) The Cambridge Handbook of Multimedia Learning (Chapter 3). New York: Cambridge University Press. Fifteen Common but Questionable Principles of Multimedia Learning Richard E. Clark Rossier School of Education

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Weinstein, Claire E.; Mayer, Richard E.
Innovation Abstracts, v5 n32 Nov 4 1983.

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Requests for reprints should be sent to Richard E. Mayer, Department of Psychology, University of California, Santa Barbara, CA 93106-9660. E-mail: mayer@psych.ucsb.edu.

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Dr. Ira E. Mayer is the Director of the Division of Gastroenterology at Maimonides Medical Center. He graduated from New York Medical College in 1975, completed his internship and residency in Internal Medicine at New York Medical College-Metropolitan Hospital Center in New York City in 1978, and

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Completed a Fellowship in the Division of Digestive Diseases at Emory University School of ...

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Richard E. Mayer is professor of psychology at the University of California, Santa Barbara. He is an internationally-recognized expert in the application of learning psychology to design of instruction in multimedia learning environments, as well as the author of *Multimedia Learning* and the editor of the *Cambridge Handbook of Multimedia Learning*.

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