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Richard E. Mayer (born 1947) is an

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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 educational multimedia. Mayer's best known contribution to the field of educational psychology is multimedia learning theory, which posits

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that optimal learning occurs when visual and verbal materials are presented together simultaneously.

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Cognitive Theory of Multimedia Learning

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(Chapter 3) - The ... Handbook Of Multimedia

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*

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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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Clark, R. E., Feldon, D. F. and Jeong, S.
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Learning (Chapter 3). New York:
Cambridge University Press. Fifteen
Common but Questionable Principles of
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Jeong, S. (In... Handbook Of Multimedia

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

Learning strategies can be defined as behaviors and thoughts in which a learner engages and which are intended to influence the learner's encoding process. Thus, the goal of any particular learning

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strategy may be to affect the way in which
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processing in multimedia learning:
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principles. In R. E. Mayer (Ed.), The
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mayer@psych.ucsb.edu. Instruction in ways
that reduce the chances of cognitive over-
load in each of five overload scenarios.

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R.E. Mayer Principles based on social cues in multimedia learning: Personalization, voice, image, and embodiment principles
R.E. Mayer (Ed.), Cambridge handbook of multimedia learning (2 nd ed.), Cambridge University Press, New York (2014), pp. 345-368

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Dr. Ira E. Mayer is the Director of the
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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 completed a Fellowship in the Division of Digestive Diseases at Emory

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learning psychology to design of
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environments, as well as the author of
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