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In recent years, multimedia learning, or learning from words and images, has developed into a coherent discipline with a significant research base. The Cambridge Handbook of Multimedia Learning is unique in offering a comprehensive, up-to-date analysis of research and theory in the field, with a focus on computer-based learning. Since the first edition appeared in 2005, it has shaped the field and become the primary reference work for multimedia learning. Multimedia environments, including online presentations, e-courses, interactive lessons, simulation games, slideshows, and even textbooks, play a crucial role in education. This revised second edition incorporates the latest developments in multimedia learning and contains new chapters on topics such as drawing, video, feedback, working memory, learner control, and intelligent tutoring systems. It examines research-based principles to determine the most effective methods of multimedia instruction and considers research findings in the context of cognitive theory to explain how these methods work.

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Editorial Review

Review
"This handbook should be required reading by every PhD student in instructional technology. Much of the research reported represents a model for the type of research that I believe should be done by these doctoral students and by their mentors."
M. David Merrill, Educational Technology

About the Author
Richard E. Mayer is Professor of Psychology at the University of California, Santa Barbara. He served as President of the Division of Educational Psychology for the American Psychological Association (APA) and as Vice President of the Learning and Instruction Division for the American Educational Research Association (AERA). He has received many awards, including APA's E. L. Thorndike Award for career achievement in educational psychology and AERA's Sylvia Scribner Award. He has authored more than 400 publications, including 25 books, such as Applying the Science of Learning, Multimedia Learning, 2nd edition, Learning and Instruction, 2nd edition, and e-Learning and the Science of Instruction, 3rd edition (with R. Clark).

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