



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

By Ruth C. Clark, Richard E. Mayer



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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 workers learning 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.



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Editorial Review

Review

“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 ‘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, psychology in education, Arizona State University

From the Inside Flap

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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."

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—Robert K. Atkinson, Assistant Professor, Educational Technology, Arizona State University

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