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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 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.

Richard E. Mayer - Wikipedia
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Mayer, R. E. (2005). Cognitiye Theory of Multimedia Learning. In R. E. Mayer (Ed.), The Cambridge handbook of multimedia learning (pp. 31–48). Cambridge: Cambridge University Press.

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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).

Multimedia Learning
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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RE Mayer, R Moreno. Journal of educational psychology 90 (2), 312, 1998. 1944: 1998: The promise of multimedia learning: using the same instructional design methods across different media. RE Mayer. Learning and instruction 13 (2), 125-139, 2003. 1892: 2003: For whom is a picture worth a thousand words? Extensions of a dual-coding theory of ...

?Richard E Mayer? - ?Google Scholar?
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 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.

Richard Mayer | Psychological & Brain Sciences | UCSB
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 is an active process of filtering, selecting, organizing, and integrating information.

Cognitive Theory of Multimedia Learning (Mayer) - Learning ...
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. 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 strategy may be to affect the way in which the learner selects ...

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Pre-training Principle - Cognitive Theory of Multimedia ...
Mayer, R. E., & Fiorella, L. (2014). Principles for reducing extraneous processing in multimedia learning: coherence, signaling, redundancy, spatial contiguity, and spatial contiguity principles. In R. E. Mayer (Ed.), The Cambridge handbook of multimedia learning (2nd ed., pp. 279–315).

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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 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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