

Script: Best Practice for Effective Communication by Peggy Draver

Slide 1 Intro: Using multimedia in an online course allows students to actively engage in their own learning. They set their own pace as well as have the ability to review materials to build knowledge. Whether images, audio or motion media is used, it's important to use the technology purposefully.

At the end of this presentation you will be able to:

- Identify the multimedia elements that create effective learning materials.
- Explain the principles of multimedia design to create learner-centered presentations.

Slide 2. There are a few simple rules to follow that will help you to create presentations that effectively communicate your message. Simplify: Keep things simple and get to the heart of the subject matter. Cut everything out of your presentation that does not support your learning objectives. Also, avoid using too many bullet points.

Slide 3. Audience: Keep your audience in mind when creating your presentation. Who are they? What will keep them focused?

Slide 4. Organization: Use the slide sorter to view the structure of the presentation. Write a clear headline that explains the main idea of every slide

Slide 5. Text: Make sure that all your text contrasts enough with your background to be easily legible. Use type color, weight and font size to indicate various parts of the context. Use consistent fonts throughout the presentation, avoid all-caps and serif fonts and choose colors carefully.

Slide 6. Audio: Avoid adding unnecessary sound or music. Adding irrelevant sounds may cause the learner to become distracted and prevents them from processing the essential material. Only use audio that supports the instructional goals.

Slide 7. Images: Add images and graphics that are relevant to the instructional purpose rather than decorative.

Slide 8. Graphics: Use charts, graphs and images only to enhance the presentation. Use narration with the graphic when corresponding words and the graphic are presented at the same time.

Slide 9. Video: Use audio or video clips for further explanation. Don't add written text that duplicates spoken text combined with pictures.

Slide 10. Animation: Avoid the use of flashy transitions such as text fly-ins. When displaying an animation use audio instead of written words for an explanation. Animations are used primarily to illustrate hands-on procedures.

Slide 11. Following the principles of multimedia design will assist in effectively communicating your message. Learning and understanding are enhanced when images and graphics are used together rather than using text alone.

Slide 12. The multimedia principle states adding graphics to words can improve learning. Graphics include drawings, charts, photographs and motion graphics such as animation and video. Research has shown that graphics can improve learning.

Use these graphics to reinforce the instructional message. Research has shown that images added for entertainment or dramatic value can actually depress learning. Multimedia theory of learning includes these principles: Modality, Contiguity, Redundancy and Coherence.

- Slide 13. The modality principle states that student learn more deeply from multimedia lessons when graphics are explained by audio narration rather than onscreen text. The goal of the modality principle is to reduce the cognitive load of the learner's visual channels by including an auditory channel to lessen the visual load in instructional materials.
- Slide 14. The redundancy principle states that learners can learn better just with animation and narration. When visual text is also presented at the same time, the text becomes redundant. Using narration plus onscreen text to explain the graphic will compete for attention in the visual channel. The learner's visual channel becomes overloaded. Eliminating the redundant material will help the learner understand the material better. Redundancy should be allowed in certain instances. There are times that the words should remain on the screen to give support to the learner and for future reference even if the auditory is repeating the words. For example, steps in a procedure, technical words and unfamiliar words, words not in the learner's native language or when no images are used.
- Slide 15. The contiguity principle focuses on the placement of text in relationship to a graphic and helps create meaning for the learners. Integrating both images and graphics encourages learners to engage in active learning. They can mentally organize the materials by making connections between the images and graphics and integrate this new knowledge with their existing knowledge.
- Slide 16. The coherence principle states students learn better when extraneous information is eliminated. Keep the learning material uncluttered by omitting any words, graphics, or sounds that do not support the instructional goals. Learners are trying to make sense of the presented course materials. When extraneous materials are present it affects the learning process by preventing the learner from processing the essential material. They may become distracted and it disrupts their ability to build connection among the relevant material because the irrelevant material is in the way.
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