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A cognitive multimedia environment and its importance: A conceptual model for effective learning and development

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Multimedia learning is innovative and has revolutionized the way we learn online. It is important to create a multimedia learning environment that stimulates active participation and effective learning. The significance of multimedia learning extends to include the cultivation of professional and personal experiences that reflect the reality of a traditional face-to-face classroom milieu. The difficulties from e-learning often relate to the absence of human-liked presence and characteristics leading to a need for research investigation into this area. A number of strategies have been used to foster effective learning and to create a social learning environment that reflects humanistic characters. The purpose of this article is in twofold: (I) to examine the cognitive theory of multimedia learning and its relevance to multimedia presentations, and (ii) to discuss the strategies of visualization (e.g., static and dynamic visual representations) and their relationship to multimedia learning, and the applicability and importance of multimedia learning to the enhancement of effective learning. Drawing from the evidence examined, we provide a conceptualized framework that accentuates the integration of the cognitive load theory and the theory of multimedia learning in e-learning. We discuss, for example, the use of animated pedagogical agents (APAs) to help establish a social learning environment that is conducive to learning and the promotion of critical thinking.

Biography

Yolanda Mafikeni has completed her Diploma from Hartland Training & Development Centre. She is the Supervisor at Oodua Technologies and Investment Pty Ltd., a premier Information Technology, Management and Media service organization.

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