Abstract

Learner-Centered Personalization in web-based multimedia instruction: Positioning and relevance in instructional design

It has been suggested that there is a relation between the learning environment and learner success. Studies have shown that certain components in web-based multimedia instruction facilitate the learning process (Pang, 2007). In addition, instructional design methodologies (e.g., Mayer, 2003; Taylor, 1994; Tennyson, 1992) drive the cognitive meaning of the instruction. Since cognitive strategies are one of the essential aspects of academic success and cognitive strategies and individual differences impact the learning experience (Martinez & Bunderson, 2000), the purpose of the this session is to demonstrate through empirical research that a learner’s ability to personalize his or her web-based, multimedia learning environment is another component that contributes to the facilitate of learning in this environment.