



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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Praise for The Third Edition of *e-Learning and the Science of Instruction*

"If you design online learning, *e-Learning and the Science of Instruction* is a 'must read.' Unlike all the pontificating and conjecture that's been published about elearning, this important work details the evidence-based findings that provide practical guidelines for effective online instructional design. For me, this book is the 'bible' of our profession."

—**Peter Orton**, Ph.D., IBM Center for Advanced Learning

"The partnership between Ruth Clark and Richard Mayer in writing successive editions of *e-Learning and the Science of Instruction* has provided us with one of the most important collaborations in our discipline. Their ability to communicate complex concepts in clear, indeed sparkling prose is unrivalled. In *e-Learning and the Science of Instruction*, we have a book for everyone including students, professional instructional designers and researchers."

—**John Sweller**, professor, School of Education, University of New South Wales

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"Graduate students, undergraduate students, or employees responsible for designing and developing educational software will benefit from *e-Learning and the Science of Instruction*. It opens your eyes to interesting ideas that you have never thought of when designing an e-course."

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Editorial Review

From the Inside Flap

Since the first edition of *e-Learning and the Science of Instruction* was published in 2002, e-learning has become more popular than ever. Organizations continue to turn to e-solutions to save both travel costs and instructional time.

Ruth Colvin Clark and Richard E. Mayer have thoroughly revised and updated the third edition of their best-selling book to meet the needs of today's designers, developers, and consumers. *e-Learning and the Science of Instruction* offers a comprehensive review of multimedia learning for both users and designers. The book's research-based information on design and development goes a long way in preparing effective e-learning solutions.

e-Learning and the Science of Instruction contains design principles that are written to increase learning while debunking many popular theories about good design. The book also includes a wealth of new topics such as e-learning for educators, new delivery technologies, and evidence-based training. Designers, developers, and consumers of e-learning can use the guidelines outlined in this practical resource to ensure that courseware meets human psychological learning requirements. The book includes best practices for communicating content with visuals, audio, and text; avoiding extraneous media effects; design examples and exercises that help learners build their skills and sharpen their problem-solving facilities; evaluation of simulations and games that are relevant to instructional goals; and much more.

The third edition also offers new storyboards from an asynchronous lesson on Excel, a synchronous lesson on Excel, and an asynchronous lesson on pharmaceutical sales.

From the Back Cover

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About the Author

Ruth Colvin Clark has worked for more than thirty years with instructional professionals assigned to design, develop, and select effective training for classroom or computer delivery. She is widely published in the areas of training, development, and performance improvement.

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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