A MAKEOVER FOR THE CAPTURED LECTURE
APPLYING MULTIMEDIA LEARNING PRINCIPLES TO LECTURE VIDEO
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PROBLEM
Although streaming raw lecture recordings is an increasingly popular practice, research suggests that it may produce high levels of extraneous cognitive load for learners with low prior domain knowledge.

OBJECTIVE
Determine whether the extraneous cognitive load produced by a captured lecture can be reduced if the video is edited in accordance with the cognitive theory of multimedia learning (Mayer, 2009).

METHODOLOGY
- Video record a classroom lecture (“capture”)
- Remove extraneous content (“weed”)
- Divide into modules 5-9 minutes long (“segment”)
- Intro, highlight, summarize key points (“signal”)
- Increase playback rate by 25% (“speed”)
- Compare original and edited versions (“test”)
- Measure retention and transfer (“learning”)
- Measure perceived difficulty (“load”)

PREDICTIONS
P1. Participants viewing the edited lecture will score higher on the retention and transfer test.
P2. Participants viewing the edited lecture will report lower levels of perceived difficulty.
P3. The benefits of editing will be less pronounced for participants with higher prior domain knowledge (the expertise reversal effect).

NEXT STEP  Conduct the study.