

Hi everyone. Welcome to week two. I'm really enjoying your introductions in mattermost the pet photos the sunsets the art and reading the surveys that people have filled at.

So far, I'm seeing an interest in project-based learning in online teaching and then using multimedia learning theory to create better presentations.

So I'll do my best to leave those interests into the course as we go along.

And I really enjoyed reading your blog posts and seeing your examples of interactive media and multimedia. I think you're going to find it really interesting to read each other's posts. Everyone brings their own experiences into the course.

I'm beginning a few emails from people struggling with setup this week last week open ECC had some capacity issues with so many students across the province signing up all at the same time.

And I needed to change a setting in brightspace to allow you to submit without a file.

So I'm going to extend the deadline for your first blog post to the end of this week Sunday, September 18th.

And for those of you who've already submitted just check that you've made your post public in order for me to see it.

And please try to get your post ready before you meet with your learning pod this week.

If you set up on WordPress, but you didn't end up with the edci 337 templates. Don't worry about it. As long as you submit your URLs and the assignment and brightspace.

I'll be able to find them and please don't forget to

fill out the learning survey.

Having your blog URLs and matter modes IDs.

Is important for my backup plan?

And I can't find your blog or help you get into matter most if I don't have that ID.

And if you haven't already please sign up for your learning pod and

find a time for everyone to meet this week. This is

an important part of your learning in this course.

So I've been having my own adventures with WordPress this

week. Currently, I'm locked out of the course site because worst prep

WordPress has decided that I should be

using two-factor authentication and the administrator for

this site isn't available on weekends to set this up.

So if there's anything I've learned after all these years working with

educational technology, it's the things rarely go

100% according to plan and it's always good to have a backup.

So my backup plan this week is to post course materials on

brightspace until I can reestablish my access to

the course site.

And you might find me commenting on your posts with my cap

view WordPress account. So don't be alarmed. If

you see a Mary want to a cap alone it Capilano U

dot CA commenting on your blog post.

This week for taking a closer. Look at some key principles

in Myers cognitive multimedia theory of learning. We're

also going to play around a bit with screencasting which

you will have seen many times before by Gamers demonstrating a

game or how-to video for a software platform.

The screencasting can also be a powerful learning tool.

You'll find in the reading this week a study that was done in the UK in 2016 involving Anatomy students.

Some are using a textbook and some are using screencast.

To learn about complex structures in the body.

The study showed that there were significant learning gains in the students using the screencasts over the textbook.

It also shows that the students using screencasts retain the information longer than the one setting images and texts in a textbooks.

Think casting is also one of the easier ways to add video multimedia to a course because it doesn't require lighting or green screens or a lot of fancy equipment.

First laptops are fully capable of creating these with just the tools built into them.

You can use any platform that works for you to record these screen tasks including PowerPoint screencastify Screencast-O-Matic.

You don't need to buy any software perfectly fine to use the trial versions that these things I don't mind watermarks or anything else.

And I've included some resources in this week to help you get started.

This week. We're also taking a closer. Look at Myers principle.

If you remember from the readings last week extraneous cognitive load is anything that requires working memory that doesn't actually add to the learning.

so a book without chapters would have a high extraneous load because you have no chapter names or numbers to help Orient you

You have to keep that page number and working memory in order to find that information again.

Intrinsic load is related to the difficulty of the task for this specific Learner in this specific context.

So for most people calculus has a high intrinsic load, but simple addition has a low intrinsic load.

And German load is the amount of cognitive resources that it takes to learn something new.

So task is just challenging enough for you to push yourself to accomplish it, but it's not so challenging that it's Out Of Reach.

So our goal as Educators is to reduce the extraneous load manage the intrinsic load and maximize the German load.

Now you might think that this course is already created a lot of extraneous cognitive load for you by asking you to follow this distributed course model.

But the model is actually part of the learning process in this course, so it's intrinsic load a learning problem that could be complex and take some significant cognitive resources. But ultimately contribute to your learning.

We'll talk more about ways to reduce intrinsic loading multimedia design next week.

This week we're going to look at principles that address extraneous loads and those include redundancy coherent signaling and both Temperance spatial contiguity.

So do the readings and watch the videos and then think about these principles when you work in your screencast this week.

You can use your screencast as your blog post if that works for you or just hang on to it because we might come back to it to look at it again. Later.

Have a great week and I look forward to reading your posts.