Book Review

Multimedia Learning Theory:

Preparing for the New Generation of Students

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The ever-changing world has caused educational environments to greatly shift, leading to the needs to adapt our teaching and learning styles. Nowadays, technological development plays a significant role in our lives. The book entitled *"Multimedia Learning Theory: Preparing for the New Generation of Students"*, which was edited by Patrick M. Jenlink and published in 2019, is one resourceful book for today's educators. In ten chapters, the five contributors, namely Abbey N. Boorman, Charles L. Lowery, Brooks Knight, Richard E. Mayer, and Scott McLeod, have demonstrated great panoramic ideas of the current media and the technological trends to be applied in current and forthcoming instructions, as follows:

The book begins with an introduction of the digital technology evolution and its effects on educational practices in terms of teaching and learning, under the chapter of *'Introduction:*

Multimedia Learning Theory in Teaching and Learning' by Patrick M. Jenlink. It sheds light on the preparation educators need to follow to ensure appropriate classroom adjustments to suit the new-generation students who prefer interactivity to passive environments.

The second chapter, *'Cognitive Theory of Multimedia Learning'* by Brooks Knight, moves its focus to an insight into the process of student cognition which consists of three interrelated stages, namely *selecting*, *organizing*, and *integrating*. Every single stage is inescapably impacted by the context of the multimedia instructional designs. Hence, some major principles (e.g., *contiguity principle*, *split-attention principle*, etc.) ought to be taken into account and used as well-grounded supports.

In the following chapter, *'Multimedia Learning Theory and Its Implications for Teaching and Learning'*, Patrick M. Jenlink concentrates on theories that serve as guidelines for the structure of multimedia content and instruction. These models aligning with the assumption of human cognition will help teachers design suitable digital materials to facilitate students' learning experiences.

Furthermore, Patrick M. Jenlink reports on the multimedia influence on learning and classrooms in the chapter *'Multimedia Learning and the Next Generation Classroom'*. Promisingly, multimedia presentations can enrich instruction through interactivity, in which students would find themselves learning lessons in more meaningful ways. Several principles are applied when designing the use of multimedia in classrooms.

Characteristics of learners in today's generation are well described in the chapter *'The New Generation of Students'* by Charles Lowery. The chapter illustrates how they are assorted according to the media and technological usage. Plenty of innovations now eliminate the time and space limitations, resulting in more sources of information. It undoubtedly led traditional classrooms to shift to modern ones. The new-generation students no longer memorize what they are not interested in but are rather eager to learn more about the needed practical skills.

The book not only stresses on the technological changes in education but also clarifies how educators could prepare themselves for the 21st century curriculum which is the highlight of the sixth chapter, *'Multimedia Learning for a New Generation of Educators'* by Richard E. Mayer. Since students at present are truly into technology, it is unavoidable for teachers to become innovators. As such, preparational programs should be provided to help them select and use devices as well as software appropriately.

Richard E. Mayer further clarifies the importance of multimedia learning in education in the chapter *'What Do Teachers and Administrations Need to Know about Multimedia Learning Theory?'*. Several principles, such as the *dual channel principle*, *the limited capacity principle*, and *the active processing principle,* vividly illustrate how the multimedia learning works. Interesting instructional methods for designing the multimedia instruction are also suggested in this chapter.

With various well-grounded supports, multimedia, and technology seem to have

positive impacts. However, several challenges could arise when they are integrated into instructions. Patrick M. Jenlink exemplifies such details in the chapter *'Next Generation Teachers: Integrating Multimedia Learning into Teacher Preparation'*. One of those challenges is the digital divide, a gap between teachers and students due to technological influence. As a result, teachers are required to adopt new understandings and considerations to provide proper teachings.

It is added by Scott McLeod in the chapter *'Multimedia Learning and the Educational Leader'* that not only teachers and students but also administrators ought to work together to deliver a successful multimedia learning process. Internal policy is the major key to the prosperous implementation. Five primary standards of NETS-A, including visionary leadership, digital-age learning culture, excellence in professional practice, systematic improvement, and digital citizenship, are the recommended framework for effective technology leadership.

Even though the future is not yet to come, the book ends with Patrick M. Jenlink's last chapter, *'Epilogue: The Future of Multimedia Learning in Education'*, which urges relevant parties to become aware that the world keeps changing all the time. The roles of teachers and learners will always be different at different periods of time. The ideal future of education is believed to be impacted by digital technology in several ways. Accordingly, educators must always be prepared.

The book makes a significant contribution to the current educational situations,

especially during the period of the COVID-19 pandemic where traditional on-site classrooms seem impossible. Technology becomes an important paladin to reach the target learners. Additionally, students these days are born in a technologically enhanced world, so the impacts of these factors ought to be taken into considerations. The integration of technology into the instruction will help teachers connect with their students easier. Another notable strength of this book is that the chapters are logically well organized, allowing readers to follow the contents efficiently. It starts from the overall image of today's technology and students, moves on to the specific views of education, and ends with possible future implications. Therefore, the potential audience is not required to have any prior background knowledge. They could be university instructors, researchers, graduate students, or any persons interested in pedagogical development. For practitioners and language teachers who plan to integrate more technology into their classes, various approaches are offered in this book for them to utilize to highly benefit their students. It offers a splendid opportunity to open their eyes in the period of constant digital developments.

Despite its well-presented organization, it is advised that the chapters be arranged into sections so that readers can simply direct to their target focus, if needed. To illustrate, the book may be divided into three main sections according to the participants of this technological-integrated instruction: as *teachers*, *students,* and *administrators*. By doing so, if readers want to deeply explore the new-generation students, they can simply direct themselves to the part of

students. Last but not least, the contents are somewhat abstract for novices to process. Several principles and theories are described but only few vivid examples are provided. To ensure practical execution, providing some specific cases would effectively guide the beginners in the field to take more actions.

Reference

Jenlink, P. M. (Ed.). (2019). *Multimedia learning theory: Preparing for the new generation of students.* Lanham, MD: Rowman & Littlefield.