



Learner Attitude Effects on Advisement and Achievement in Multimedia Learning

By Thomas Hendon Blaylock

VDM Verlag Dr. Müller E.K. Dez 2013, 2013. Taschenbuch. Book Condition: Neu. 220x150x6 mm. This item is printed on demand - Print on Demand Neuware - The purpose of this study was to investigate the effects of perceived self-efficacy, achievement goals, instructor effectiveness, metacognitive help-seeking strategy, and advisor familiarity upon frequency of advisement selection and learning achievement in multimedia-based instruction. The part experimental, part correlational research was conducted using 116 university undergraduate and graduate student volunteers. Participants self-reported perceptions and learning characteristics. A computer-based lesson on basic statistical concepts was completed to measure frequency of requested advisement and performance during instruction. A significant relationship between frequency of advisement selection and learning achievement was found. Other results provided no evidence the independent variables significantly influenced the dependent variables. The results of the study seem to indicate the unique characteristics of multimedia-based learning environments might suppress or otherwise alter student-instructor relationships, achievement goals, self-efficacy, and optimum usage of help-seeking strategy. 100 pp. Englisch.

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