Developing effective hypermedia instructional materials


Abstract

The use of hypermedia as an instructional medium is growing rapidly with developments and enhancements in instructional and computing technologies. Much of the popularity of the medium is derived from its capacity to convey large amounts of information to learners in structured and associated ways which promote student centred and independent learning. Recent developments in multimedia technologies and software, and enhanced networking facilities through the Internet, have led to new and exciting opportunities for hypermedia systems development. This paper provides an overview of the potential of hypermedia as an instructional medium and discusses research that has investigated learning outcomes. It provides an overview of instructional design considerations to guide developers and designers of hypermedia systems.

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Effective instructional design begins with an understanding of the learning process. This course examines behaviorist, cognitive, constructivist, and social learning theories, and their relationship to instructional practices and course design. Factors that influence learning, such as learning styles, motivation, and engagement, are also explored. Developing Instructional Materials. Course Number. IX 535. This course provides an introduction to media and hypermedia production. It is intended for teachers, instructional designers, and trainers who would like to acquire fundamental knowledge and skills in designing and producing digital media. Students evaluate appropriate uses of digital media. As an instructional medium, computer-based hypermedia environments (e.g., Web sites or CD-ROM materials) enable distinct and enriched activities that facilitate learning. With the pressure on educators to produce Web-based courseware and other distance educational materials, more and more instructional Web sites have been developed. A deliberate instructional design strategy for educational hypermedia environments is needed. Purchase this chapter to continue reading all 10 pages >. Complete Chapter List. To be effective, hypermedia applications need to be tailored to suit the particular learning tasks planned. In order to do this, the learning process itself must first be analysed and understood. So, to develop hypermedia applications in keeping with a constructivist approach, it is important to have an understanding of the kind of specifications that will result from constructivist instructional design. Constructivist instructional design. If hypermedia
When a particular instructional task is part of a broader development, the methodology used for it should be defined during the design phase of the ISD. However, no task is isolated, but rather in a REAL it forms part of a larger context.