Image is on the screen rather than not on the screen.

- People do not necessarily learn more from multimedia presentations when the speaker's voice is rather than a machine voice.
- Voice Principle - People learn better when the words in a multimedia message are spoken by a friendly human voice.
- Conversational Style Rather Than Formal Style Principle - People learn better when the words are in a conversational style rather than formal style.
- Personalization Principle - People learn better from a multimedia presentation when the words are personalized to the learner.
- Pictures Rather Than Words Alone Principle - People learn better from words and pictures than from words alone.
- Narration Rather Than Graphics and Printed Text Principle - People learn better from graphics and narration than from narration alone.
- Modality Principle - People learn better from a multimedia lesson when they receive pre-training in the modality of the lesson.
- Pre-training Principle - People learn more deeply from a multimedia lesson that is presented in user-paced sequences rather than as a continuous unit.
- Multimedia Lesson is Presented in User-Paced Segments Principle - People learn better when a multimedia lesson is presented in user-paced segments rather than in one continuous unit.
- Temporal Consistency Principle - People learn better when corresponding words and pictures are presented at the same time rather than far from each other on the page or screen.
- Spatial Consistency Principle - People learn better when corresponding words and pictures are placed near each other rather than far from each other.
- Redundancy Principle - People learn better from redundant material than from graphics, narration, and print.

Highlight the organization of the essential material are excluded rather than included.
Worked-out examples are given in initial skill learning. They are in a lesson environment when presented with a map showing where the map principle – People learn better in an online learning environment are encouraged to generate self-explanations during self-explanation principle – People learn better when they have the opposite effect on more expert learners. Effective in increasing multimedia learning for novices may provide knowledge principle – Instructional principles that are appropriate navigation aids are provided. Navigation principles – People learn better in environments where guidance is incorporated into discovery-based multimedia guided-discovery principle – People learn better when in collaborative online learning activities. Collaboration principle – People learn better when involved particularly helpful for older learners. Cognitive age principle – Instructional design principles that effectively expand the capacity of working memory are necessarily learn better from animation than from static animation and interactivity principles – People don’t