

# The Modality Principle

**The modality principle**<sup>1)</sup> claims that learning will be enhanced if presenting textual information in an auditory format, rather than in visual format, when it is accompanied with other visual information like a graph, diagram or animation.<sup>2)</sup>

A recent meta-research has examined results of 43 studies and confirmed that<sup>3)</sup>:

- Modality effect can be used to enhance learning
- Strength of the modality effect is moderated by the level of element interactivity of the materials.
- Strength of the modality effect is moderated by the presentation pacing: effect is stronger for system-paced materials, and weaker for self-paced materials<sup>4)</sup>.

<sup>1)</sup>

Tindall-Ford, S., Chandler, P. and Sweller, J. When two sensory modes are better than one. *Journal of Experimental Psychology: Applied*, 3(4), 257-287. 1997.

<sup>2)</sup> <sup>3)</sup>

Ginns, Paul. *Meta-analysis of the modality effect*. *Learning and Instruction* 15, no. 4: 313-331. August 2005.

<sup>4)</sup>

See also: Witteman, M.J., and E. Segers. The modality effect tested in children in a user-paced multimedia environment. *Journal of Computer Assisted Learning* 26, no. 2: 132-142. 2010.

From:

<https://www.learning-theories.org/> - **Learning Theories**

Permanent link:

[https://www.learning-theories.org/doku.php?id=research\\_results:modality\\_principle&rev=1307359170](https://www.learning-theories.org/doku.php?id=research_results:modality_principle&rev=1307359170)

Last update: **2023/06/19 15:49**

