

# Redundancy Principle

## Theory

Redundancy principle refers to the fact that capacity of both human information channels can unnecessarily be **overloaded by redundant information** presented in multiple forms or unnecessary elaborations thereby negatively affecting learning process.<sup>1)</sup>

## Practice

The redundancy principle refers for example to a learning material in which a text is presented near a picture to explain it, but similar spoken text (carrying same information) is also included in the material. The related information should be **complementary**. The same (redundant) information is presented to the learner through both information channels, unnecessarily wasting cognitive resources when they could be used to obtain more related useful information.

## Research status

Although research has showed that redundant information generally hinders learning<sup>2)3)</sup>, some research has also pointed that the negative redundancy effect does not occur if redundant information is short and respects spatial contiguity principles.<sup>4)</sup>

<sup>1)</sup>  
[Mayer, Richard E. The Cambridge handbook of multimedia learning. Cambridge University Press, 2005.](#)

<sup>2)</sup>  
For details see: [Mayer, Richard E. The Cambridge handbook of multimedia learning. Cambridge University Press, 2005.](#)

<sup>3)</sup>  
[Schmidt-Weigand, Florian, and Katharina Scheiter. The role of spatial descriptions in learning from multimedia. Computers in Human Behavior 27, no. 1: 22-28. January 2011.](#)

<sup>4)</sup>  
[Mayer, Richard E., and Cheryl I. Johnson. Revising the Redundancy Principle in Multimedia Learning. Journal of Educational Psychology 100, no. 2: 380-386. May 2008.](#)

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