

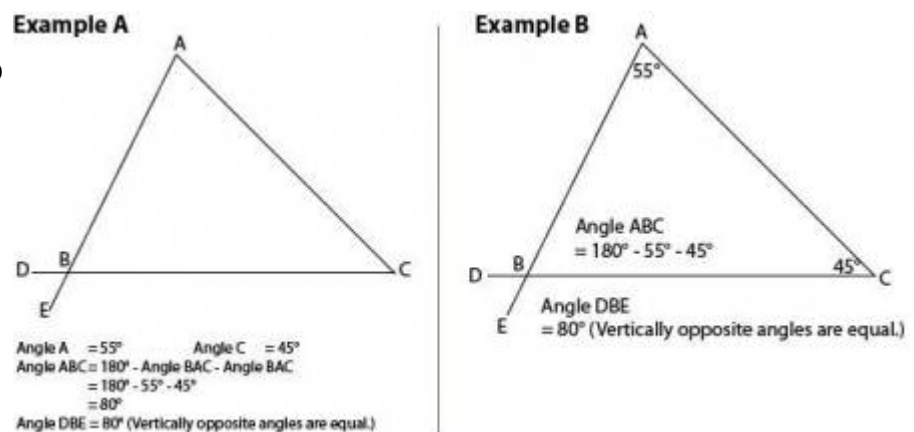
# The Spatial Contiguity Principle

## Theory

The spatial contiguity principle suggests that related information sources should be **spatially integrated** in order to reduce attention-splitting and facilitate learning.

## Practice

An example of a solved mathematical problem taking into consideration and ignoring the spatial contiguity principle is presented in image on the right. Example A shows separated text and graph (two information sources), whereas example B shows same two information sources, but this time spatially integrated. For another example see work of Florax and Ploetzner<sup>1)</sup>.



## Research status

Experiments have confirmed importance of this principle<sup>2)</sup>, yet similar results were sometimes obtained using not necessarily spatial contiguity, but **segmenting text** and **labeling the image** as key contributors to it.<sup>3)</sup>

1) , 3)

Florax, Mareike, and Rolf Ploetzner. What contributes to the split-attention effect? The role of text segmentation, picture labelling, and spatial proximity. Learning and Instruction 20, no. 3: 216-224. June 2010.

2)  
 Chandler, P. and Sweller, J. Cognitive load theory and the format of instruction. Cognition and Instruction, 8(4), 293-332. 1991.

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