**Chapter 11: The signaling (or cueing) principle**

The signaling (or cueing) principle helps learning by guiding a learner’s attention to the more important points of the material. The idea is that people learn better when the instructional designer provides cues to highlight the points to which the learner should pay the most attention. According to van Gog (2014) information to be highlighted works from two vantage points: a bottom-up approach and a top-down approach. In the bottom-up approach, certain characteristics of the material may determine which elements receive more attention, especially in a novice learner. The top-down approach looks at the learner’s knowledge of the information or instructions to determine where to lead learners’ attention.

Cueing may be of particular help to novice learners (vag Gog, 2014) who may be drawn to less relevant but more stimulating material. Drawing a learner’s attention to the most relevant material may lessen cognitive load because it helps to avoid extraneous information. For learners with prior knowledge, designing multimedia learning to cue specific information may help lessen their cognitive load by avoiding redundancy.

The discussion in the text is limited, as the author states that looking at signaling materials that are only text-based and do not include pictures or diagrams are outside the scope of the chapter (p. 265). Likewise, the text mentions that materials that only include pictures, animations, or diagram are also outside the scope of the chapter (p. 266). However, the chapter does go on to describe text-based cues (p. 266), picture-based cues (p. 267) and written text with pictures (p. 269).

**Questions**

1. **According to Chapter 11, cueing draws a learner’s attention to the “important parts” in multimedia learning. Does cueing sacrifice other, more secondary information, which may also be important or helpful to provide context? In other words, are learners “off the hook” to pay attention to other elements of the exercise?**
2. **We know from the eye movement studies described in Chapter 11 that prior knowledge learners move through the material more quickly, but they focus longer on the relevant areas. Would that be the same for a learner who lacks prior knowledge but has an interest in a particular area? Would a learner’s interest (or lack of interest) in a particular subject affect eye movement?**

This video provides a nice look at signaling:

<https://www.youtube.com/watch?v=ENGjwO-kKpc&feature=emb_logo>