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### **Proceedings of the Annual Meeting of the Cognitive Science Society**

#### **Title**

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#### **Permalink**

<https://escholarship.org/uc/item/7qw5q89f>

#### **Journal**

Proceedings of the Annual Meeting of the Cognitive Science Society, 41(0)

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#### **Publication Date**

2019

Peer reviewed

# **The Effect of Graphics on Mind Wandering in Online Video Lectures**

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## **Abstract**

There is a rising interest in determining the most effective (i.e., the most conducive for learning) way to present online lecture information. The cognitive load model of multimedia learning suggests that learners are capacity limited. Lecture graphics that are interesting but extraneous to the content (e.g., a celebrity), have been shown to impair comprehension of the material (i.e., the seductive detail effect). The seductive detail effect likely results from a lack of cognitive resources available to maintain attention. Across 2 experiments, the use of graphics was manipulated in a psychology online video lecture. We demonstrate no differences across conditions (i.e., no images, relevant images, and seductive images) in overall comprehension and limited differences mind wandering behaviour.