

## Additional Reading

The following resources may help you learn more about the theories used to develop the CORE approach to PowerPoint. Free abstracts and full publications are linked whenever possible.

### Cognitive Theory of Multimedia Learning

- Atkinson C. *Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations That Inform, Motivate, and Inspire*. Redmond, WA: Microsoft Press; 2005.
- Collins J. [Giving a PowerPoint presentation: The art of communicating effectively](#). *Radiographics*; 2004;24(4):1185-92.
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- Mayer RE, Massa LJ. [Three facets of visual and verbal learners: Cognitive ability, cognitive style, and learning preference](#). *J Educ Psychol*; 2003;95(4):833-41.
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- Murphy P. [A Cognitive Psychologist's Approach to Educational Technology](#). 2006. Accessed December 21, 2006.
- Nouri H, Shahid A. [The effect of PowerPoint presentations on student learning and attitudes](#). *Global Perspectives on Accounting Education*; 2005;2:53-73.
- Paradi D. [Presentation Lessons from "An Inconvenient Truth"](#). 2007. Accessed May 15, 2007.
- Paradi D. [What Annoys Audiences about PowerPoint Presentations?](#) 2005. Accessed December 21, 2006.
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- Sorden S. [A cognitive approach to instructional design for multimedia learning](#). *Informing Science Journal*; 2005;8:263-79.
- Stein K. [The dos and don'ts of PowerPoint presentations](#). *J Am Diet Assoc*; 2006;106(11):1745-8.
- Tufte ER. *The Cognitive Style of PowerPoint: Pitching Out Corrupts Within*. Cheshire, CT: Graphics Press; 2006.
- Tufte ER. *The Visual Display of Quantitative Information*, 2<sup>nd</sup> Ed. Cheshire, CT: Graphics Press; 2001.
- Tufte ER. *Envisioning Information*. Cheshire, CT: Graphics Press; 1990.
- Wallen ES, Mulloy KB. [Multimedia for occupational safety and health training: A pilot study examining a multimedia learning theory](#). *Ind Health*; 2006;44(4):661-64.

### **Dual Coding Theory**

- Angeli C, Valanides N. [Examining the effects of text-only and text-and-visual instructional materials on the achievement of field-dependent and field-independent learners during problem-solving with modeling software](#). *Educational Technology Research & Development*; 2004;52(4):23-36.
- Clark JM, Paivio A. [Dual coding theory and education](#). *Educational Psychology Review*; 1991; 3(3):149-210.
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### **Cognitive Load Theory**

- Atkinson C. [The Cognitive Load of PowerPoint: Q&A with Richard E. Mayer](#). 2004. Accessed December 21, 2006.
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- Sweller J. [Cognitive load during problem solving: Effects on learning](#). *Cognitive Science*; 1988;12(2):257-85.

### **Model of Working Memory**

- Baddeley A. [Working memory](#). *C R Acad Sci III*; 1998;321(2-3):167-73.
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- Repos G, Baddeley A. [The multi-component model of working memory: explorations in experimental cognitive psychology](#). *Neuroscience*; 2006;139(1):5-21.