

# Redundancy Principle

## Theory

Redundancy principle refers to the fact that capacity of both human information channels can unnecessarily be **overloaded by redundant information** presented through both channels 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

Still, some research has also pointed that the negative redundancy effect does not occur if redundant information is short and respects spatial contiguity principles.<sup>2)</sup>

1)

For example see: [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.](#)

2)

[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.](#)

From:  
<https://learning-theories.org/> - **Learning Theories**

Permanent link:  
[https://learning-theories.org/doku.php?id=research\\_results:redundancy\\_principle&rev=1307533303](https://learning-theories.org/doku.php?id=research_results:redundancy_principle&rev=1307533303)

Last update: **2023/06/19 15:49**

