# The Segmenting Effect

## Theory

The segmentation effect means that learning should be more efficient if a continued animation or narration would be split into more smaller parts (segments). Motivation for introduction of segmentation is the transitive nature of animations ("*information presented at one moment makes place for new information presented at next moment*"[1]. Segmentation is an attempt to reduce cognitive load imposed by this transience through **breaking animation into meaningful peaces**.

Segmentation can also serve as *temporal cuing*[2]. Unlike visuo-spatial signaling or cuing (see: signaling effect) segmentation can be used to help students be aware of components (parts or segments) of a process stimulating them to self-assure they understood what each component does or is used for.

## Practice

In order to achieve segmenting effect animation or video should be divided into meaningful segments. For example:

- a 2 minute animation was divided into 5-7 segments with 2 sec breaks between[3]

## Research status

Using segmentation can result in:

- equal performance with reduced cognitive load (more efficient learning)[4]

1), 2), 3), 4)

Spanjers, I. A.E, P. Wouters, T. Van Gog, and J. J.G van Merriënboer. An expertise reversal effect of segmentation in learning from animated worked-out examples. Computers in Human Behavior 27, no. 1: 46–52. 2011.