Creating Multimedia Learning Materials:
A Pedagogical Perspective

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Abstract: Multimedia learning materials are considered a powerful tool in
education, due to its unique presentation capabilities and distinct
pedagogical value. Design and development of multimedia learning materials
is a complex effort which essentially requires careful pedagogical
considerations. Contemporary conceptions of learning mainly support a
constructivist theoretical approach which emphasizes knowledge
construction by learners, rather than behaviorist or cognitivist theories that
suggest prescriptive instructional strategies resulting in transfer of
knowledge to learners. Unlike traditional linear technologies which compel
users to remain passive, multimedia technology allows users to become
active, and involved in learning, while providing information in multiple
modes. Thus, multimedia can be used not only to provide multisensory
representation of ideas, but also to engage users in constructing knowledge.
Based on a project implemented by the Faculty of Education at the Open
University of Sri Lanka to design and develop a set of multimedia as
supplementary materials in a professional development programme for
teachers, this paper presents a reflective case study on the pedagogical
perspectives on creating multimedia learning materials. It aims at exploring
the ways in which pedagogical principles can guide the design of multimedia
to support a meaningful learning to provide useful insights for designers of
multimedia learning materials.