

A man wearing a hard hat and safety glasses is working on a circuit board. He is holding a multimeter and a walkie-talkie. The scene is dimly lit with a strong red light source, creating a dramatic effect. The background is dark and out of focus.

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Media Enhanced Learning

CALL TO ACTION REFLECTION + PLAN

Effective Media Creation for Enhanced Learning: A Case Study of an Emacs Tutorial Series

Introduction

The increasing demand for online learning resources highlights the importance of effective media creation in education. As educators, it is essential to consider the educational philosophies that guide our approach to media creation. This report outlines the development of an Emacs tutorial series, which will aim to provide a comprehensive and accessible learning resource for writers, musicians, journalists, programmers, and other individuals who collect and use large amounts of notes and documents.

A Video Promotion

Click the image below to watch a summarized promotional version of this paper.



Media Philosophy and Principles

The project will be guided by a combination of educational philosophies, including constructivist, social constructivist, cognitivist, connectivist, experiential learning, and humanistic approaches. Here is an overview of these philosophies.

- **Constructivist philosophy:** media creation should be a student-centered process, where learners actively construct their own knowledge and understanding through hands-on media production experiences. This approach encourages experimentation, creativity, and critical thinking.
- **Social Constructivist philosophy:** media creation is a collaborative process that fosters social interaction, communication, and shared meaning-making among students. By working together on media projects, students develop essential skills in teamwork, negotiation, and problem-solving.

- **Cognitivist philosophy:** media creation emphasizes the importance of cognitive processing and information transmission. I believe that media should be designed to convey complex information in a clear, concise, and engaging manner, taking into account the cognitive load and learning styles of the target audience.
- **Connectivist philosophy:** media creation is a way to facilitate connections between people, ideas, and technologies. By leveraging social media, online platforms, and other digital tools, students can develop their own personal learning networks and engage with diverse perspectives and knowledge sources.
- **Experiential Learning philosophy:** media creation emphasizes the importance of hands-on experience and experimentation. I believe that students learn best by doing, and that media production should be a process of trial and error, reflection, and iteration.
- **Humanistic philosophy:** media creation as a means of self-expression, creativity, and personal growth. By encouraging students to explore their own interests and passions through media production, I aim to foster a sense of autonomy, motivation, and fulfillment in the learning process.

By embracing these philosophies, the tutorial series aims to foster a student-centered learning environment that encourages experimentation, creativity, and critical thinking.

Mayer's 12 Media Principles

In addition to media creation philosophies, the project will apply Mayer's media principles to ensure it's designed to promote deeper learning and understanding. Specifically, the principles of coherence, signaling, spatial contiguity, temporal contiguity, segmenting, and pre-training will be used to reduce cognitive overload and enhance student engagement. While many of Mayer's 12 principles of media creation will be used, here is an overview of the Mayer's Principles that will be used intentionally.

- **Coherence Principle:** avoid unnecessary words, images, and sounds to prevent cognitive overload. Instructors should keep their multimedia content concise and
- **Signaling Principle:** use visual, auditory, and textual cues to highlight important information and guide learners' attention.
- **Spatial Contiguity Principle:** display corresponding words and images near each other to facilitate comprehension.
- **Temporal Contiguity Principle:** present corresponding words and images simultaneously to promote deeper understanding.
- **Segmenting Principle:** break down complex information into manageable chunks to reduce cognitive overload.
- **Pre-training Principle:** provide learners with prior knowledge or skills to support their understanding of new material.

Call to Action

The 'call to action' for report is the Emacs tutorial series plan. The tutorial series will be designed to provide a comprehensive line by line explanation of how to customize and use the Emacs text editor for specific purposes. As an open source highly customizable software that has been around since the beginning of the internet most Emacs installations are something like 'distributions', in the sense of a Linux distribution relative to the Linux core.

The way I use Emacs is no different. I've developed custom code and methods that make my Emacs software unique. The tutorial series will show learners how to make and use my version of the Emacs text editor, which will also help them in using other versions or making their own version.

Again Emacs is particularly well-suited to writers, musicians, journalists, programmers and other individuals who collect and use large amounts of notes and documents. The target audience for the tutorial series includes current Emacs enthusiasts looking to learn more, as well as individuals who are new to Emacs and may benefit from its use.

In creating the tutorial series I will aim to provide a structured learning environment that fosters collaboration, creativity, and critical thinking. By applying the media philosophy and principles outlined above, the tutorial series will seek to reduce

cognitive overload and promote deeper learning and understanding.

Conclusion

As educators, it is essential to recognize the importance of effective media creation in education and to strive towards creating learning resources that promote deeper learning and understanding.

For me personally, creating an emacs tutorial series will represent a significant step towards promoting effective media creation for enhanced learning, while inspiring people to learn useful systems.

By applying a combination of educational philosophies and Mayer's media principles, the tutorial series will aim to foster a student-centered learning environment that encourages experimentation, creativity, and critical thinking.

Self-Assessment 4.5/5

My general position on the use of media is that it should be a student-centered process, guided by a combination of educational philosophies, including constructivist, social constructivist, cognitivist, connectivist, experiential learning, and humanistic approaches. I also believe that media creation should be designed to promote deeper learning and understanding, reducing cognitive overload and fostering a sense of autonomy, motivation, and fulfillment in the learner during the process.

In the above report, the research-based guiding principles I use are Mayer's 12 Principles of Multimedia Learning, specifically the Coherence Principle, Signaling Principle, Spatial Contiguity Principle, Temporal Contiguity Principle, Segmenting Principle, and Pre-training Principle. I also draw on the philosophies of constructivism, social constructivism, cognitivism, connectivism, experiential learning, and humanistic theory to inform my approach to media creation.

My plan for the use of media going forward is to create an Emacs tutorial series that provides a comprehensive and accessible learning resource for writers, musicians, journalists, programmers, and other individuals who collect and use large amounts of notes and documents. The tutorial series will be designed to promote deeper learning and understanding, encouraging experimentation, creativity, and critical thinking.

I believe my reflection demonstrates the characteristics of a self-directed learner, committing substantial time and effort to my learning. My comments are specific and sufficiently explained, and the evidence of applicability to my practice is clearly delineated. The only area for improvement is in providing more detailed examples of how I plan to implement my approach to media creation in my teaching practice. With this in mind I award myself 4.5/5 for this exercise.

References

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AI Models Used In This Report: The ideas, structure, writing, and editing in this paper were performed by the author. Various AI models were used to research, collect, and verify data, format arguments, and grammatically structure content. Models used include: Qwen 2.5 235b a22b, Meta Llama 3.1 405b, Sonar: Perplexity's reasoning engine, Qwen 14B, Llama 3.1 8B, Claude 3.5 Haiku, and Gemma 12B