

Psychological expedient of multimedia in blended learning and metamemory satisfaction

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Abstract

Purpose

Multimedia facilitates knowledge acquisition, which has a significant impact on students' learning and is a big potential of information and communication technology. Learning through multimedia has psychological benefits for the learner in addition to being used for recreational learning. To define the cognitive theory of multimedia in successful learning and to develop the study's hypothesis, this study aims to focus on the psychological expedients of the learner and their perception of multimedia learning.

Design/methodology/approach

The longitudinal study was conducted to understand the effect of the use of multimedia applications in learning on blended learning and the metamemory satisfaction of learners. The data were collected in three phases and analysed on partial least squares structural equation

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