



POWERUP
WHAT WORKS

powerupwhatworks.org

Bibliography

Research on Virtual Learning Environments and Simulations

- Center, Y., Freeman, L., Robertson, G., & Outhred, L. (1999). The effect of visual imagery training on the reading and listening comprehension of low listening comprehenders in Year 2. *Journal of Research in Reading, 22*(3), 241–256.
- Doty, D. E., Popplewell, S. R., & Byers, G. O. (2001). Interactive CD-ROM storybooks and young readers' reading comprehension. *Journal of Research on Technology in Education, 33*(4), 374–384.
- Dubois, M., & Vial, I. (2000). Multimedia design: The effects of relating multimodal information. *Journal of Computer Assisted Learning, 16*(2), 157–165.
- Filippatou, D., & Pumfrey, P. D. (1996). Pictures, titles, reading accuracy and reading comprehension: A research review (1973–95). *Educational Research, 38*(3), 259–291.
- Furnham, A., De Siena, S., & Gunter, B. (2002). Children's and adults' recall of children's news stories in both print and audio-visual presentation modalities. *Applied Cognitive Psychology, 16*(2), 191–210.
- Gambrell, L. B., & Jawitz, P. B. (1993). Mental imagery, text illustrations, and children's story comprehension and recall. *Reading Research Quarterly, 28*(3), 256–276.
- Hegarty, M., Narayanan, N. H., & Freitas, P. (2002). Understanding machines from multimedia and hypermedia presentations. In J. Otero, J. A. Leon, & A. C. Graesser (Eds.), *The psychology of science text comprehension* (pp. 357–384). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kalyuga, S., Chandler, P., & Sweller, J. (1999). Managing split-attention and redundancy in multimedia instruction. *Applied Cognitive Psychology, 13*(4), 351–371.
- Leahy, W., Chandler, P., & Sweller, J. (2003). When auditory presentations should and should not be a component of multimedia instruction. *Applied Cognitive Psychology, 17*(4), 401–418.
- Lee, Y., Park, S., Kim, M., Son, C., & Lee, M. (2005). The effects of visual illustrations on learners' achievement and interest in PDA-(personal digital assistant) based learning. *Journal of Educational Computing Research, 33*(2), 173–187.
- Lowe, R. (2004). Interrogation of a dynamic visualization during learning. *Learning & Instruction, 14*(3), 257–274.
- Mayer, R. E., & Sims, V. K. (1994). For whom is a picture worth a thousand words? Extensions of a dual-coding theory of multimedia. *Journal of Educational Psychology, 86*(3), 389–401.
- Paas, F., Van Gerven, P. W. M., & Wouters, P. (2007). Instructional efficiency of animation: Effects of interactivity through mental reconstruction of static frames. *Applied Cognitive Psychology, 21*(6), 783–793.
- Rice, M. L. (1990). Words from "Sesame Street": Learning vocabulary while viewing.

Developmental Psychology, 26(3), 421–428.

Schnotz, W., & Bannert, M. (2003). Construction and interference in learning from multiple representation. *Learning & Instruction*, 13(2), 141–156.

Schnotz, W., & Rasch, T. (2005). Enabling, facilitating, and inhibiting effects of animations in multimedia learning: Why reduction of cognitive load can have negative results on learning. *Educational Technology Research and Development*, 53(3), 47–58.

Trushell, J., Maitland, A., & Burrell, C. (2003). Pupils' recall of an interactive storybook on CD-ROM: Inconsiderate interactive features and forgetting. *Journal of Computer Assisted Learning*, 19(1), 80–89.

Weiss, I., Kramarski, B., & Talis, S. (2006). Effects of multimedia environments on kindergarten children's mathematical achievements and style of learning. *Educational Media International*, 43(1), 3–17.

Winn, W., Berninger, V., Richards, T., Aylward, E., Stock, P., Lee, Y. L., et al. (2006). Effects of nonverbal problem solving treatment on skills for externalizing visual representation in upper elementary grade students with and without dyslexia. *Journal of Educational Computing Research*, 34(4), 381–404.