

7. Referencias

- Amadiou, F., & Salmerón, L. (2014). Concept maps for comprehension and navigation of hypertexts. En D. Ifenthaler & R. Hanewald (Eds.), *Digital knowledge maps in education: Technology-enhanced support for teachers and learners* (pp. 41-59). Springer.
- Baron, N. S., Calixte, R. M., & Havewala, M. (2017). The persistence of print among university students: An exploratory study. *Telematics and Informatics*, 34(5), 590-604.
- Clinton-Lisell, V. (2021). Stop multitasking and just read: Meta-analyses of multitasking's effects on reading performance and reading time. *Journal of Research in Reading*, 44(4), 787-816.
- Clinton-Lisell, V., Seipel, B., Gilpin, S., & Litzinger, C. (2022). Interactive features of E-texts' effects on learning: a systematic review and meta-analysis. *Interactive Learning Environments*, 1-16.
- Clayton, K., ..., & Nyhan, B. (2020). Real solutions for fake news? Measuring the effectiveness of general warnings and fact-check tags in reducing belief in false stories on social media. *Political Behavior*, 42(4), 1073-1095.
- Delgado, P., Avila, V., Fajardo, I., & Salmerón, L. (2019). Training young adults with intellectual disability to read critically on the Internet. *Journal of Applied Research in Intellectual Disabilities*, 32, 666-677.
- Delgado, P., Stang-Lund, E., Salmerón, L., & Bråten, I. (2020). To click or not to click: investigating conflict detection and sourcing in a multiple document hypertext environment. *Reading and Writing*, 33, 2049-2072.
- Delgado, P., Vargas, C., Ackerman, R., & Salmerón, L. (2018). Don't throw away your printed books: A meta-analysis on the effects of reading media on reading comprehension. *Educational Research Review*, 25, 23-38.
- Fesel, S. S., Segers, E., & Verhoeven, L. (2018). Individual variation in children's reading comprehension across digital text types. *Journal of Research in Reading*, 41(1), 106-121.
- Furenes, M. I., Kucirkova, N., & Bus, A. G. (2021). A comparison of children's reading on paper versus screen: A meta-analysis. *Review of Educational Research*, 91(4), 483-517.
- Goldman, S. R., Braasch, J. L., Wiley, J., Graesser, A. C., & Brodowinska, K. (2012). Comprehending and learning from Internet sources: Processing patterns of better and poorer learners. *Reading research quarterly*, 47, 356-381.

- Kim, S. & Oh, S. (2009). Users' relevance criteria for evaluating answers in a social Q&A site. *Journal of the American Society for Information Science and Technology*, 60, 716-727.
- Lawless, K. A., & Kulikowich, J. M. (1998). Domain knowledge, interest, and hypertext navigation: A study of individual differences. *Journal of Educational Multimedia and Hypermedia*, 7, 51-70.
- Mayer, R. E. (2005). Cognitive theory of multimedia learning. *The Cambridge handbook of multimedia learning*, 41, 31-48.
- Metzger, M. J., Flanagin, A. J., & Medders, R. B. (2010). Social and heuristic approaches to credibility evaluation online. *Journal of communication*, 60(3), 413-439.
- Noetel, M., Griffith, S., Delaney, O., Harris, N. R., Sanders, T., Parker, P., del Pozo, B., & Lonsdale, C. (2022). Multimedia design for learning: An overview of reviews with meta-meta-analysis. *Review of Educational Research*, 92(3), 413-454.
- OECD. (2011). Results: Students On Line: Digital Technologies and Performance (Volume VI).
- Ophir, E., Nass, C., & Wagner, A. D. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences*, 106(37), 15583-15587.
- Salmerón, L., Cañas, J.J., Kintsch, W. & Fajardo, I. (2005). Reading strategies and hypertext comprehension. *Discourse Processes*, 40, 171-191.
- Salmerón, L., Kammerer, Y., & Delgado, P. (2018). Non-academic multiple source use on the Internet. In J.L. Braasch, I., Bråten, & M.T. McCrudden, M. T. (Eds.) *Handbook of Multiple Source Use* (pp. 285-302). Routledge.
- Salmerón, L., Naumann, J., García, V., & Fajardo, I. (2017). Scanning and deep processing of information in hypertext: An eye-tracking and cued retrospective think-aloud study. *Journal of Computer Assisted Learning*, 33, 222-233.
- Salmerón, L., Macedo-Rouet, M., & Rouet, J-F. (2016). Multiple viewpoints increase students' attention to source features in social question and answer forum messages. *Journal of the Association for Information Science and Technology*. 67, 2404-2419.
- Scharrer, L., Pape, V. & Stadtler, M. (2022): Watch out: Fake! How warning labels affect laypeople's evaluation of simplified scientific misinformation. *Discourse Processes*, 1-16.
- Segers, E., & Verhoeven, L. (2009). Learning in a sheltered Internet environment: The use of WebQuests. *Learning and instruction*, 19(5), 423-432.
- Stadtler, M., & Bromme, R. (2014). The content-source integration model: A taxonomic description of how readers comprehend conflicting scientific information. *Processing inaccurate information: Theoretical and applied perspectives from cognitive science and the educational sciences*, 379-402.

Strømsø, H. I., Bråten, I., Britt, M. A., & Ferguson, L. E. (2013). Spontaneous sourcing among students reading multiple documents. *Cognition and Instruction*, 31(2), 176-203.

Revision #2

Created 20 September 2024 10:04:48 by Jorge CATEDU

Updated 23 September 2024 12:34:24 by Jorge CATEDU