EFFECTS OF MULTIMEDIA-ENHANCED STORYBOOKS ON YOUNG CHILDREN’S VOCABULARY KNOWLEDGE: A META-ANALYSIS

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The use of multimedia-enhanced storybooks has been recommended by educational researchers to teach literacy skills to young children during reading instruction (Bus & Neuman, 2009; Takacs, Swart, & Bus, 2014; Takacs, Swart, & Bus, 2015). To examine the effectiveness of using multimedia-enhanced storybooks to teach vocabulary when compared to traditional storybook read-aloud with children aged 3-8 (PreK – 2nd grade), a meta-analysis will be conducted. An initial search of titles and abstracts identified 108 studies that fit the inclusion criteria. Moderator variables will be examined to determine whether effectiveness of incorporating multimedia-enhanced storybooks differed by instructional, methodological, and participant characteristics. Specifically, this meta-analysis will provide evidence for the following research questions: (1) What is the effect of using multimedia-enhanced storybooks on vocabulary learning when compared to traditional print-like storybooks; (2) To what extent does interaction with multimedia features of storybooks (e.g., animation, games, hotspots, sound effects, narration) impact student vocabulary learning; (3) How do the contextual and methodological features of multimedia-enhanced storybooks influence vocabulary learning; and (4) Does the effect of multimedia-enhanced storybooks differ by student characteristics (i.e., verbal ability, SES, gender, special education status, etc.). Practical and methodological findings will be discussed as they relate to PreK to 2nd grade development of vocabulary knowledge.

*Keywords:* vocabulary, young children, storybook, multimedia, meta-analysis.