WASHINGTON STATE UNIVERSITY

COLLEGE OF EDUCATION

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Will defend the dissertation

Date: May 7, 2020
Time: 10:00 A.M.

Location: Zoom by request

Faculty, students and the general public are encouraged to attend.

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

Chair: Kira Carbonneau

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 and comprehension skills when compared to print storybook read-aloud with young children (PreK – K), a meta-analysis was conducted. An initial search of titles and abstracts identified 79 studies, however, upon further examination 28 studies fit the inclusion criteria. Moderator variables were conducted to determine whether effectiveness of incorporating multimedia-enhanced storybooks differed by multimedia, contextual, methodological, and participant characteristics. Specifically, this meta-analysis investigated the following research questions: (1) What is the effect of using multimedia-enhanced storybooks on vocabulary and comprehension skills 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 and comprehension learning; (3) How do the contextual and methodological features of multimedia-enhanced storybooks influence vocabulary and comprehension learning; and (4) Does the effect of multimedia-enhanced storybooks differ by student characteristics (i.e., age, grade, disadvantage status, gender, prior experience, etc.). Practical and methodological findings are discussed as they relate to PreK to Kindergarten development of vocabulary knowledge and story comprehension skills.

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