

Burin, D.I., Barreyro, J.P., Saux, G., & Irrazábal, N.C. (2015). Navigation and comprehension of digital expository texts: hypertext structure, previous domain knowledge, and working memory capacity. *Electronic Journal of Research in Educational Psychology*, 13, 529-550. doi: 10.14204/ejrep.37.14136

https://www.researchgate.net/profile/Juan_Pablo_Barreyro/publication/286652566_Navigation_and_Comprehension_of_Digital_Expository_Texts_Hypertext_Structure_Previous_Domain_Knowledge_and_Working_Memory_Capacity/links/5a663fd30f7e9b6b8fde42e6/Navigation-and-Comprehension-of-Digital-Expository-Texts-Hypertext-Structure-Previous-Domain-Knowledge-and-Working-Memory-Capacity.pdf

Preguntas

1. What does this article show regarding the influence of prior knowledge level and working memory level on hypertext comprehension?
2. What explanation can be given for the finding that there was no interaction of individual variables and hypertext structure on hypertext comprehension in this study?
3. Other studies do find an interaction of hypertext structure and individual variables on comprehension (Blom et al. (2018); Klois et al. (2013); If this study would be conducted in children who have a specific language impairment (and thus have lower working memory skills), what kind of results would you expect?