

[Apple]

Apple. Special Education. <http://www.apple.com/education/special-education/>.

[bol]

BolognaRagazzi Digital Award. <http://www.bookfair.bolognafiere.it/en/bolognaragazzi-digital-award/1034.html>.

[Bridging]

Bridging Books Workshop at IDC2013. <http://bridgingbooks.org/>.

[Buckleitnera]

W. Buckleitner. A Code of Ethics for the Publishers of Interactive Media for Children.

[http://dustormagic.wikispaces.com/Code+of+Ethics+for+the+Publishers+of+Children's+Interactive+Media+\(Draft\)](http://dustormagic.wikispaces.com/Code+of+Ethics+for+the+Publishers+of+Children's+Interactive+Media+(Draft)).

[Buckleitnerb]

W. Buckleitner. Moving Beyond the Debate on Technology and Young Children.

<http://www.earlychildhoodwebinars.org/wp-content/uploads/2011/04/anothermaterial.pdf>.

[CEOP]

CEOP - a National Crime Agency Command. <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/child-exploitation-online-protection-ceop>.

[Chabrol]

G. Chabrol. Issues in Digital Technology in Education. The Reality of Internet Filtering-Blocking.

[http://en.wikibooks.org/wiki/Issues\\_in\\_Digital\\_Technology\\_in\\_Education/The\\_Reality\\_of\\_Internet\\_Filtering/Blocking](http://en.wikibooks.org/wiki/Issues_in_Digital_Technology_in_Education/The_Reality_of_Internet_Filtering/Blocking).

[Children]

Children's Technology Review. <https://childrenstech.com/>.

[Clarke]

J. Clarke. Changing Systems to Personalize Learning. Introduction to the Personalization Workshops.

[http://www.alliance.brown.edu/pubs/changing\\_systems/introduction/introduction.pdf](http://www.alliance.brown.edu/pubs/changing_systems/introduction/introduction.pdf).

[conference]

Conference on eBooks in Early Literacy: Science, Design, Decision. <http://ebooks-in-early-literacy.blogspot.it/>.

[DBW]

The Digital Design & Production Conference: the Mechanics of Ebook Implementation.

<http://conference.digitalbookworld.com>.

[dem]

Demibooks. <http://demibooks.com/portfolio-item/die-drie-varkies/>.

[Disegno di Legge.s]

D.I. 179/2012.

[edu]

Digital Research with Children and Young People. Issues to Consider.

<http://www.youngdigital.net/index.php/ethical/ethics-and-digital-media>.

[ela]

elastico.com. <http://www.elasticoapp.com/index.html>.

[enh]

Have you Heard of EEBs? <http://www.harpercollins.com/feature/eeb/>.

[Foundation]

ICDL Foundation. ICDL - International Children's Digital Library. <http://en.childrenslibrary.org/>.

[Guralnick]

D.A. Guralnick. User Interface Design for Effective, Engaging E-Learning.

<http://www.kaleidolearning.com/effective%20e-learning.pdf>.

[Hatton and Hatton]

D. Hatton and K. Hatton. Apps to Help Students With Dyslexia and Reading Difficulties.

<http://www.ncl.org/students-disabilities/assistive-technology-education/apps-students-ld-dyslexia-reading-difficulties> .

[Huppertz and Branch]

K. Huppertz and I.G. Branch. Assistive Technology for Dyslexic Students & Adults.

<http://www.idaga.org/Downloads/AssistiveTechnologyForDyslexicStudents.pdf>.

[idc]

Interaction Design and Children. <http://idc2013.org/>.

[int]

Interactive eBooks: Reviewing the Latest Interactive eBooks. <http://www.bestinteractiveebooks.com/>.

[Kluver]

C. Kluver. Parental Notification, the FTC and Kids Apps: What's COPPA all about?

<http://digitalmediadiet.com/?p=1249>.

[Landoni]

M. Landoni. Paper and Digital Resources in Schools. <http://search.usi.ch/projects/543/Paper-and-Digital-Resources-in-Schools>.

[Legislative]

Legislative Acts on ICT - Child Online Protection.

<http://www.ictparliament.org/legislationlibrary/Child%20Online%20Protection>.

[Martin]

S. Martin. Effective Visual Communication for Graphical User Interfaces.

[http://web.cs.wpi.edu/~matt/courses/cs563/talks/smartin/int\\_design.html](http://web.cs.wpi.edu/~matt/courses/cs563/talks/smartin/int_design.html).

[nos]

Nosy crow company. children's publisher. <http://www.nosycrow.com>.

[owl]

Oxford OWL. <http://www.oxfordowl.co.uk/>.

[Raskind]

M. Raskind. Assistive Technology for Children with Learning Difficulties.

[http://www.pluk.org/Pubs/ATguide4LD\\_419k.pdf](http://www.pluk.org/Pubs/ATguide4LD_419k.pdf).

[Schectman]

T. Schectman. 7 Special Needs Apps in the Google Android Market.

<http://www.friendshipcircle.org/blog/2011/03/09/7-special-needs-apps-in-the-google-android-market/>.

[UNESCO]

UNESCO. [Accessible ICTs and Personalized Learning for Students with Disabilities: A Dialogue among Educators, Industry, Government and Civil Society](#).

[W3C]

W3C. How to Meet WCAG 2.0. A Customizable Quick Reference to Web Content Accessibility Guidelines 2.0 Requirements and techniques. <http://www.w3.org/WAI/WCAG20/quickref/#qr-visual-audio-contrast7>. Last Retrieved on 4th of August 2014.

[wik]

E-book Definition on Wikipedia. <http://en.wikipedia.org/wiki/E-book>.

[Bardi, 2014]

D. Bardi. *La Classe Scomposta. La Didattica per competenze nelle tecnologie*. Nova Multimedia Ed., 2014.

[Kintsch and Vipond, 2014]

Walter Kintsch and Douglas Vipond. Reading comprehension and readability in educational practice and psychological theory. *Perspectives on memory research: essays in honor of Uppsala University's 500th Anniversary*, L. Nilsson, Editor. 1979, Lawrence Erlbaum Associates, pages 329–65, 2014.

[Mayer, 2014]

Richard E Mayer. 14 principles based on social cues in multimedia learning: Personalization, voice, image, and embodiment principles. *The Cambridge Handbook of Multimedia Learning*, page 345, 2014.

[Vena, 2014]

Marcello Vena. Rizzoli Launches First Immersive Narrative Ebook Collection for Kids at Bologna Children's Book Fair. Digital Book World, 2014.

[Zickuhr and Rainie, 2014]

K. Zickuhr and L. Rainie. E-Reading rises as Device Ownership Jumps. Technical report, Pew Research Center's Internet & American Life Project, January 2014.

[Berns et al., 2013]

Gregory S Berns, Kristina Blaine, Michael J Prietula, and Brandon E Pye. Short-and long-term effects of a novel on connectivity in the brain. *Brain connectivity*, 3(6):590–600, 2013.

[Buckleitner, 2013]

W. Buckleitner. Thinking Outside the Page: Four Views of Children's eBooks. Presentation at the Conference on eBooks in Early Literacy: Science, Design, Decision <http://ebooks-in-early-literacy.blogspot.it/>, 2013.

[Colombo, 2013]

L. Colombo. An Approach to the Evaluation of eBooks from a user Experience Perspective. Workshop, 2013.

[Colombo and Landoni, 2013]

Luca Colombo and Monica Landoni. Low-tech and High-tech Prototyping for eBook Co-design with Children. In *Proceedings of the 12th International Conference on Interaction Design and Children*, pages 289–292. ACM, 2013.

[Dalla Longa and Mich, 2013]

Nicol Dalla Longa and Ornella Mich. Do Animations in Enhanced eBooks for Children Favour the Reading Comprehension Process?: a Pilot Study. In *Proceedings of the 12th International Conference on Interaction Design and Children*, pages 621–624. ACM, 2013.

[Electronista, 2013]

Follow-up: Koreans Prefer iPads over Android Tablets as Well.

<http://www.electronista.com/articles/13/07/03/first.iphone.then.ipad.continues.to.rank.high.in.customer.satisfaction/>, 2013.

[GfK, 2013]

GfK MRI. The Survey of the American Consumer. <http://www.gfkmri.com/DigitalIntelligence/Demographics.aspx>,

2013.

[gov.uk, 2013]

gov.uk. Children with Special Educational Needs. <https://www.gov.uk/children-with-special-educational-needs/overview>, 2013.

[Interactive, 2013]

Interactive e-Books for Children Workshop at the International Conference on Interaction Design and Children IDC-2013. <http://idc2013-ebooks.fbk.eu/>, 2013.

[Mich et al., 2013]

O. Mich, E. Pianta, and N. Mana. Interactive stories and exercises with dynamic feedback for improving reading comprehension skills in deaf children. *Computers & Education*, 65:34–44, 2013.

[Playscience, 2013]

Playscience. *The ABCs of Kids & E-books Understanding the e-reading habits of children aged 2-13*. Digital Book World, 2013.

[Schneps et al., 2013]

M.H. Schneps, J.M. Thomson, C. Chen, G. Sonnert, and M. Pomplun. E-readers are more Effective than Paper for Some with Dyslexia. *PloS one*, 8(9):e75634, 2013.

[Smeets and Bus, 2013]

D. Smeets and A. Bus. Picture storybooks Go Digital: Pros and Cons. In S.B. Neuman and L.B. Gambrell, editors, *Quality Reading Instruction in the Aeg of Common Core Standards*, pages 176–189. Newark, DE: International Reading Association, 2013.

[Uniyal, 2013]

D. Uniyal. Influence of Electronic Media on Reading Habits of Youths. *Journal of Mass Communication*, 11(2):8–13, 2013.

[Rainie and Smith, 2013]

L. Rainie and A. Smith. Tablet and E-reader Ownership Update. Technical report, Pew Research Center, Oct 2013. <http://pewinternet.org/Reports/2013/Tablets-and-ereaders.aspx>.

[Aurion-Learning, 2013]

Aurion-Learning. Practice What you Preach ... Keep on Learning.

<http://aurionlearning.wordpress.com/2012/05/10/effective-user-interface-design-for-mobile-learning/>, September 2013.

[Meegenius, 2013]

MeeGenius Research Highlights The Benefits of Screen Time When it Comes to Reading. PR Newswire, September 2013.

[Center, 2013]

Pew Research Center. Americans' Reading Habits over Time. <http://www.pewresearch.org/2013/06/25/library-readers-book-type/>, June 2013.

[Zickuhr et al., 2013]

K. Zickuhr, L. Rainie, and K. Purcell. Younger Americans' library habits and expectations. Technical report, Pew Research Center's Internet & American Life Project, June 2013.

[Smith-Lewis, 2013]

A. Smith-Lewis. Dispelling Myths: Personalized Learning Tools will not Replace Teachers. VentureBeat <http://venturebeat.com/2013/04/26/>, April 2013.

[Ardito et al., 2012]

Carmelo Ardito, Maria F Costabile, Antonella De Angeli, and Rosa Lanzilotti. Enriching archaeological parks with contextual sounds and mobile technology. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 19(4):29, 2012.

[Bower, 2012]

Lyn Bower. Tablets (eg ipads and other handheld computer touch screen devices): To use or not to use? *Educating Young Children: Learning and Teaching in the Early Childhood Years*, 18(3), 2012.

[Chiong et al., 2012]

Cynthia Chiong, Jinny Ree, Lori Takeuchi, and Ingrid Erickson. Print Books vs. E-books: Comparing parent-child co-reading on print, basic, and enhanced e-book platforms. *The Joan Ganz Cooney Center*, 2012.

[Clark, 2012]

C. Clark. Children's and Young people's Reading Today. Technical report, National Library Trust, London, 2012.

[Clay, 2012]

James Clay. Preparing for effective adoption and use of ebooks in education. 2012.

[Colombo et al., 2012]

Luca Colombo, Monica Landoni, and Elisa Rubegni. Understanding reading experience to inform the design of ebooks for children. In *Proceedings of the 11th International Conference on Interaction Design and Children*, pages 272–275. ACM, 2012.

[eTe, 2012]

Internet2 eTextbook Spring 2012 Pilot. Report. Cornell University, Indiana University, University of Minnesota,

University of Virginia, University of Wisconsin, 2012.

[Greenfield, 2012]

Jeremy Greenfield. For reading and learning, kids prefer e-books to print books, 1 2012.

[Huang et al., 2012]

Yueh-Min Huang, Tsung-Ho Liang, Yen-Ning Su, and Nian-Shing Chen. Empowering Personalized Learning with an Interactive E-book Learning System for Elementary School Students. *Educational Technology Research and Development*, 60(4):703–722, 2012.

[Igbokwe and Obidike, 2012]

J.C. Igbokwe and N.A. Obidike. Influence of Electronic Media on Reading Ability of School Children. *Library Philosophy and Practice*, 2012.

[Masali, 2012]

L. Masali. Gli ebook interattivi fanno bene ai bambini? <http://pennyebook.blogspot.it/2012/06/>, 2012.

[Muller and Druin, 2012]

M. Muller and A. Druin. Participatory design: the third space in HCI. In J. Jacko (ed.), editor, *The Human-Computer Interaction Handbook*. Hillsdale, NJ: Lawrence Erlbaum Associates, 2012.

[Raskind and Stanberry, 2012]

M.H Raskind and K. Stanberry. Assistive Technology for Kids with Learning Disabilities: An Overview. Great Schools. <http://www.readingrockets.org/article/33074/>, 2012.

[Szwed et al., 2012]

M. Szwed, P. Ventura, L. Querido, L. Cohen, and S. Dehaene. Reading acquisition enhances an early visual process of contour integration. *Developmental Science*, 15(1):139–149, 2012.

[Webb, 2012]

J. Webb. TEbook Formats and the Allure of Customer Lock-in. Sanders Kleinfeld on Obstacles to a Unified Ebook Format. <http://toc.oreilly.com/2012/04/publishing-formats-drm-customer-lock-in-toc.html>, 2012.

[Dalla Longa, 2012]

N. Dalla Longa. Il Mondo degli Ebook e i Bambini. Uno Studio Pilota sulla Comprensione del Testo Derivante dalla Lettura di un Enhanced Ebook. Undergraduate Thesis. University of Trento. Faculty of Cognitive Science, December 2012.

[Negroponte, 2012]

N. Negroponte. EmTech Preview: Another Way to Think about Learning. *MIT Technology Review*, September 2012.

[Smeets and Bus, 2012]

D.J.H. Smeets and A.G. Bus. Interactive electronic storybooks for kindergartners to promote vocabulary growth. *Journal of Experimental Child Psychology*, 112(1):36–55, May 2012.

[Bott, 2012]

E. Bott. Some Standards are More Open than Others. *ZDNet*, page ., January 2012.

[Buckleitner, 2011]

W. Buckleitner. The Children's EBook Revised. *Children's Technology Review*, 19:6–10, 2011.

[eBo, 2011]

Children's Interactive media Evaluation Instrument. Adapted for EBooks. *Children's Technology Review*, 19(1):11–29, 2011.

[Yetim, 2011]

F. Yetim. Bringing Discourse Ethics to Value Sensitive Design: Pathways toward a Deliberative Future. *AIS Transactions on Human-Computer Interaction*, 3(2):133–155, 2011.

[Garrett, 2010]

Jesse James Garrett. *Elements of User Experience, The: User-Centered Design for the Web and Beyond*. Pearson Education, 2010.

[Korat, 2010]

O. Korat. Reading Electronic Books as a Support for Vocabulary, Story Comprehension and Word Reading in Kindergarten and First Grade. *Computers & Education*, 55:24–31, 2010.

[Landoni, 2010]

Monica Landoni. Ebooks Children Would Want to Read and Engage with. In *Proceedings of the third workshop on Research advances in large digital book repositories and complementary media*, pages 25–28, New York, NY, USA, 2010. ACM.

[Postigo, 2010]

H. Postigo. Information Communication Technologies and Framing for Backfire in the Digital Rights Movement. *Social Science Computer Review*, 28:232–250, 2010.

[Siegenthaler et al., 2010]

Eva Siegenthaler, Pascal Wurtz, and Rudolf Groner. Improving the Usability of E-book Readers. *Journal of Usability Studies*, 6(1):25–38, 2010.

[Stratton-Would and Gerasimov, 2010]

H. Stratton-Would and G. Gerasimov. *Who Stole the Moon?*. Windy Press, 2010.



[Andrews et al., 2009]

Dee H Andrews, Thomas D Hull, and Jennifer A Donahue. Storytelling as an instructional method: Definitions and research questions. *Interdisciplinary Journal of Problem-based Learning*, 3(2):3, 2009.

[Carreiras et al., 2009]

M. Carreiras, M.L. Seghier, S. Baqueiro, A. Estvez, A. Lozano, J.T. Devlin, and C.J. Price. An anatomical signature for literacy. *Nature*, 461(7266):983–986, 2009.

[Druin et al., 2009]

Allison Druin, Benjamin B Bederson, and Alex Quinn. Designing Intergenerational Mobile Storytelling. In *Proceedings of the 8th International Conference on Interaction Design and Children*, pages 325–328. ACM, 2009.

[DS, 2009]

Nintendo DS. Ebooks for Nintendo DS. <http://www.ea.com/uk/flips-percy-jackson>, 2009.

[Kim et al., 2009]

B. Kim, H. Park, and Y. Baek. Not Just Fun, but Serious Strategies: Using Meta-cognitive Strategies in Game-based Learning. *Computers & Education*, 52(4):800–810, 2009.

[McDonough, 2009]

P. McDonough. TV Viewing Among Kids at an Eight-Year High. Nielsen Company <http://www.nielsen.com/us/en/newswire/2009/tv-viewing-among-kids-at-an-eight-year-high.html>, 2009.

[Zucker et al., 2009]

Tricia A Zucker, Amelia K Moody, and Michael C McKenna. The Effects of Electronic Books on Pre-Kindergarten-to-Grade 5 Students' Literacy and Language Outcomes: A Research Synthesis. *Journal of Educational Computing Research*, 40(1):47–87, 2009.

[Blachowicz and Ogle, 2008]

C. Blachowicz and Donna Ogle. *Reading comprehension: Strategies for independent learners*. Guilford Press, 2008.

[Godwin et al., 2008]

Stephen J Godwin, Mary S Thorpe, and John TE Richardson. The Impact of Computer-mediated Interaction on Distance Learning. *British Journal of Educational Technology*, 39(1):52–70, 2008.

[Korat and Shamir, 2008]

Ofra Korat and Adina Shamir. The educational electronic book as a tool for supporting children's emergent literacy in low versus middle SES groups. *Journal of Literacy Research*, 50:110–124, 1 2008.

[Markopoulos et al., 2008]

Panos Markopoulos, Janet C Read, Stuart MacFarlane, and Johanna Hoysniemi. *Evaluating children's interactive products: principles and practices for interaction designers*. Morgan Kaufmann, 2008.

[Mostow et al., 2008]

Jack Mostow, Gregory Aist, Cathy Huang, Brian Junker, Rebecca Kennedy, Hua Lan, DeWitt Talmadge Latimer, R. O'Connor, R. Tassone, Brian Tobin, and A. Wierman. 4-Month Evaluation of a Learner-controlled Reading Tutor that Listens. In F. N. Fisher V. M. Holland, editor, *The Path of Speech Technologies in Computer Assisted Language Learning: From Research Toward Practice*, pages 201 – 219. Routledge, New York, 2008.

[Wolf, 2008]

Maryanne Wolf. *Proust and the squid: The Story and Science of the Reading Brain*. Harper Collins, 2008.

[Gajos et al., 2007]

Krzysztof Z Gajos, Jacob O Wobbrock, and Daniel S Weld. Automatically generating user interfaces adapted to users' motor and vision capabilities. In *Proceedings of the 20th annual ACM symposium on User interface software and technology*, pages 231–240. ACM, 2007.

[Grimshaw et al., 2007]

N. Grimshaw, S. amd Dungworth, C. McKnight, and A. Morris. Electronic books: children's reading and comprehension. *British Journal of Educational Technology*, 38(4):583–599, 2007.

[Huebscher-Younger and Narayanan, 2007]

T. Huebscher-Younger and N. H. Narayanan. *Turning the Tables - Investigating Characteristics and Efficacy of Student-Authored Animations and Multimedia Representations*, chapter 11. 2007.

[Rafaeli and Ariel, 2007]

Sheizaf Rafaeli and Yaron Ariel. Assessing interactivity in computer-mediated. *Oxford Handbook of Internet Psychology*, page 71, 2007.

[Tversky et al., 2007]

Barbara Tversky, Julia Heiser, Rachel Mackenzie, Sandra Lozano, and Julie Morrison. *Enriching Animations*, chapter 12. 2007.

[Friedman et al., 2006]

Batya Friedman, Peter H. Kahn, and Alan Borning. Value sensitive design and information systems. In *Human-Computer Interaction and Management Information Systems: Foundations*. M.E. Sharpe, pages 348–372, 2006.

[Fry, 2006]

Edward B. Fry. Readability. In *Reading Hall of Fame Book*. Newark, DE: International Reading Assn, 2006.

[Jablon and Wilkinson, 2006]

J.R. Jablon and M. Wilkinson. Using Engagement Strategies to Facilitate Children's Learning and Success. *Young Children*, 2006.

[Nicol and Macfarlane-Dick, 2006]

D.J Nicol and D. Macfarlane-Dick. Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice. *Studies in Higher Education*, 31(2):199–218, 2006.

[Silverstein et al., 2006]

J. Silverstein, H. Nissenbaum, M. Flanagan, and N.G. Freier. Ethics and Children's Information Systems. In *Proceedings of the American Society for Information Science and Technology*, volume 43, pages 1–7, 2006.

[Trelease, 2006]

Jim Trelease. *The Read-aloud Handbook*. Penguin, 2006.

[Van Eck, 2006]

Richard Van Eck. Digital Game-based Learning: It's not just the Digital Natives who are Restless. *EDUCAUSE Review*, 41(2):16, 2006.

[Verhallen et al., 2006]

Maria JAJ Verhallen, Adriana G Bus, and Maria T de Jong. The promise of multimedia stories for kindergarten children at risk. *Journal of educational psychology*, 98(2):410, 2006.

[Wauters et al., 2006]

L.N. Wauters, W.H.J. van Bon, and A.E.J.M. Tellings. Reading Comprehension of Dutch Deaf Children. *Reading and Writing*, 19:49–76, 2006.

[Benjon et al., 2005]

David Benjon, Phil Turner, and Susan Turner. *Designing Interactive Systems: People, Activities, Contexts, Technologies*. Addison-Wesley, 2005.

[Jensen, 2005]

E. Jensen. *Teaching with the Brain in Mind*. 2nd edition edition, 2005.

[Klingberg et al., 2005]

Torkel Klingberg, Elisabeth Fernell, Pernille J Olesen, Mats Johnson, Per Gustafsson, Kerstin Dahlström, Christopher G Gillberg, Hans Forsberg, and Helena Westerberg. Computerized Training of Working Memory in Children with ADHD - a Randomized, Controlled Trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, 44(2):177–186, 2005.

[Maynard and Cheyne, 2005]

Sally Maynard and Emily Cheyne. Can Electronic Textbooks Help Children to Learn? *Electronic Library, The*, 23(1):103–115, 2005.

[Cain et al., 2004]

Kate Cain, Jane Oakhill, and Peter Bryant. Children's reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. *Journal of educational psychology*, 96(1):31, 2004.

[Ghelani et al., 2004]

Karen Ghelani, Robindra Sidhu, Umesh Jain, and Rosemary Tannock. Reading Comprehension and Reading Related Abilities in Adolescents with Reading Disabilities and Attention-deficit/hyperactivity Disorder. *Dyslexia*, 10(4):364–384, 2004.

[Isbell et al., 2004]

Rebecca Isbell, Joseph Sobol, Liane Lindauer, and April Lowrance. The effects of storytelling and story reading on the oral language complexity and story comprehension of young children. *Early Childhood Education Journal*, 32(3):157–163, 2004.

[Nesset and Large, 2004]

Valerie Nesset and Andrew Large. Children in the Information Technology Design Process: A review of Theories and their Applications. *Library & Information Science Research*, 26(2):140–161, 2004.

[Strommen and Mates, 2004]

Linda Teran Strommen and Barbara Fowles Mates. Learning to Love Reading: Interviews with Older Children and Teens. *Journal of Adolescent & Adult Literacy*, 48(3):188–200, 2004.

[Torgesen, 2004]

Joseph K Torgesen. Preventing early reading failure. *American Educator*, 28(3):6–9, 2004.

[Last, 2004]

G. Last. Personalising Learning: Adding Value to the Learning Journey through the Primary School. Technical report, London: Department of Education and Skills (DfES), September 2004.

[Allison, 2003]

Kimberly Jo Allison. *Rhetoric and Hypermedia in Electronic Textbooks..* PhD thesis, Texas Woman's University, 2003.

[De Jong and Bus, 2003]

Maria T. De Jong and Adriana G. Bus. How well suited are electronic books to supporting literacy? *Journal of Early Childhood Literacy*, 3:147–164, 2003.

[Dyer et al., 2003]

A. Dyer, M. Szczerbinski, M. MacSweeney, L. Green, and R. Campbell. Predictors of Reading Delay in Deaf Adolescents: The Relative Contributions of Rapid Automatized Naming Speed and Phonological Awareness and Decoding. *J. of Deaf Studies and Deaf Education*, 8(3), 2003.

[Gee, 2003]

James Paul Gee. What video games have to teach us about learning and literacy. *Computers in Entertainment (CIE)*, 1(1):20–20, 2003.

[Hirst-Pasek and Golinkoff, 2003]

K. Hirst-Pasek and R.M. Golinkoff. *Einstein Never Used Flash Cards. How Our Children Really Learn—and Why They Need to Play More and Memorize Less*. Rodale Inc, 2003.

[Mayer and Moreno, 2003]

Richard E Mayer and Roxana Moreno. Nine ways to reduce cognitive load in multimedia learning. *Educational psychologist*, 38(1):43–52, 2003.

[Ontario Ministry of Education, 2003]

Ontario Ministry of Education. Early reading strategy. Technical report, Retrieved on June 2014 from <http://www.edu.gov.on.ca/eng/document/reports/reading/reading.pdf>, 2003.

[Battiste, 2002]

Marie Battiste. Indigenous knowledge and pedagogy in first nations education: A literature review with recommendations, 2002.

[Fry, 2002]

Edward Fry. Readability versus Leveling. *The Reading Teacher*, pages 286–291, 2002.

[Ghosn, 2002]

Irma K Ghosn. Four good reasons to use literature in primary school elt. *elt Journal*, 56(2):172–179, 2002.

[Goswami et al., 2002]

Usha Goswami, Jennifer Thomson, Ulla Richardson, Rhona Stainthorp, Diana Hughes, Stuart Rosen, and Sophie K Scott. Amplitude envelope onsets and developmental dyslexia: A new hypothesis. *Proceedings of the National Academy of Sciences*, 99(16):10911–10916, 2002.

[Kioussis, 2002]

Spiro Kioussis. Interactivity: a concept explication. *New Media & Society*, 4(3):355–383, 2002.

[Mayer, 2002]

Richard E Mayer. Multimedia Learning. *Psychology of Learning and Motivation*, 41:85–139, 2002.

[Wilson et al., 2002]

Ruth Wilson, Monica Landoni, and Forbes Gibb. Guidelines for Designing Electronic Books. In *Research and Advanced Technology for Digital Libraries*, pages 47–60. Springer, 2002.

[Cesarini, 2002]

P. Cesarini. EBooks: A Battle For Standards. *The Writing Instructor*, page ., August 2002.

[Landoni et al., 2001]

M. Landoni, R. Wilson, and F. Gibb. Looking for Guidelines for the Production of Electronic Textbooks. *Information Review*, 25(3):181–195, 2001.

[SÃ©nÃ©chal and LeFevre, 2001]

M. SÃ©nÃ©chal and J. LeFevre. Storybook Reading and Parent Teaching: Links to Language and Literacy Development. In J. Brooks-Gunn & P. Rebello (Eds.), editor, *Sourcebook on Emergent Literacy*, pages 39–52. San Francisco: Jossey-Bass., 2001.

[Thiemann and Goldstein, 2001]

Kathy S Thiemann and Howard Goldstein. Social Stories, Written Text Cues, and Video Feedback: Effects on Social Communication of Children with Autism. *Journal of Applied Behavior Analysis*, 34(4):425–446, 2001.

[Wilson, 2001]

Ruth Wilson. Electronic Books for Everyone: Designing for Accessibility. *Vine*, 31(4):18–24, 2001.

[Knowlton, 2000]

Dave S Knowlton. A Theoretical Framework for the Online Classroom: A Defense and Delineation of a Student-Centered Pedagogy. *New Directions for Teaching and Learning*, 2000(84):5–14, 2000.

[Lewin, 2000]

Cathy Lewin. Exploring the effects of talking book software in UK primary classrooms. *Journal of Research in Reading*, 23:149–157, 2000.

[Willcutt and Pennington, 2000]

Erik G Willcutt and Bruce F Pennington. Comorbidity of reading disability and attention-deficit/hyperactivity disorder â€œ differences by gender and subtype. *Journal of learning disabilities*, 33(2):179–191, 2000.

[Shankweiler, 1999]

Donald Shankweiler. Words to Meanings. *Scientific Studies of Reading*, 3(2):112–127, 1999.

[Torgesen et al., 1999]

Joseph K Torgesen, Richard K Wagner, Carol A Rashotte, Elaine Rose, Patricia Lindamood, Tim Conway, and Cyndi Garvan. Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91(4):579, 1999.

[Whitehurst and Lonigan, 1998]

Graver J Whitehurst and Christopher J Lonigan. Child development and emergent literacy. *Child development*, 69(3):848–872, 1998.

[Sénéchal, 1997]

Monique Sénéchal. The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary. *Journal of child language*, 24(01):123–138, 1997.

[Sims, 1997]

Rod Sims. Interactivity: A forgotten art? *Computers in Human Behavior*, 13(2), 1997.

[Chun, 1997]

D.M. Chun. Research on Text Comprehension in Multimedia Environment. *Language Learning & Technology*, 1(1):60–81, July 1997.

[Alben, 1996]

Lauralee Alben. Defining the criteria for effective interaction design. *Interactions*, 3:11–15, 1996.

[DOD, 1996]

Department of Defence Handbook. Development of Interactive Multimedia Instruction (IMI).

<http://www.au.af.mil/au/awc/awcgate/dod/hbk3.pdf>, 1996.

[Greenlee-Moore and Smith, 1996]

Marilyn E. Greenlee-Moore and Lawrence L. Smith. Interactive computer software: the effects on young children's reading achievement. *Reading Psuchology: an International Quarterly*, 17:43–64, 1996.

[Matthew, 1996]

Kathryn I. Matthew. The impact of CD-ROM storybooks on children's reading comprehension and reading attitude. *Journal of Educational Multimedia and Hypermedia*, 5:379–394, 1996.

[Bus et al., 1995]

Adriana G Bus, Marinus H Van Ijzendoorn, and Anthony D Pellegrini. Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of educational research*, 65(1):1–21, 1995.

[Barker, 1994]

Philip Barker. Designing Interactive Learning. In *Design and production of multimedia and simulation-based learning material*, pages 1–30. Springer, 1994.

[McMath, 1994]

C. McMath. Series Review: the Living Books seires by Living Books/Broderbund. *Game Bytes*, 1(21), 1994.

[Miller et al., 1994]

Larry Miller, Julia Blackstock, and Rebecca Miller. An exploratory study into the use of cd-rom storybooks. *Computers & Education*, 22:187–204, 1994.

[Nielsen, 1994]

Jakob Nielsen. *Usability engineering*. Elsevier, 1994.

[Carter, 1993]

Kathy Carter. The place of story in the study of teaching and teacher education. *Educational researcher*, pages 5–18, 1993.

[Catenazzi et al., 1993]

Nadia Catenazzi, Monica Landoni, and Forbes Gibb. Design Issues in the Production of Hyper-books and Visual-books. *Research in Learning Technology*, 1(2), 1993.

[Krashen, 1993]

S. Krashen. *The Power of Reading: Insights from the Research*. Libraries Unlimited. Englewood, CO, 1993.

[Rose, 1993]

M. Rose. *Authors and Owners: The Invention of Copyright*. Harvard University Press, 1993.

[Schwier and Misanchuk, 1993]

R.A. Schwier and E.R. Misanchuk. *Interactive Multimedia Instruction*. Educational Technology Publications, Inc., 1993.

[Zentall, 1993]

Sydney S Zentall. Research on the Educational Implications of Attention Deficit Hyperactivity Disorder. *Exceptional children*, 1993.

[Steuer, 1992]

Jonathan Steuer. Defining Virtual Reality: Dimensions Determining Telepresence. *Journal of communication*, 42(4):73–93, 1992.

[Barnett, 1990]

Lynn A Barnett. Playfulness: Definition, design, and measurement. *Play & Culture*, 3(4):319–336, 1990.

[Hoover and Gough, 1990]

Wesley A Hoover and Philip B Gough. The Simple View of Reading. *Reading and writing*, 2(2):127–160, 1990.

[Elley, 1989]

Warwick B Elley. Vocabulary Acquisition from Listening to Stories. *Reading Research Quarterly*, pages 174–187, 1989.



[Mills and Weldon, 1987]

Carol Bergfeld Mills and Linda J. Weldon. Reading text from computer screens. *ACM Computing Surveys*, 19(4):329–357, December 1987.

[Teale, 1986]

W. H. Teale. Home background and young children's literacy development. In Teale & E. Sulzby (Eds.), editor, *Emergent literacy: Writing and reading*, pages 173–206. Norwood, NJ: Ablex Publishing Corporation., 1986.

[Torgesen, 1986]

Joseph K. Torgesen. Computers and cognition in reading: a focus on decoding fluency. *Journal of Literacy Research*, 53:157, 10 1986.

[Rhodes and Azbell, 1985]

Dent M Rhodes and Janet White Azbell. Designing Interactive Video Instruction Professionally. *Training and Development Journal*, 39(12):31–33, 1985.

[Damarin, 1982]

Suzanne K Damarin. Fitting the Tool with the Task: A Problem in the Instructional Use of Microcomputers. Paper presented at the Annual Meeting of the American Educational Research Association, 1982.

[Scholes, 1982]

Robert Scholes. *Semiotics and Interpretation*. Yale University Press, 1982.

[Scholes, 1980]

Robert Scholes. Language, Narrative, and Anti-narrative. *Critical Inquiry*, pages 204–212, 1980.

[Piaget, 1976]

Jean Piaget. *Piaget's theory*. Springer, 1976.

[Klare, 1974]

George R Klare. Assessing Readability. *Reading research quarterly*, pages 62–102, 1974.

[Fry, 1968]

Edward Fry. A Readability Formula that Saves Time. *Journal of reading*, 11(7):513–578, 1968.

[Lieberman, 1965]

J Nina Lieberman. Playfulness and divergent thinking: An investigation of their relationship at the kindergarten level. *The Journal of Genetic Psychology*, 107(2):219–224, 1965.

[Spache, 1953]

George Spache. A new Readability Formula for Primary-grade Reading Materials. *The Elementary School Journal*, pages 410–413, 1953.

[Flesch, 1948]

Rudolph Flesch. A new Readability Yardstick. *Journal of applied psychology*, 32(3):221, 1948.