

LEARNING AND INSTRUCTION

An Official Journal of the European Association for Research on Learning and Instruction

Website <http://elsevier.com/locate/learninstruc/>

Association Website <http://www.earli.org>

Volume 44 2016

Contents

A TWO-PROCESS MODEL OF METACOGNITIVE MONITORING: EVIDENCE FOR GENERAL ACCURACY AND ERROR FACTORS A.P. Gutierrez, G. Schraw, F. Kuch and A.S. Richmond	1
EFFECTS OF TWO TYPES OF TASK INSTRUCTIONS ON LITERARY TEXT COMPREHENSION AND MOTIVATIONAL AND AFFECTIVE FACTORS S. Henschel, C. Meier and T. Roick	11
LEARNING FROM VIDEO MODELING EXAMPLES: CONTENT KEPT EQUAL, ADULTS ARE MORE EFFECTIVE MODELS THAN PEERS V. Hoogerheide, M. van Wermeskerken, S.M.M. Loyens and T. van Gog	22
METACOGNITIVE JUDGMENTS AND DISFLUENCY – DOES DISFLUENCY LEAD TO MORE ACCURATE JUDGMENTS, BETTER CONTROL, AND BETTER PERFORMANCE? E. Pieger, C. Mengelkamp and M. Bannert	31
WHEN BEING WORSE HELPS: THE INFLUENCE OF UPWARD SOCIAL COMPARISONS AND KNOWLEDGE AWARENESS ON LEARNER ENGAGEMENT AND LEARNING IN PEER-TO-PEER KNOWLEDGE EXCHANGE J. Neugebauer, D.G. Ray and K. Sassenberg	41
SCHEMA-BASED INSTRUCTION: EFFECTS OF EXPERIENCED AND NOVICE TEACHER IMPLEMENTERS ON SEVENTH GRADE STUDENTS' PROPORTIONAL PROBLEM SOLVING A.K. Jitendra, M.R. Harwell, S.R. Karl, D.N. Dupuis, G.R. Simonson, S.C. Slater and A.E. Lein	53
DECORATIVE PICTURES AND EMOTIONAL DESIGN IN MULTIMEDIA LEARNING S. Schneider, S. Nebel and G.D. Rey	65

Contents continued on inside back cover

A PLAUSIBLE CONNECTION: MODELS EXAMINING THE RELATIONS BETWEEN EVALUATION, PLAUSIBILITY, AND THE REFUTATION TEXT EFFECT D. Lombardi, R.W. Danielson and N. Young	74
ARE INSTRUCTIONS IN VIDEO FORMAT ALWAYS BETTER THAN PHOTOGRAPHS WHEN LEARNING MANUAL TECHNIQUES? THE CASE OF LEARNING HOW TO DO SUTURES F. Ganier and P. de Vries	87
FACILITATORS OR SUPPRESSORS: EFFECTS OF EXPERIMENTALLY INDUCED EMOTIONS ON MULTIMEDIA LEARNING L. Knörzer, R. Brünken and B. Park	97
CLIL FOR ALL? A RANDOMISED CONTROLLED FIELD EXPERIMENT WITH SIXTH-GRADE STUDENTS ON THE EFFECTS OF CONTENT AND LANGUAGE INTEGRATED SCIENCE LEARNING N. Piesche, K. Jonkmann, C. Fiege and J.-U. Keßler	108
THE POWER OF EMOTIONS: CAN ENJOYMENT AND BOREDOM EXPLAIN THE IMPACT OF INDIVIDUAL PRECONDITIONS AND TEACHING METHODS ON INTEREST AND PERFORMANCE IN MATHEMATICS? S. Schukajlow and K. Rakoczy	117
OFF-TASK BEHAVIOR IN ELEMENTARY SCHOOL CHILDREN K.E. Godwin, M.V. Almeda, H. Seltman, S. Kai, M.D. Skerbetz, R.S. Baker and A.V. Fisher	128