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 60 2019

Contents

LOST IN NARRATIVE? THE EFFECT OF INFORMATIVE NARRATIVES ON TEXT COMPREHENSION AND METACOMPREHENSION ACCURACY S. Golke, R. Hagen, J. Wittwer	1
THE DIMENSIONAL STRUCTURE OF STUDENTS' SELF-CONCEPT AND INTEREST IN SCIENCE DEPENDS ON COURSE COMPOSITION M. Jansen, U. Schroeders, O. Lüdtke, H.W. Marsh	20
IDENTIFYING CHILDREN WITH PERSISTENT LOW MATH ACHIEVEMENT: THE ROLE OF NUMBER-MAGNITUDE MAPPING AND SYMBOLIC NUMERICAL PROCESSING T.TY. Wong, W.W.L. Chan	29
SENSITIVITY OFTEST ITEMS TO TEACHING QUALITY A. Naumann, S. Rieser, S. Musow, J. Hochweber, J. Hartig	41
EFFECTIVENESS OF AN EXTRACURRICULAR PROGRAM FOR STRUGGLING READERS: A COMPARATIVE STUDY WITH PARENTTUTORS AND VOLUNTEER TUTORS C. Villiger, S. Hauri, A. Tettenborn, E. Hartmann, C. Näpflin, I. Hugener, A. Niggli	54
DYADIC EXECUTIVE FUNCTION EFFECTS IN CHILDREN'S COLLABORATIVE HYPERMEDIA LEARNING C. Paans, E. Segers, I. Molenaar, L. Verhoeven	66
STRUGGLING WRITERS IN ELEMENTARY SCHOOL: CAPTURING DRIVERS OF PERFORMANCE J.E. Dockrell, V. Connelly, B. Arfè	75
SCAFFOLDING PEER-ASSESSMENT SKILLS: RISK OF INTERFERENCE WITH LEARNING DOMAIN-SPECIFIC SKILLS? K.D. Könings, M. van Zundert, J.J.G. van Merriënboer	85
ATTHEIR CHILDREN'S EXPENSE: HOW PARENTS' GENDER STEREOTYPES AFFECTTHEIR CHILDREN'S READING OUTCOMES F. Muntoni, J. Retelsdorf	95

SCIENCE FOR ALL: BOOSTING THE SCIENCE MOTIVATION OF ELEMENTARY SCHOOL STUDENTS WITH UTILITY VALUE INTERVENTION D.D. Shin, M. Lee, J.E. Ha, J.H. Park, H.S. Ahn, E. Son, Y. Chung, M. Bong	104
EXPECTANCY OF SUCCESS, ATTAINMENT VALUE, ENGAGEMENT, AND ACHIEVEMENT: A MODERATED MEDIATION ANALYSIS D.W. Putwain, L.J. Nicholson, R. Pekrun, S. Becker, W. Symes	117
DYNAMICS OF CLASSROOM MOTIVATION: TEACHER ENTHUSIASM AND THE DEVELOPMENT OF MATH INTEREST AND TEACHER SUPPORT R. Lazarides, H. Gaspard, AL. Dicke	126
WHY DO LEARNERS WHO DRAW PERFORM WELL? INVESTIGATING THE ROLE OF VISUALIZATION, GENERATION AND EXTERNALIZATION IN LEARNER-GENERATED DRAWING S.P. Schmidgall, A. Eitel, K. Scheiter	138
FORMATIVE ASSESSMENT IN MATHEMATICS: MEDIATED BY FEEDBACK'S PERCEIVED USEFULNESS AND STUDENTS' SELF-EFFICACY K. Rakoczy, P. Pinger, J. Hochweber, E. Klieme, B. Schütze, M. Besser	154
LONGITUDINAL PREDICTORS OF READING COMPREHENSION IN FRENCH AT FIRST GRADE: UNPACKING THE ORAL COMPREHENSION COMPONENT OF THE SIMPLE VIEW J. Massonnié, M. Bianco, L. Lima, P. Bressoux	166
STUDENTS' EFFORT ALLOCATION TO THEIR PERCEIVED STRENGTHS AND WEAKNESSES: THE MODERATING EFFECT OF INSTRUCTIONAL STRATEGY D. Hiemstra, N.W. Van Yperen, M.E. Timmerman	180
EFFECTS OF STUDY INTENTION AND GENERATING MULTIPLE CHOICE QUESTIONS ON EXPOSITORY TEXT RETENTION V. Hoogerheide, J. Staal, L. Schaap, T. van Gog	191
"HANDS-ON" PLUS "INQUIRY"? EFFECTS OF WITHHOLDING ANSWERS COUPLED WITH PHYSICAL MANIPULATIONS ON STUDENTS' LEARNING OF ENERGY-RELATED SCIENCE CONCEPTS L. Zhang	199
INVESTIGATING THE TESTING EFFECT: RETRIEVAL AS A CHARACTERISTIC OF EFFECTIVE STUDY STRATEGIES C.L. Bae, D.J.Therriault, J.L. Redifer	206
CAPTURING TEACHER PRIORITIES: USING REAL-WORLD EYE-TRACKING TO INVESTIGATE EXPERT TEACHER PRIORITIES ACROSS TWO CULTURES N.A. McIntyre, H. Jarodzka, R.M. Klassen	215
ADDING IMMERSIVE VIRTUAL REALITYTO A SCIENCE LAB SIMULATION CAUSES MORE PRESENCE BUT LESS LEARNING G. Makransky, T.S. Terkildsen, R.E. Mayer	225
COGNITIVE REGULATION, NOT BEHAVIOR REGULATION, PREDICTS LEARNING A.S. Modrek, D. Kuhn, A. Conway, T.S. Arvidsson	237
CONSTRUCTING INTERPRETIVE INFERENCES ABOUT LITERARY TEXT: THE ROLE OF DOMAIN-SPECIFIC KNOWLEDGE K.S. McCarthy, S.R. Goldman	245
SUPPORTING INTEREST IN A STUDY DOMAIN: A LONGITUDINAL TEST OF THE INTERPLAY BETWEEN INTEREST, UTILITY-VALUE, AND COMPETENCE BELIEFS L.K. Fryer, M. Ainley	252