

Educational Psychology®

R-1238

May 2013

Volume 105
Number 2

www.apa.org/pubs/journals/edu

Articles

© 2013
American
Psychological
Association

- 249 A Meta-Analysis of the Cognitive and Motivational Effects of Serious Games
Pieter Wouters, Christof van Nimwegen, Herre van Oostendorp, and Erik D. van der Spek
- 266 Reducing Verbal Redundancy in Multimedia Learning: An Undesired Desirable Difficulty?
Carole L. Yue, Elizabeth Ligon Bjork, and Robert A. Bjork
- 278 Learning With Animation and Illusions of Understanding
Eugene S. Paik and Gregory Schraw
- 290 Explanation Feedback Is Better Than Correct Answer Feedback for Promoting Transfer of Learning
Andrew C. Butler, Namrata Godbole, and Elizabeth J. Marsh
- 299 Note-Taking With Computers: Exploring Alternative Strategies for Improved Recall
Dung C. Bui, Joel Myerson, and Sandra Hale
- 310 A (Pan-Canadian) Cluster Randomized Control Effectiveness Trial of the ABRACADABRA Web-Based Literacy Program
Robert Savage, Philip C. Abrami, Noella Piquette, Eileen Wood, Gia Deleveaux, Sukhbinder Sanghera-Sidhu, and Giovanni Burgos
- 329 Do Films Make You Learn? Inference Processes in Expository Film Comprehension
Maike Tibus, Anke Heier, and Stephan Schwan
- 341 Managing Face Threats and Instructions in Online Tutoring
Benjamin Brummernhenrich and Regina Jucks
- 351 Extraneous Perceptual Information Interferes With Children's Acquisition of Mathematical Knowledge
Jennifer A. Kaminski and Vladimir M. Sloutsky
- 364 Complex Problem Solving in Educational Contexts—Something Beyond g: Concept, Assessment, Measurement Invariance, and Construct Validity
Samuel Greiff, Sascha Wüstenberg, Gyöngyvér Molnár, Andreas Fischer, Joachim Funke, and Benő Csapó
- 380 A Meta-Analysis of the Efficacy of Teaching Mathematics With Concrete Manipulatives
Kira J. Carbonneau, Scott C. Marley, and James P. Selig
- 401 Modeling Writing Development: Contribution of Transcription and Self-Regulation to Portuguese Students' Text Generation Quality
Teresa Limpo and Rui A. Alves
- 414 Do Early Literacy Skills in Children's First Language Promote Development of Skills in Their Second Language? An Experimental Evaluation of Transfer
J. Marc Goodrich, Christopher J. Lonigan, and JoAnn M. Farver
- 427 Enhancing a Brief Writing Intervention to Combat Stereotype Threat Among Middle-School Students
Natasha K. Bowen, Kate M. Wegmann, and Kristina C. Webber
- 436 A Contextualized View on Long-Term Predictors of Academic Performance
Janine Gut, Giselle Reimann, and Alexander Grob

(Contents continue)

R-1238

- 444 The Effects of Single-Sex Compared With Coeducational Schooling on Mathematics and Science Achievement: Data From Korea
Erin Pahlke, Janet Shibley Hyde, and Janet E. Mertz
- 453 The Transition From Informal to Formal Mathematical Knowledge: Mediation by Numeral Knowledge
David J. Purpura, Arthur J. Baroody, and Christopher J. Lonigan
- 465 Early Teacher Expectations Disproportionately Affect Poor Children's High School Performance
Nicole S. Sorhagen
- 478 Sex-Specific Differential Prediction of College Admission Tests: A Meta-Analysis
Franziska T. Fischer, Johannes Schult, and Benedikt Hell
- 489 The Internal/External Frame of Reference of Academic Self-Concept: Extension to a Foreign Language and the Role of Language of Instruction
Man K. Xu, Herbert W. Marsh, Kit-Tai Hau, Irene T. Ho, Alexandre J. S. Morin, and Adel S. Abduljabbar
- 504 The Role of Goal Attainment Expectancies in Achievement Goal Pursuit
Corwin Senko and Chris S. Hulleman
- 522 Constructing Motivation Through Choice, Interest, and Interestingness
Erika A. Patall
- 535 Effectiveness of the KiVa Antibullying Program: Grades 1–3 and 7–9
Antti Kärnä, Marinus Voeten, Todd D. Little, Erkki Alanen, Elisa Poskiparta, and Christina Salmivalli
- 552 Early Adolescent Depression Symptoms and School Dropout: Mediating Processes Involving Self-Reported Academic Competence and Achievement
Cintia V. Quiroga, Michel Janosz, Sherri Bisset, and Alexandre J. S. Morin

Other

- 309 Call for Papers: Special Issue Ethical, Regulatory, and Practical Issues in Telepractice
- 551 Correction to Kärnä et al. (2012)
- iii Instructions to Authors
- ii Subscription Order Form