Hypermedia tools enhance learning in ADHD students,

# Details

## Year

2012

## Scope

Local

## Countries

Italy

## Type

Empirical research – Experiment/Intervention

## Methodologies

Experimental / Quasi-experimental

## Researched Groups

Children

## Children Ages

## Has Formal Ethical Clearance

## Consents

Consent obtained from parents

## Informed Consent

Consent obtained

# Goals

"The experiment reported here was designed to examine students with ADHD, students with ADHD and learning problems (LP), and typically developing students in terms of the acquisition and retention of declarative, conditional, and procedural knowledge in a hypermedia learning environment vs. a traditional instructional environment. More specifically, the first question addressed in the study was whether declarative, conditional, and procedural knowledge are better acquired and retained when provided by a hypermedia tool as opposed to traditional instruction. The second question was whether the hypermedia tools yield the same better learning outcomes—if any—both in the acquisition and in the retention phase. The
third question was whether clinical groups differ from each other and from a typically developing group in knowledge assimilation according to the instructional setting to which they are assigned". (Fabio Antonietti, 2012, p. 2031 - https://www-sciencedirect-com.proxy.unimib.it/science/article/pii/S0891422212001370?)