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**Curcic, Svjetlana; Johnstone, Robin S.**

**The effects of an intervention in writing with digital interactive books.**

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Summary: This study examined the effects of an intervention in writing with digital interactive books. To improve the writing skills of seventh- and eighth-grade students with a learning disability in reading, we conducted a quasi-experimental study in which the students read interactive digital books (i-books), took notes, wrote summaries, and acted as reviewers of a set of i-books. A repeated-measures analysis of variance indicated that the intervention group of students significantly outperformed the control group on the following measures of writing: the holistic text quality and the summarization text quality, with large effect sizes.

*Classification:* U73 D43 C53

*Keywords:* writing; learning disability; digital technology; graphic novels; i-books

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