

The Influence of Exposure to Multimedia in an
Electronic Book on the Literacy of Students With
and Without Symptoms for ADHD

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Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is a Neurodevelopment disorder that is expressed by a low attention span, difficulties in organization, impulsiveness and hyperactivity. ADHD may also affect learning functions especially in the field of literacy, as well as social aspects from early age to adulthood.

In an era of technology, significant efforts are made to integrate diversified teaching among special needs students. These students require multisensorial teaching to make up for the difficulties limiting their learning capabilities.

One of the tools combining technology and literacy skills is the educational electronic book. The E-book integrates different multimedia features, such as: a narrator, highlighted text and animation as well as educational aspects, such as: a dictionary and educational games that enrich the learning experience. Little is known in the literature on the contribution of multimedia features integrated in an E-book for the advancement of literacy.

Results of prior studies examining the exposure of typically developed students and students at risk for learning disabilities to an educational E-book exhibited an improvement in the literacy discipline, however, the contribution of the E-book to students with symptoms of ADHD has not yet been examined.

This study involved second-grade students with symptoms of ADHD and students without symptoms of ADHD. In cases where students have not been diagnosed by a doctor, the term "students with and without ADHD" is commonly used. ADHD is measured according to the student's functioning. In order to be able to relate to attention, concentration or integrated disorder, the student must show