

Literaturliste Masternugget Adaptivität, Frühjahr 2025

- Aslaksen, K., & Lorås, H. (2018). The modality-specific learning style hypothesis: a mini-review. *Frontiers in psychology*, 9, 1538.
- Bloom, B. S. (1972). *Taxonomie von Lernzielen im kognitiven Bereich*. Weinheim und Basel: Beltz.
- Chi, O. H., Chi, C. G., Gursoy, D., & Nunkoo, R. (2023). Customers' acceptance of artificially intelligent service robots: The influence of trust and culture. *International Journal of Information Management*, 70, 102623.
- Cooper, A., Reimann, R., & Cronin, D. (2007). *About face 3: The essentials of interaction design*. Wiley Publishing, Inc.
- Cronbach, L. J., & Snow, R. E. (1977). *Aptitudes and instructional methods: A handbook for research on interactions*. Irvington.
- Csikszentmihalyi, M., & LeFevre, J. (1989). Optimal experience in work and leisure. *Journal of Personality and Social Psychology*, 56(5), 815–822. <https://doi.org/10.1037/0022-3514.56.5.815>
- Deci, E. L., Ryan, R. M., Deci, E. L., & Ryan, R. M. (1985). Conceptualizations of intrinsic motivation and self-determination. *Intrinsic motivation and self-determination in human behavior*, 11–40.
- Fiorella, L., Stull, A. T., Kuhlmann, S., & Mayer, R. E. (2020). Fostering generative learning from video lessons: Benefits of instructor-generated drawings and learner-generated explanations. *Journal of Educational Psychology*, 112(5), 895.
- Grassini, S. (2023). Development and validation of the AI attitude scale (AIAS-4): a brief measure of general attitude toward artificial intelligence. *Frontiers in psychology*, 14, 1191628.
- Herold, A., & Seufert, T. (2025). Who regulates? Effects of scaffolding in system- and self-regulated learning. *Frontiers in Psychology*, 16, Article 1543024.
- Jenkins, J. J. (1979). "Four points to remember: a tetrahedral model of memory experiments," in Levels of Processing in Human Memory, eds L. S. Cermak and F. I. M. Craik (Hillsdale, NJ: Erlbaum), 429–446.
- Lehmann, J., Goussios, C. & Seufert, T. Working memory capacity and disfluency effect: an aptitude-treatment-interaction study. *Metacognition Learning* 11, 89–105 (2016). <https://doi.org/10.1007/s11409-015-9149-z>
- Leutner, D. (2004). Instructional Design Principles for Adaptivity in Open Learning Environments. In N. M. Seel & S. Dijkstra (Eds.), Curriculum, Plans, and Processes in Instructional Design: International perspectives (pp. 289–308). Lawrence Erlbaum Associates.
- Mayer, R. E. (2019). How multimedia can improve learning and instruction. *Impact* (2514–6955).
- Mori, M. (1970). The uncanny valley. *Energy*, 7(4), 33–35.
- Paivio, A. (1986). *Mental Representations: A Dual Coding Approach*. Oxford psychology series: Vol. 9. Oxford: Oxford University Press.
- Seufert, T. (2021). *Learners' resources as moderators for instructional design, self-regulation and cognitive load*: Keynote. EARLI Conference.
- Seufert, T. (2022). *Adaptivität im Bildungskontext – für wen, wie und warum?* Impulsvortrag auf Onlinetagung des Metavorhabens „Digitalisierung im Bildungsbereich“ (Digi-EBF). dialog digitalisierung #07: Lehr-Lernszenarien der Zukunft: Plattformen, KI & Co. für die Erwachsenen- und Weiterbildung.
- Sondermann, C., & Merkt, M. (2023). Like it or learn from it: Effects of talking heads in educational videos. *Computers & Education*, 193, 104675.
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4
- Sweller, J., and Chandler, P. (1991). Evidence for cognitive load theory. *Cogn. Instr.* 8, 351–362. doi: 10.1207/s1532690xcio804_5