

Communications

Publications in peer reviewed journals

Désiron J.C., Petko D. (2022, *accepted*). Academic dishonesty when doing homework: How digital technologies are put to bad use in secondary schools. *Education and Information Technologies*. DOI: 10.1007/s10639-022-11225-y [*Open Access*]

Désiron J.C., Bétrancourt M., de Vries E. (2021). Learning from text and animations: a study into the need for cross-representational signaling. *L'Année Psychologique* 2021/4 (Vol. 121), p. 393-416. DOI: [10.3917/anpsy1.214.0393](https://doi.org/10.3917/anpsy1.214.0393)

Désiron J. C., Bétrancourt M., de Vries E. (2021). Cross-Representational Signaling and cohesion support inferential comprehension of text-picture documents. *Front. Psychol.* 11:592509. DOI: [10.3389/fpsyg.2020.592509](https://doi.org/10.3389/fpsyg.2020.592509) [*Open Access*]

Class B., Schneider D., Ahmadova L., Alidjinou N., Artamonova A., Banaru L., Bebbouchi D., BenMosbah A., Boufflers L., Chokri F., Clément L., Desarzens A.-S., **Désiron J.**, Devincent N., Diop M., Droux J., Giarrizzo A., Gomez A., Guemadji-Gbedemah T. E., Le Coultre R., Linh Quang S., Manzoni A., Marano M., Maret B., Maurin J., Ngatchui Leumbe C., Nya L., Perrier S., Petermann R., Romero C., Schmidt K., Sekle D., Theubet A., Venni J., Waeg S. (2017). Pistes réflexives sur l'apprentissage de la méthodologie de la recherche en technologie éducative *frantice.net* Numéro spécial 12-13, décembre 2016. [*Open Access*]

Désiron J.C., de Vries E., Bartel A., Varahamurti N. (2017). The influence of text cohesion and picture detail on young readers' knowledge of science topics. *British Journal of Educational Psychology*. Advanced online publication. DOI: [10.1111/bjep.12195](https://doi.org/10.1111/bjep.12195)

Peer-reviewed conference proceedings

Désiron J.C., Bétrancourt M., de Vries E. (2018). How Cross-Representational Signaling Affects Learning from Text and Picture: An Eye-Tracking Study. *International Conference on Theory and Application of Diagrams* (pp. 725-728). Springer, Cham. DOI: [10.1007/978-3-319-91376-6_68](https://doi.org/10.1007/978-3-319-91376-6_68) [*Open Access*]

Contributions to international conferences

September 2021 | Actualité de la Recherche en Éducation et en Formation

H Liens entre l'alignement des enseignants avec les principes multimédias et compétence perçue dans l'utilisation des technologies

Lausanne, (SWITZERLAND)

September 2021 | Swiss Society for Research in Education

Homework avoidance in the 21st century: What predicts Swiss students digital cheating?

Lausanne, (SWITZERLAND)

September 2021 | Swiss Psychological Society

Do videos used in class follow multimedia principles?

Zürich, (SWITZERLAND)

- August 2021** | European Association for Research in Learning and Instruction – SIG 2
Beyond the effect size: Can visualizations from emotional design really be compared? — Poster
(presented by: Julien Venni)
Videos in the classroom: Do they actually come with signaling (and other multimedia principles)? — Poster
Kiel, (GERMANY)
- August 2021** | European Association for Research in Learning and Instruction – SIG 6-7
Virtual reality to train hand hygiene: What predict performance?
Zollikofen, (SWITZERLAND)
- August 2020** | European Association for Research in Learning and Instruction – SIG 2
Struggling readers benefit from text with animation if it comprises cross representational signaling
Prague, (CZECH REPUBLIC)
- April 2020** | American Education Research Association
Struggling readers learn better from text and animation with signals than from text alone
San Francisco, CA (UNITED-STATES) <http://tinyurl.com/qgsk98y> – Conference canceled (COVID-19)
- August 2019** | European Association for Research in Learning and Instruction
Cross-representational signaling fosters text-picture integration: evidence from eye movements - Presented by: Erica de Vries
Aachen (GERMANY)
- August 2018** | European Association for Research in Learning and Instruction – SIG 2
Learning with text and pictures: Effects of cohesion and cross-representational signaling.
Freiburg (GERMANY)
- June 2018** | International Conference on the Theory and Application of Diagrams
How Cross-Representational Signaling Affects Learning from Text and Picture: An Eye-Tracking Study. — Poster
Edinburgh (SCOTLAND)
- August 2017** | European Association for Research in Learning and Instruction
Four reading ability tests as predictors of multimedia document comprehension.
Tampere (FINLAND)
- July 2016** | European Association for Research in Learning and Instruction – SIG 2
Comprehending Text-Graphic Combinations: Text Coherence and Level of Graphical Detail — Poster
Geneva (SWITZERLAND)
- August 2015** | European Association for Research in Learning and Instruction
Comprehending Text-Graphic Combinations: Text Coherence and Level of Graphical Detail
Limassol (CYPRUS)
- April 2015** | American Education Research Association
The Influence of Text Coherence and Text-Graphic Correspondence on Children's Comprehension - Presented by: Erica de Vries
Chicago, IL (UNITED-STATES)

March 2014 | National Consortium for Instruction and Cognition

The Influence of Graphic-Text Correspondence and Text Coherence on Comprehension and Attitude Toward Reading — Poster

Philadelphia, PA (UNITED-STATES)

Outreach activities

September 2021 | HSGYM, 10. Herbsttagung *Alles anders?*

Barcamp “*Digitale Hausaufgaben: Potenziale und Herausforderungen – Wer macht noch Hausaufgaben (seit es Copy & Paste gibt)?*”

September 2021 | Colloquium *Les supports composites : Comment ça marche ?*

Presentation “*Utiliser des liens inter-représentations pour faciliter la compréhension de textes illustrés*”

March 2020 | Research report for teachers

Report on the research activity and results from a study with 148 1st year students in secondary school (ECG) in Autumn 2018, as part of my doctoral research

Octobre 2019 | Fête de la Science (Arbusigny, FR)

Posters on 1) How eye movements inform on visual processing, entitled: “*Attention: Ce que disent vos yeux*” et 2) results of an experimental study on processing of a text-picture document, from eye-tracking data.

October 2018 | Research report for teachers

Report on the research activity and results from a study with 95 1st year students in secondary school (ECG) in Spring 2017, as part of my doctoral research

September 2016 | Research report for teachers

Report on the research activity and results from a study with 54 1st year students in secondary school (ECG) in Spring 2016, as part of my doctoral research

Submitted but not yet accepted/ published manuscripts

Désiron J. C., Petko D., Lapaire V., Ullrich C., Clack L. (*Submitted*). Using virtual reality to train infection prevention: What predicts performance and behavioral intention?

Désiron J. C., Bétrancourt M., de Vries E. (*Submitted*). Unravelling which reading abilities predict multimedia comprehension.

Manuscripts in preparation

Désiron J.C., Bétrancourt M., de Vries E. (*In preparation*). Adaptation et étude d’une échelle d’intérêt dans le contexte de la lecture de documents pédagogiques.

Désiron J. C., Petko D. (*In preparation*). Teachers’ alignment with multimedia principles: A matter of beliefs.

Désiron J. C., Schneider S. (*In preparation*). Signaling in video examples: The more the better?