

Google Scholar トップ画面の左上部のメニューから 設定 > 図書館リンク を表示

The image shows the Google Scholar homepage. On the left side, there is a vertical menu with several items. The '設定' (Settings) item, represented by a gear icon, is highlighted with a red box. Above it, a red circle with a downward arrow points to the menu icon. Below it, a red circle with a leftward arrow points to the '設定' text. The main content area displays the Google Scholar logo, a search bar, and the text '巨人の肩の上に立つ' (Standing on the shoulders of giants). At the bottom right, there are links for 'ヘルプ' (Help), 'プライバシー' (Privacy), and '規約' (Terms).

Google Scholar

マイライブラリ

ログイン

プロフィール

マイライブラリ

アラート

統計情報

検索オプション

設定

すべての言語 英語と日本語のページを検索

巨人の肩の上に立つ

ヘルプ プライバシー 規約

図書館アクセス リンクを指定で「大阪教育大学」と検索し 「大阪教育大学-FullText@OsakaKyoikuUniv」にチェックを入れ 保存

The screenshot shows the Google Scholar settings page. On the left, a navigation menu includes '設定' (Settings), '検索結果' (Search results), '言語' (Language), '図書館リンク' (Library link), 'アカウント' (Account), and 'ボタン' (Buttons). The '図書館リンク' option is highlighted with a red box and a red arrow pointing left. The main content area is titled '図書館アクセス リンクを指定 (最大 5 つ) :'. It features a search input field containing '大阪教育大学' (Osaka University of Education), with a search button to its right. Below the input field, there are two checked options: 'Webcat Plus 図書情報ナビゲータ - Webcat Plus 一致検索' and '大阪教育大学 - FullText@OsakaKyoikuUniv', the latter being highlighted with a red box. A red arrow points to the search button. Below the options, there is a paragraph of text explaining that library access is restricted to members and that users may need to use a proxy or password. At the bottom, there are '保存' (Save) and 'キャンセル' (Cancel) buttons, with a red arrow pointing to the 'キャンセル' button. A note below the buttons states '設定を保持するには、Cookie を有効にする必要があります' (To keep settings, you need to enable cookies). The footer contains links for 'ヘルプ' (Help), 'プライバシー' (Privacy), and '規約' (Terms).

検索結果の論文の右側に「FullText@OsakaKyoikuUniv」の表示があれば、その論文が大阪教育大学で入手（電子ジャーナル・冊子体など）可能な場合があります

Google Scholar search results for "digital text learning".

検索結果: digital text learning (約 2,140,000 件 (0.07 秒))

期間指定なし
2022 年以降
2021 年以降
2018 年以降
期間を指定...

関連性で並べ替え
日付順に並べ替え

すべての言語
英語 と 日本語のページを検索

すべての種類
総説論文

特許を含める
 引用部分を含める
 アラートを作成

Meaning-making and learning in the era of digital text
B Cope, M Kalantzis, SS Abrams - ... multiliteracies: Theory and ..., 2017 - books.google.com
Since the publication of the original New London Group (NLG) manifesto, we have been actively involved in further developing the concept of multiliteracies and its pedagogical ...
☆ 保存 引用 引用元 34 関連記事 全 2 バージョン

[PDF] Generative learning strategy use and self-regulatory prompting in digital text
AJ Reid, GR Morrison - Journal of Information Technology Education ..., 2014 - academia.edu
... In the case of multimedia learning and digital text, the reader ... identified generative learning as an effective learning tool ... that digital text may be effectively utilized by embedding learning ...
☆ 保存 引用 引用元 24 関連記事 全 13 バージョン

[HTML] Learning with digital texts: Exploring the impact of prior domain knowledge and reading comprehension ability on navigation and learning outcomes
SA Sullivan, S Puntambekar - Computers in Human Behavior, 2015 - Elsevier
... This study investigates these ideas in relation to learning from multiple online texts in a closed digital text system. A path analysis was used to test a model of whether navigation ...
☆ 保存 引用 引用元 57 関連記事 全 5 バージョン

Print versus digital texts: understanding the experimental research and

[PDF] FullView academia.edu
[HTML] FullText@OsakaKyoikuUniv sciencedirect.com
[PDF] alt.ac.uk

学外（キャンパス外、自宅等）からGoogle Scholarを検索している時
下のような画面が出てきたら、Institutional Login をクリック

Sign In



Or

User ID

Password

[Forgot your MyEBSCO password?](#)



Let's find your institution で「Osaka kyoiku university」を検索、
「OSAKA KYOIKU UNIV」が出てきたら、クリック

Let's find your institution

osaka kyoiku university



Use my location

Also available: The [EBSCO Mobile app](#).

Access your library's content from anywhere at any time.

1 - 20 results of 100 results

OSAKA KYOIKU UNIV



LIBRARY

4-698-1 ASAHIGAOKA

KASHIWARA-SHI

OSAKA-FU, 582-8582

JAPAN

次に大学の認証画面が出てくるので、ログインすると、学外からアクセスが可能な電子ジャーナル等については、論文本文が見られる場合があります



The screenshot shows a web browser window with two tabs: 'Find My Organization | EBSCO' and '大阪教育大学'. The address bar contains the URL 'shib.osaka-kyoiku.ac.jp/pub/login.cgi?back=%2Fsam1%2Fsam12%2Fidp%2FSSOService.php%3FRequestID%3D_1eeddce39fd4aae5029c05118fde27c7e0...'. The page features the Osaka Kyoiku University logo and name in both Japanese and English. Below the logo, the text 'Single Sign On System / 統合認証システム' is displayed. The main heading is 'Login / ログイン'. There are two input fields: 'Username / ユーザーID' and 'Password / パスワード'. A red button labeled 'Login / ログイン' is positioned below the password field.



Learning with digital texts: Exploring the impact of prior domain knowledge and reading comprehension ability on navigation and learning outcomes

OSAKA KYOIKU UNIV

Sullivan, Sarah. *Computers in human behavior* Volume: 50 (2015) ISSN: 0747-5632

◆ フルテキストを確認する ◆

- Science Directのフルテキスト
- 出版社サイトのフルテキスト

← 本文入手はフルテキストを確認

◆ 大学の所蔵を確認する ◆

- 大阪教育大学図書館の所蔵を確認する
- 京都教育大学図書館の所蔵を確認する
- 奈良教育大学図書館の所蔵を確認する
- 他大学の所蔵を確認

← フルテキストがない場合は大学の所蔵を確認

◆ 検索サイトから探す ◆

- CiNii Research で検索する
- Google Scholarを著者で検索する
- タイトルでGoogle Scholarを検索する

Top of Page

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本学で契約中の論文データベース「ScienceDirect」での 論文本文入手の画面

The screenshot displays the ScienceDirect interface for the journal 'Computers in Human Behavior'. The top navigation bar includes the ScienceDirect logo, 'Journals & Books', a search icon, a help icon, a 'Register' button, a 'Sign in' button, and a notification 'You have institutional access'. Below the navigation bar, there are buttons for 'View PDF' and 'Download Full Issue', and a search box labeled 'Search ScienceDirect'. The main content area features the journal title 'Computers in Human Behavior', volume information 'Volume 50, September 2015, Pages 299-313', and the article title 'Learning with digital texts: Exploring the impact of prior domain knowledge and reading comprehension ability on navigation and learning outcomes'. The authors listed are Sarah A. Sullivan and Sadhana Puntambekar. The page includes a table of contents on the left, a list of recommended articles on the right, and a 'FEEDBACK' button at the bottom right. The URL 'https://doi.org/10.1016/j.chb.2015.04.016' and a 'Get rights and content' link are also visible.

PDFで本文を閲覧・ダウンロードすることも可能です

The screenshot shows a web browser displaying an article on Elsevier's platform. The browser's address bar shows the URL: <https://reader.elsevier.com/reader/sd/pii/S0747563215003039?token=773CB8DD9FA878652FFF60FAD780957B43BCB...>. The page header includes navigation options: [Outline](#), [Cited by](#), and [Figures \(3\)](#). On the right side of the header, there are icons for page navigation (1 / 15), search, print, help, and a download icon (a blue square with a white downward arrow) which is highlighted with a red box. Below the header, the journal information is displayed: "Computers in Human Behavior 50 (2015) 299–313". The journal logo for Elsevier is on the left, and the ScienceDirect logo is on the right. The article title is "Learning with digital texts: Exploring the impact of prior domain knowledge and reading comprehension ability on navigation and learning outcomes". The authors are Sarah A. Sullivan^{a,*} and Sadhana Puntambekar^{b,1}. The article is marked with a CrossMark logo. The "ARTICLE INFO" section includes the article history (Available online 23 April 2015) and keywords: Hypertext navigation, Reading comprehension, Prior domain knowledge, Hypertext comprehension, and Graphical overviews. The "ABSTRACT" section begins with: "Currently of great significance to the study of reading and text comprehension is the fact that learners now encounter many texts in digital formats. While making navigation decisions during reading digital texts, readers need to comprehend both the individual texts and the relationships among sources in the overall structure of the digital text environment. Prior knowledge and reading comprehension ability may impact the ways in which students are able to utilize the structure of the digital text system in order to navigate through the text content. This study further investigated the relationships among reading comprehension ability, prior content knowledge, navigation behaviors in a system of digital texts, and learning outcomes. We found no significant relationship between comprehension ability and navigation behaviors. Further, there were no significant relationships between prior knowledge and navigation or learning. Goal-relevant concept visits were positively related to coherent page transitions, and the proportion of time spent reading about goal-relevant concepts was significantly positively related to learning outcomes. We discuss these results in relation to some key areas for instruction, such as helping...". A "FEEDBACK" button is located in the bottom right corner of the page.