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Learning from hypertext: the effect of study time pressure on comprehension

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Both study-related time pressure and hypertext reading have been found to independently increase cognitive load, resulting in weaker performance on tests of comprehension. Less is known about the effect of time pressure across different types of on-screen texts. The present study found that both time pressure and type of on-screen text significantly affected comprehension. Those learning under no time pressure, and from scrolling text, performed better than those in other text and time conditions.