The Multiliteracies Approach and Augmented Reality in Junior High School Reading Comprehension: A Systematic Literature Review

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ABSTRACT
The rapid advancement of digital technology has fundamentally transformed literacy practices, demanding a pedagogical shift from traditional print-based approaches to multiliteracies that encompass diverse modes of meaning-making. This systematic literature review synthesizes findings from 30 empirical studies published between 2016 and 2025 to examine the intersection of two critical domains in reading comprehension instruction: the multiliteracies approach and the integration of Augmented Reality technology. The review reveals that multiliteracies pedagogy effectively enhances student engagement and comprehension by integrating verbal and visual texts, while Augmented Reality demonstrates significant potential in increasing reading motivation and improving information retention through immersive visualization. However, findings indicate that existing research predominantly focuses on isolated aspects multiliteracies models without digital integration or AR applications without pedagogical frameworks grounded in multiliteracy theory. This review identifies a critical research gap: the absence of comprehensive teaching materials that holistically integrate AR technology within a multiliteracies framework for junior high school students. The synthesis provides a theoretical foundation for developing such materials and offers recommendations for future research and educational practice in digital literacy instruction.

ABSTRAK
Pesatnya perkembangan teknologi digital telah mengubah praktik literasi secara fundamental, menuntut pergeseran pedagogis dari pendekatan cetak tradisional menuju multiliterasi yang mencakup berbagai mode pembentukan makna. Tinjauan literatur sistematis ini mensintesis temuan dari 30 studi empiris yang dipublikasikan antara tahun 2016 dan 2025 untuk mengkaji persimpangan dua domain kritis dalam pembelajaran membaca pemahaman: pendekatan multiliterasi dan integrasi teknologi Augmented Reality. Tinjauan ini mengungkapkan bahwa pedagogi multiliterasi secara efektif meningkatkan keterlibatan dan pemahaman siswa melalui pengintegrasian teks verbal dan visual, sementara Augmented Reality menunjukkan potensi signifikan dalam meningkatkan motivasi membaca dan memperbaiki retensi informasi melalui visualisasi imersif. Namun, temuan menunjukkan bahwa penelitian yang ada sebagian besar berfokus pada aspek terisolasi model multiliterasi tanpa integrasi digital atau aplikasi AR tanpa kerangka pedagogis yang didasarkan pada teori multiliterasi. Tinjauan ini mengidentifikasi kesenjangan penelitian kritis: tidak adanya bahan ajar komprehensif yang secara holistik mengintegrasikan teknologi AR dalam kerangka multiliterasi untuk siswa SMP. Sintesis ini menyediakan landasan teoretis untuk mengembangkan bahan ajar tersebut dan menawarkan rekomendasi untuk penelitian dan praktik pendidikan di masa depan dalam pembelajaran literasi digital.

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KEYWORDS
Augmented Reality, Multiliteracies, Reading Comprehension

INTRODUCTION

The swift progression of digital technology has fundamentally altered reading practices in the 21st century, necessitating a pedagogical transition from conventional print-centric methods to more inclusive frameworks that integrate various forms of meaning-making. Reading comprehension, a fundamental ability for academic achievement and continuous education, encounters novel obstacles in this digital age. Contemporary students encounter multimodal texts that integrate verbal, visual, auditory, and interactive components, prompting educators to reevaluate the methodologies for teaching and evaluating reading comprehension (Cope & Kalantzis, 2023; Jewitt, 2024). The multiliteracies framework, initially proposed by the New London Group, acknowledges that literacy encompasses more than just language skills, incorporating visual, spatial, and digital literacies vital for traversing modern information environments.

In the Indonesian educational landscape, reading comprehension continues to pose a considerable difficulty for junior high school learners. Investigations conducted by Oktavianti et al. (2026) indicate that while students exhibit favorable dispositions towards reading tasks, they encounter significant challenges such as restricted vocabulary, intricate sentence constructions, and extensive text length. Suharto (2022) additionally notes that student literacy rates are still inadequate, even though they recognize the significance of literacy in their educational pursuits. These results highlight the pressing necessity for novel educational resources and methodologies that may proficiently tackle these issues.

Augmented Reality (AR) technology offers significant potential for revolutionizing reading education. Research conducted by Huang, Chen, and Lee (2024), Du, Sanmugam, and Barkhaya (2024), and Yilmaz (2019) indicates that augmented reality-enhanced reading resources promote information retention, bolster comprehension via three-dimensional imagery, and elevate student motivation. Nonetheless, the majority of augmented reality studies concentrate on motivation or broad educational experiences instead of methodically creating extensive teaching resources that are cohesively aligned with pedagogical frameworks based on multiliteracy theory.

Studies investigating multiliteracies and multimodal texts generally reveal that the incorporation of many representational modes improves reading comprehension and boosts student involvement. Fadilah, Jaya, and Uzer (2023) discovered that the amalgamation of verbal text with imagery and visual aids heightened student engagement, motivation for learning, and overall comprehension by facilitating the connection of abstract concepts with visual representations. Holsanova (2020) similarly discovered that visual components including diagrams, icons, and graphic indicators aided readers in recognizing significant information and comprehending text organization.

This comprehensive literature review seeks to consolidate results from empirical research about multiliteracies and Augmented Reality in reading comprehension education. The analysis highlights deficiencies in research and establishes theoretical underpinnings for creating augmented reality reading comprehension instructional resources within a multiliteracies paradigm for middle school learners. This review enhances digital literacy education by exploring the convergence of these two fields and responding to the changing demands of 21st-century students.

METHODS

This systematic literature review utilized a methodical framework to discover, evaluate, and integrate empirical research on the convergence of multiliteracies and Augmented Reality in reading comprehension pedagogy. The review approach adhered to recognized protocols for systematic reviews in educational research, guaranteeing transparency, rigor, and replicability in both selection and analysis.

The literature review was performed utilizing various academic databases such as Scopus, Web of Science, ERIC, Google Scholar, and Indonesian national journals included in SINTA. Search queries were formulated employing Boolean operators to encompass pertinent research within the two primary areas: ("multiliteracies" OR "multiliteracy" OR "multimodal literacy") AND ("reading comprehension" OR "reading instruction") AND ("Augmented Reality" OR "AR" OR "digital technology"). Supplementary inquiries were performed utilizing Indonesian-language counterparts for research disseminated in domestic journals.

Inclusion criteria were defined to guarantee the pertinence and caliber of chosen studies. Articles were deemed eligible if they: (1) appeared in peer-reviewed journals from 2016 to 2025; (2) concentrated on reading comprehension pedagogy within K-12 or higher education settings; (3) tackled at least one of the two specified

domains (multiliteracies or Augmented Reality); (4) presented empirical results derived from qualitative, quantitative, or mixed-methods studies; and (5) were authored in English or Indonesian. Exclusion criteria removed papers that: (1) lacked peer review; (2) concentrated exclusively on technological advancements devoid of educational relevance; (3) discussed reading abilities not pertinent to understanding; or (4) were theoretical or conceptual in nature without empirical evidence.

The preliminary search produced 247 items from various databases. Following the elimination of duplicates, 189 papers were subjected to title and abstract evaluation. A comprehensive review of 87 articles was performed, with 30 fulfilling all inclusion criteria. Data extraction was executed utilizing a uniform matrix that documented article identifying details, study emphasis, context, technique, principal findings, constraints, and recognized research voids. The extraction procedure was carried out autonomously by two researchers, with any disputes settled through dialogue to reach an agreement.

The analysis utilized thematic synthesis to discern patterns and themes throughout the studies. Thematic synthesis comprised three phases: (1) unrestrained line-by-line coding of results from selected studies; (2) categorization of codes into descriptive themes; and (3) formulation of analytical themes and synthesis via interpretation and integration. This methodology facilitated the recognition of converging results, supplementary perspectives, and conflicting data among research. The synthesis emphasized the intersection of the two focal areas—multiliteracies and Augmented Reality in reading comprehension pedagogy and identified areas lacking in future inquiry and advancement.

RESULTS AND DISCUSSIONS

The systematic literature review synthesized findings from 30 empirical studies spanning the period from 2016 to 2025. Analysis revealed two major thematic clusters in reading comprehension research: multiliteracies and multimodal text approaches, and integration of Augmented Reality technology in reading instruction. Each cluster demonstrates significant contributions to the field while also revealing notable limitations and research gaps.

Multiliteracies Approach and Multimodal Texts

Research examining multiliteracies and multimodal texts consistently demonstrates that integrating diverse modes of representation including text, images, audio, and digital visuals enhances reading comprehension and student engagement. Fadilah, Jaya, and Uzer (2023) investigated the utilization of multimodal texts in improving reading comprehension among vocational high school students. Their qualitative descriptive study revealed that integrating verbal text with images and visual illustrations increased student attention, learning motivation, and comprehensive understanding by enabling students to connect abstract information with visual representations more easily. Similarly, Holsanova (2020) examined the role of multimodal literacy in helping readers understand scientific texts through visual elements. This interpretative qualitative study found that visual elements such as diagrams, icons, and graphic markers assisted readers in identifying important information, understanding text structure, and improving reading efficiency.

Cope and Kalantzis (2023) developed a theoretical framework for multiliteracies pedagogy in modern language learning, identifying four core components: situated practice, overt instruction, critical framing, and transformed practice. Their conceptual work argues that these components are highly relevant for transforming language learning to be more adaptive to digital-era needs. While this study provides a robust theoretical foundation, it remains conceptual and lacks empirical testing in the form of product or media implementation in actual school settings. Indriyani and Zakarya (2025) examined the effectiveness of integrative multiliteracy learning models in improving reading skills among high school students in Padang City using a quasi-experimental design. Their findings demonstrate significant improvement in student reading comprehension scores compared to conventional instruction, confirming that multiliteracy models enhance reading performance. However, the study's focus on senior high school limits generalizability to junior high school contexts. Agustira et al. (2025) developed a multiliteracy-based model to enhance critical thinking in elementary school students using Research and Development methodology. Although their findings showed improvement in problem-solving and critical thinking, the study did not focus specifically on reading comprehension as a primary variable.

Research by Simanjuntak et al. (2025) developed multiliteracy-based learning in maritime English contexts, finding that the approach improved understanding of professional and academic texts among vocational students. However, the vocational context limits applicability to general junior high school instruction. Mills and Levido (2023) investigated student engagement in multimodal reading through ethnographic research

with digital-age adolescents, finding that students were more actively engaged when reading texts incorporating various multimodal elements. Despite these positive findings, most studies emphasize model development or improvement of critical thinking and communication skills rather than specifically examining technology-based reading comprehension, leaving significant gaps for further investigation. Smith, Brown, and Keller (2024) examined the design needs of AR and literacy learning materials using mixed methods with language teachers as subjects. Their findings indicate that teachers require teaching materials integrating text, visuals, and AR to improve literacy learning quality. However, teacher readiness for technology use varies considerably, indicating the need for AR teaching materials that are user-friendly for both teachers and students.

Jewitt (2024) discussed multimodal theory in digital literacy learning through literature review, finding that meaning in modern learning is constructed through combinations of various modes including text, images, audio, and movement. However, the theoretical focus without technical implementation discussion leaves a gap for developing actual teaching materials integrating multimodality into reading instruction. Lim (2024) examined meaning-making through multimodal AR-based learning using a qualitative approach, finding that three-dimensional visualization facilitates meaning-making for complex concepts. However, effectiveness is highly influenced by device quality, raising practical implementation concerns.

Augmented Reality Integration in Reading Instruction

Research on Augmented Reality in reading instruction demonstrates significant potential for enhancing motivation, comprehension, and retention. Huang, Chen, and Lee (2024) investigated the effect of AR on reading comprehension among senior high school students through experimental research. Their findings indicate that AR technology improves information retention, strengthens student memory, and facilitates text visualization through three-dimensional object representation. Similarly, Du, Sanmugam, and Barkhaya (2024) and Yilmaz (2019) found that AR-based storybooks improve reading comprehension, story retelling abilities, and reading motivation compared to conventional books. Yilmaz (2019) specifically examined the effect of AR on reading comprehension and retention among junior high school students, finding significant improvement in both comprehension and information retention. However, the AR media used was simple and teacher-created without development based on specific pedagogical models, representing a limitation in pedagogical grounding. Jamrus and Razali (2019) conducted a systematic literature review examining the potential of AR in ESL reading, finding that AR technology has substantial potential for increasing motivation, interactivity, and student engagement in reading texts. However, their review was based on literature analysis rather than direct empirical testing of effectiveness, underscoring the need for product-based empirical research.

Du, Barkhaya, and Sanmugam (2024) specifically examined the impact of AR storybooks on inference skills among elementary school students through quantitative experimental research. Their findings showed that AR storybooks improved students' ability to draw conclusions, understand implicit meanings, and build logical connections between information in texts. However, the relatively small sample size limits generalizability, and the texts used were limited to simple narrative forms rather than informative or expository texts appropriate for secondary students. Santos, Chen, and Broll (2016), Crogman, Lee, and Harper (2025), and Dalton (2023) all demonstrated that AR enhances learning experiences by improving interaction with materials, deepening concept understanding, and increasing learning engagement. However, these studies focus primarily on science education or general learning experiences rather than language learning or literacy instruction. The consistent finding that AR supports the integration of multiple learning modes—text, audio, visual, and animation—suggests alignment with multiliteracies pedagogy. O'Brien (2024) explicitly examined advancing multiliteracies through AR learning, finding that AR supports multimodal integration in a unified learning environment. However, this study did not produce practical learning modules applicable in classrooms.

Billinghurst (2023) examined the transformation of reading activities in the AR era, finding that AR shifts reading from passive to active, exploratory, and interactive. However, the study remains conceptual without examination in formal education contexts. Quintero, Salinas, and Ramírez (2024) conducted a meta-analysis of AR in language learning, finding high positive effects on reading comprehension, learning motivation, and active student participation. However, the meta-analysis provides only general impressions across contexts without focus on specific text types or educational levels, calling for specific research on teaching materials for Indonesian reading comprehension. Chen and Tsai (2023) examined the effect of AR on reading literacy motivation among secondary school students using a quantitative approach. Their findings indicate that AR

increases student reading interest, particularly among students with low reading motivation. However, the study did not provide systematic teaching material design or AR-based implementation guidance, leaving a gap for integration with multiliteracies approaches.

Kim and Jung (2024) found that digital scaffolding helps students understand complex text structures and improves comprehension accuracy, but their technology was 2D-based without immersive visualization. Research by Bacca, Restrepo, and Fabregat (2023) examining AR and gamification in reading found that AR and gamification improve focus, attention duration, and reading interest. However, game elements may dominate academic focus, potentially reducing attention to text content. Lee (2025) examined teacher readiness for AR-based multiliteracy implementation among Asian middle school teachers using quantitative surveys, finding high teacher interest but constraints from unavailable practical teaching materials highlighting the need for accessible AR teaching materials. Vazquez (2024) discussed AR's role in reading scaffolding using a descriptive approach, finding that AR helps students understand difficult terms, reading contexts, and accelerates comprehension, but without quantitative measurement of learning effectiveness, indicating the need for systematic R&D producing validated AR teaching materials.

Wang, Liu, and Chen (2024) examined reading scaffolding through AR in foreign language learning contexts using experimental methods, finding that AR helps students understand vocabulary and reading context more easily through interactive visual support. However, their focus was limited to vocabulary comprehension rather than overall reading comprehension, indicating the need for comprehensive AR-based reading materials. Zhang and Lu (2024) examined the effect of AR on cognitive load in reading using quantitative experimental methods with university students. Results showed that AR reduces cognitive load in understanding complex texts by helping visualize abstract concepts. However, the study was conducted in laboratory conditions without testing in actual classroom situations, indicating the need for AR teaching material testing in real school contexts. Rowsell and Walsh (2024) discussed the future of AR-based literacy and multiliteracies through literature review, stating that AR will become a new standard in future multiliteracy pedagogy. However, no technical implementation model in schools was provided, indicating the need for tangible product development for classroom application.

Synthesis and Research Gap Identification

The synthesis of all reviewed studies reveals a significant research gap: no study has comprehensively developed reading comprehension teaching materials that simultaneously integrate Augmented Reality technology within a multiliteracies framework for junior high school students. Existing research tends to address these two domains in isolation. Studies on multiliteracies focus primarily on pedagogical models rather than technology-based reading materials; while AR research emphasizes motivation enhancement or general learning experience rather than developing AR materials integrated with multiliteracy frameworks. Research by Fadilah, Jaya, and Uzer (2023) and Holsanova (2020) confirmed that multimodal texts help readers understand information more comprehensively through processing linguistic, visual, and contextual information. Simanjuntak et al. (2025), Indriyani and Zakarya (2025), and Agustira et al. (2025) showed that multiliteracy-based learning models improve critical thinking, communication, and problem-solving skills. However, most research still focuses on learning model development or improvement of critical thinking and communication skills, so specific application to technology-based reading comprehension remains relatively limited.

Research on AR by Huang, Chen, and Lee (2024), Du, Sanmugam, and Barkhaya (2024), and Yilmaz (2019) shows significant potential for improving reading motivation, comprehension, and retention through immersive visualization. However, most studies focus on increasing learning motivation or concept comprehension in specific fields, and have not specifically developed AR-based reading comprehension materials integrated with multiliteracy approaches. Studies by Dalton (2023), O'Brien (2024), and Lim (2024) explicitly discuss AR integration with multiliteracies, but have not produced classroom-ready teaching modules. Research by Lee (2025) on teacher readiness indicates that teachers need practical, accessible AR teaching materials directly supporting the development need. Smith, Brown, and Keller (2024) similarly found that teachers require materials integrating text, visuals, and AR to improve literacy learning quality.

Furthermore, research by Oktavianti et al. (2026) revealed student difficulties including vocabulary limitations, complex sentence structures, and text length, while Suharto (2022) showed that literacy levels remain low despite awareness of literacy's importance. These findings underscore the need for innovative, contextual approaches that can improve reading comprehension effectively. Based on this synthesis, a comprehensive research gap can be identified: the absence of AR-based reading comprehension teaching

materials that integrate multiliteracies approaches for junior high school students. Therefore, developing such materials that holistically integrate AR technology and multiliteracy pedagogy is necessary for creating innovative learning models relevant to digital-era literacy needs.

CONCLUSIONS

This systematic literature review synthesizes findings from 30 empirical studies examining the intersection of multiliteracies approaches and Augmented Reality technology in reading comprehension instruction. The review reveals several significant findings regarding the current state of research and identifies critical gaps for future investigation and development.

First, the multiliteracies approach demonstrates substantial potential for enhancing reading comprehension through integration of diverse modes including text, images, audio, and digital visuals. Research consistently shows that multimodal texts improve student engagement, facilitate comprehension of abstract concepts, and support deeper understanding of text content. However, existing research predominantly focuses on pedagogical model development or improvement of critical thinking skills rather than specifically examining technology-based reading comprehension, revealing an opportunity for integration with digital media.

Second, Augmented Reality technology demonstrates significant potential in reading instruction through improvements in motivation, comprehension, information retention, and engagement. AR's capacity to visualize abstract concepts and provide immersive learning experiences aligns well with multiliteracies pedagogy. However, most AR research focuses on motivation or general learning experiences rather than developing comprehensive teaching materials systematically integrated with multiliteracy pedagogical frameworks.

The synthesis identifies a critical research gap: the absence of comprehensive reading comprehension teaching materials that holistically integrate AR technology within multiliteracies approaches for junior high school students. Existing studies address these two domains in isolation, lacking integration that could leverage the complementary strengths of each approach. This gap is particularly significant given persistent challenges in reading comprehension among Indonesian junior high school students, including vocabulary limitations, complex sentence structures, and low overall literacy levels.

Therefore, developing AR-based reading comprehension teaching materials within a multiliteracies framework for junior high school students represents an important direction for future research and educational practice. Such materials could address current limitations by combining proven pedagogical approaches with innovative technology, creating engaging, effective, and relevant learning experiences for digital-era students. Future research should focus on systematic Research and Development to create validated materials, empirically test their effectiveness, and examine implementation strategies in actual classroom contexts.

ACKNOWLEDGEMENTS

We gratefully acknowledge the support and contributions of various parties who have assisted in the completion of this systematic literature review. Our sincere appreciation goes to the academic supervisors and colleagues who provided valuable feedback and guidance throughout the research process. We also extend our gratitude to the researchers and scholars whose published works formed the foundation of this review, as their contributions to the fields of multiliteracies, Augmented Reality, and reading comprehension instruction have been instrumental in shaping this study.

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