

Australian Journal of Educational & Developmental Psychology (AJEDP)

Volume 7 2007

Do young children get the message? The effects of repeated video viewing on explicit and implicit information

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Abstract

The aim of this study was to explore the effects of repeat viewing on comprehension of explicitly and implicitly presented information in an animated movie. Seventy-three pre-school children watched an animated film and were tested for comprehension after either their single or fifth viewing. Only children's comprehension of explicitly presented information was facilitated by repeat viewing. However, post hoc analyses revealed that children's explicit and implicit comprehension of a central character Thunderbolt significantly increased across viewing conditions, whereas, repeat viewing only facilitated children's explicit comprehension of the central character Patch. The theoretical and practical implications of these findings are discussed.

[Link to full text paper pdf \(114KB\)](#)

Uploaded: 6 December 2007
