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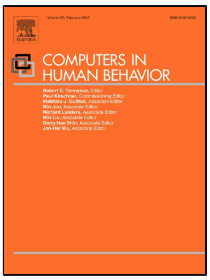

Reducing the transience effect of animations does not (always) lead to better performance in children learning a complex hand procedure

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Highlights

- Animation superior to static graphics in learning by observation and practice
- Learning times shorter in short section than in long section presentations
- Long section animation did not lose superiority over long section static graphics
- Simultaneous animations impair learning of procedure with temporal order
- Explanations in terms of inhibition processes and task affordance are suggested

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