









## References

- [1] Anselm Strauss and Juliet Corbin, *Basics of Qualitative, Research*, 2nd Edition, Sage Publications (1998).
- [2] Diana Voss. "Points of View: PowerPoint in the Classroom PowerPoint in the Classroom, Is it Really Necessary?" *Cell Biology Education* 3.3 (2004): 155-156.
- [3] Donna Lund. "PowerPoint in the Classroom." *Society for Information Technology & Teacher Education International Conference. Association for the Advancement of Computing in Education (AACE)*, 2005.
- [4] Richard E. Mayer, "Multimedia Learning." *Psychology of learning and motivation* 41 (2002): 85-139.
- [5] Serena Hillman & Carman Neustaedter, C (2017). *Trust and mobile commerce in North America. Computers in Human Behavior*, 70, pp.10-21.
- [6] Serena Hillman, Carman Neustaedter, John Bowes, and Alissa Antle, "Soft trust and mCommerce shopping behaviours." *Proceedings of the 14th international conference on Human-computer interaction with mobile devices and services. ACM*, 2012.
- [7] Serena Hillman, Tad Stach, Jason Procyk and Veronica Zammito, *Diary Methods in AAA games user research*, *Extended Proceedings of the 2016 CHI Conference*.
- [8] Jennifer M., Apperson, Eric L. Laws, and James A. Scepansky. "An assessment of student preferences for PowerPoint presentation structure in undergraduate courses." *Computers & Education* 50.1 (2008): 148-153.
- [9] John Sweller and Chandler, P. 1991. Evidence for cognitive load theory. *Cognition and Instruction* 8, 351-362.
- [10] Yen-Shou Lai, Hung-Hsu Tsai, and Pao-Ta Yu. "Integrating annotations into a dual-slide PowerPoint presentation for classroom learning." *Educational Technology & Society* 14.2 (2011): 43-57.