

26th Annual Meeting of the Society for Text & Discourse

Date: Monday, 18/Jul/2016

9:00am -	Workshop A: "Eyes are the mirror of the soul: Using eye tracking to study discourse comprehension" by Johanna Kaakinen	Workshop B: "Nonlinear analysis methods for processes and products of discourse" by Sebastian Wallot	Workshop C: "Analyzing experiments using linear mixed-effect models: A practical introduction" by Sascha Schroeder & Julia Knoepke
12:00pm	Lunch Break		
1:00pm -	Opening Ceremony Distinguished Scientific Contribution Award Keynote by Paul van den Broek		
2:30pm	Coffee Break		
2:45pm -	Spoken Session 1: Discourse and dialogue		
2:45pm -	Spoken Session 2: Text comprehension and production in educational and organizational contexts		
4:30pm	Exploiting The Dialogue Interaction FingerPrint in Intelligent Tutoring Systems To Predict Students' Prior Knowledge <u>Rus, Vasile</u>	Concepts and Instruments for measuring comprehensibility – development and validation of a questionnaire <u>Friedrich, Marcus Claus Günther</u> ; Heise, Elke	
	Say It Again!? – The Role of Lexical Alignment for Assessing the Communication with a Spoken Dialogue System <u>Linnemann, Gesa Alena</u> ; Jucks, Regina	The effect of productive classroom talk on young children's oral communicative competence <u>van der Veen, Chiel</u> ; de Mey, Langha; van Kruistum, Claudia; van Oers, Bert	
	Socializing Siri. Politeness in spoken dialog systems <u>Brummernhenrich, Benjamin</u> ; Linnemann, Gesa Alena; Jucks, Regina	Accuracy to Select Relevant Information to Answer Questions from a Text <u>Máñez, Ignacio</u> ; Vidal-Abarca, Eduardo; Martínez, Tomás	
	Structural Repetition in Restricted and Unrestricted Dialogue <u>Healey, Patrick George Timothy</u> ; Purver, Matthew; Howes, Christine	Development of individual self-regulation and reading task approach in a reciprocal teaching context <u>de Bruijne, Mirjam</u> ; van Gelderen, Amos; van den Broek, Paul	
	Modeling Comprehension Processes via Automated Analyses of Dialogism <u>Dascalu, Mihaj</u> ; Allen, Laura; McNamara, Danielle; Trausan-Matu, Stefan	Effects of follow-up questioning and preparation on the production of narrative responses to job interview questions <u>Brosy, Julie</u> ; Bangerter, Adrian; Ribeiro, Sandrine	
	Treating social media as discourse: When can tweets accurately characterize public opinion? <u>Schober, Michael F.</u> ; Conrad, Frederick G.; Hou, Elizabeth; Pasek, Josh; Guggenheim, Lauren; Lampe, Cliff	More to the story than foregrounding: The role of distraction in math word problems <u>Jarosz, Andrew F.</u> ; Jaeger, Allison J.	

4:30pm Poster Session 1 & Reception

6:00pm

Effects of Title-Concreteness on Text Comprehension

Lippmann, Marie; Jacobson, Neil; Koerndle, Hermann; Schwartz, Neil H.; Narciss, Susanne

Any questions? – Training critical questioning in argumentative discourse

Thiebach, Monja; Mayweg-Paus, Elisabeth; Jucks, Regina

Impact of Instructional Quality and Teacher Competencies on Students' Reading Texts and Pictures

Ohle, Annika; McElvany, Nele; Horz, Holger; Ullrich, Mark

Limitations of Implicit Conclusion Effects on Decision-making Through eWOM Communication

FUJIMOTO, KAZUNORI

A collective narrative of the population settlement surrounding salt-mines in Isla Mujeres, Mexico

Hernández von Wobeser, Lorena; Ceballos Povedano, Rosiluz; Ramírez, Graciela

Add complexity: is preference gender based? An eyetracking study on the ratio of attention between textual information and pictorial information

Verbrugge, Sara; Van der Borcht, Yasmine

Are dialogic conceptual pacts truly partner-specific?

Knutsen, Dominique; Bourgoin, Anaïs T. H.; Soira, Jessica; Ros, Christine; Le Bigot, Ludovic

Preparing students for effective collaborative text comprehension. What works?

Mende, Stephan; Proske, Antje; Körndle, Hermann

Predictions of upcoming discourse structure based on 'On the one hand'

Scholman, Meryl Cléo Johanna; Rohde, Hannah; Demberg, Vera

Can Text Differences Explain Why Exposure to Narrative Fiction Predicts Verbal Ability Better than Expository Nonfiction?

Mar, Raymond Andrew; Linehan, Cormac; McCreath, Graham

Anxious and Distracted: Reducing Reliance on Inaccurate Text Content

Salomon, Meghan; Rapp, David

Classification of Text Readability Based on Representation Learning Techniques

Tseng, Hou-Chiang; Lee, Wei-En; Chen, Berlin; Sung, Yao-Ting

Measuring Kafka's Diaries. A psychostylistic approach

Lauer, Gerhard; Herrmann, Berenike; Mattner, Cosima

Understanding Fairy Tales in Different Regional Dialects: An fMRI Study

Schmitt, Julia Mareen; Ferstl, Evelyn C.; Auer, Peter

Do we speak the same language? – The relationship between Language Style Synchrony and relationship initiation in intercultural dyads

Müller, Lena; Kauffeld, Prof. Dr. Simone

Fostering text comprehension by instructional analogy: Does answering vs. studying comparison questions make a difference?

Proske, Antje; Paeske, Anna Lara

Students' Evaluations of Pro and Con Arguments

Lombardi, Doug; Bickel, Elliot; Burrell, Shondricka; Bailey, Janelle

The Development of Scientific Multi-Text Reading Comprehension Assessment

Hsiao-Hui, Lin; Yuhtsuen, Tzeng

Calibration and Comprehension of Multiple Related Documents

Millis, Keith; Britt, Anne; Steciuch, Christian; Rupp, Katy

The effects of instructions on students' processing of conflicting information sources

Cerdan, Raquel; Marin, Carmen

Towards an analysis of visual discourse in biology textbooks

Wiley, Jennifer; Sarmiento, David; Griffin, Thomas D.

Emotions, poetic effects, and pragmatic inferencing in advertising discourse

Chang, Vincent Tao-Hsun

On-line investigations of inference production in skilled and less-skilled ten years old children

Gueraud, Sabine; Royer, Carine

Improving High School Students' Construction of Scientific Knowledge and Argumentation Abilities through Embedding Argumentation Activities into Scientific Reading Instruction

Lin, Shu-Sheng; Wu, Kuo-Jui

The Development of Dynamic Perceptual Simulations During Sentence Comprehension

Hauf, Juliane; Nieding, Gerhild

Learning with Multiple Controversial Science Texts: A Comparison of the Effectiveness of two Types of Training

Maier, Johanna; Richter, Tobias; Kramer, Saskia

Do Metaphors Make Meaning? The Metaphor-Framing-Effect in Political Reasoning and Attitude Formation

Göhring, Anne-Louise; Christmann, Ursula

He did not say that: Students' justifications in a source recognition task reflect their construction of document models

Saux, Gaston; Britt, M. Anne; Burin, Debora I.; Irrazabal, Natalia; Rouet, Jean François

Reading Strategies in Arithmetic One-step Word Problems Solving

Daroczy, Gabriella; Wolska, Magdalena; Meurers, Detmar; Nuerk, Hans-Christoph

Processing of obsession-related words by obsessive-compulsive patients during visual search for verbal material

Vibert, Nicolas; Botta, Fabiano; Frasca, Mickaël; Rigalleau, François; Ros, Christine; Rouet, Jean-François; Jaafari, Nematollah

Aspects of science comprehension predicted by embodiment and gesture during a digitized lesson

Johnson-Glenberg, Mina

Predicting creativity in task-based problem solving using linguistic features

Skalicky, Stephen; Crossley, Scott A.; McNamara, Danielle S.; Muldner, Kasia

Comparing Two Methods to Score Automatically the Selection of Relevant Information from a Text

Máñez, Ignacio; Martínez, Tomás; Vidal-Abarca, Eduardo

Estimating the effect of background knowledge on multiple text and disciplinary literacy tasks.

O'Reilly, Tenaha Paul; Wang, Zuwei; Sabatini, John; Steinberg, Jonathan; Chao, Szu-Fu

The impact of personal characteristics and beliefs on multiple source, disciplinary reading
Sabatini, John; Wang, Zuwei; O'Reilly, Tenaha; Steinberg, Jonathan; Chao, Szu-Fu

Online Effects of Personality and Need for Cognition while Reading Stories with Differing Emotions.
Elfenbein, Andrew; Bohn-Gettler, Catherine

Text quality assessment: Comparing four approaches and their indication of writing skills
Grabowski, Joachim

Evaluating the Influence of Text Difficulty on Word Processing
Christofalos, Andriana, L; Raney, Gary, E

Cultural Models, Knowledge Representation and Discourse Strategies in Storytelling
Bergelson, Mira

Syntactic Complexity in Writing across Registers
Qin, Wenjuan; Al-Adeimi, Shireen

Capturing the Writing Process: Keystroke Logging in a Writing Tutor
Allen, Laura Kristen; Jacovina, Matthew; Dascalu, Mihai; Roscoe, Rod; Kent, Kevin; Likens, Aaron; McNamara, Danielle

Cause-effect sequences in different genres: Evidence from language production
Kaiser, Elsi

7:00pm
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10:00pm

Dinner at the Brewery Knallhütte

Date: Tuesday, 19/Jul/2016

9:00am	Spoken Session 3: Causal thinking and knowledge revision	Spoken Session 4: Non-literal meaning and metacognition
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10:15am	Prompting Causal Thinking with Multiple Texts: The Role of Epistemic Beliefs and Emotions <u>Danielson, Robert William</u> ; Trevors, Greg; Sinatra, Gale	The comprehension of verbal jokes: A visual-world study <u>Ferstl, Evelyn C.</u> ; Israel, Laura
	The Role of Executive Function in Knowledge Revision <u>Butterfuss, Reese</u> ; Kendeou, Panayiota	Levels of Representation and Metacomprehension of Texts <u>Fletcher, Charles Randall</u>
	A Time-Course Analysis of Affective and Cognitive Processes during Knowledge Revision Trevors, Gregory; Butterfuss, Reese; <u>Kendeou, Panayiota</u>	Are look-backs important in the processing of written sarcasm? <u>Olkoniemi, Henri</u> ; Johander, Eerika; Kaakinen, Johanna K.
	Generating Explanations in the Service of Knowledge Revision <u>Will, Kelsey</u> ; Masad, Andalusia; Vlach, Haley; Kendeou, Panayiota	Assessing Mind Wandering During Reading <u>Dixon, Peter</u> ; Bortolussi, Marisa; Ahmed, Arsalan
10:15am	Coffee Break	
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10:30am		
10:30am	Young Investigator Award Address by Scott Crossley	
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11:15am		
11:15am	Coffee Break	
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11:30am		
11:30am	Spoken Session 5: Arguments and causal reasoning	Spoken Session 6: Processes within sentences
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12:45pm	Argument evaluation biases change following belief change <u>Wolfe, Michael B.</u> ; Williams, Todd J.; Rydecki, Krysta M.; Loutzenhiser, Derek	The influence of hy-phen-a-tion on processing and comprehending texts: Evidence from children's eye-movements Häikiö, Tuomo; Heikkilä, Timo; <u>Kaakinen, Johanna K.</u>
	Reading Argumentative Texts: Comprehension and Evaluation Goals and Outcomes <u>Diakidoy, Irene-Anna</u> ; Ioannou, Melina; Christodoulou, Stelios A.	Do Context and Familiarity Trump the Effect of Word Frequency in Idiom Processing? <u>Miller, Krista A.</u> ; Raney, Gary E.
	Automated Text Classification to Capture Scientific Reasoning and Argumentation Processes in Different Professional Problem Solving Contexts <u>Csanadi, Andras</u> ; <u>Daxenberger, Johannes</u> ; <u>Ghanem, Christian</u> ; Kollar, Ingo; Fischer, Frank; Gurevych, Irina	How Dependency Lengths Affect Text Processing Under Naturalistic Reading Conditions <u>Kleijn, Suzanne</u> ; Pander Maat, Henk; Sanders, Ted
	Aspects of the Social Construction of Causal Reasoning <u>Ma, Shufeng</u> ; Anderson, Richard C.	Is the pragmatics of negation taken into account during reading? Evidence from an eye-tracking study <u>de la Vega, Irmgard</u> ; Mackenzie, Ian G.; Leuthold, Hartmut; Kaup, Barbara
12:45pm	Lunch Break	
-	Governing Board Lunch at Restaurant Moritz	
2:15pm		
12:50pm	Promotional presentation by SMI Eyetracking: "Advances in SMI Eye Tracking Technology for Text & Discourse Research: Overview and Outlook"	
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1:20pm		
2:15pm	Keynote by Arthur Jacobs	
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3:15pm		

3:15pm	Coffee Break	
3:30pm		
3:30pm	Spoken Session 7: Comprehension of narratives	Spoken Session 8: Summaries and writing processes
5:00pm	Processing narrative discourse: Relation or incompatibility between transportation, elaboration, and self-referencing <u>de Graaf, Anneke</u> ; van Krieken, Kobie	Do the Learners Who Know Macro-level Text Information Write a Good Summary? Li, Haiying; Cheng, Qinyu; Liu, Yehui; <u>Graesser, Arthur C.</u>
	The relationship between readers' emotional shifts and transportation into story worlds <u>Appel, Markus</u> ; Mahler, Esther	Summarizing as a strategy for science text comprehension: Text-based versus content-based processing <u>Leopold, Claudia</u> ; Brückner, Annette; Dutke, Stephan
	The Effect of Imposing a Perspective during Reading on Story Comprehension in Early Adolescence <u>Pavias, Marcella</u> ; van den Broek, Paul; Van Leijenhorst, Linda	The benefit of summary writing for low efficiency college readers <u>Wang, Zuowei</u> ; O'Reilly, Tenaha Paul; Sabatini, John
	Does Your Hamlet Look Like Mine? Mental Imagery of Fictional Characters <u>Miketta, Stefanie</u> ; Friese, Malte	How a summary about expository text can contribute to predict on-line measures in reading comprehension: An eye tracking study <u>Leon, Jose A.</u> ; Moreno, Jose D.; Arnal, Lorena A. M.; Escudero, Inmaculada; Ruiz, Marcos; Olmos, Ricardo
	Knowledge of story content conventions predicts narrative comprehension <u>Silva, Macarena</u> ; Cain, Kate; Albornoz, Piedad	Linguistic Signatures of Cognitive Processes during Writing <u>Allen, Laura Kristen</u> ; Perret, Cecile; McNamara, Danielle
5:00pm	Poster Session 2	
6:30pm	The effect of cognitive and metacognitive strategy use on ESL learners' reading comprehension performance in Nigeria <u>Osuji, Chinedu Januarius</u>	
	Beliefs Computation in Enthymemes Reconstruction: Some Steps in Argumentative Discourse Processes <u>Rivera-Guajardo, Daniel</u>	
	Age differences in eye movements during reading: a meta-analysis <u>Moreno, Jose D.</u> ; Arnal, Lorena A. M.; Leon, Jose A.; Botella, Juan	
	Children's and adults' processing of causal inferences during reading: Evidence from eye movements <u>Escudero, Inmaculada</u> ; León, Jose A.	
	Increased Sourcing When Searching Personally Relevant Topics on the Internet: A Study with Elderly People Salmerón, Ladislao; <u>Delgado Herrera, Pablo</u> ; Meléndez, Juan C.; Sales, Alicia; Satorres, Encarnación	
	Representing situations and tasks from information requests <u>Britt, M. Anne</u> ; Rupp, Kathryn; Wallace, Patricia; Blaum, Dylan; Rouet, Jean-Francois	
	Global coherence in auditory and audiovisual texts—an experiment with first and fourth graders <u>Wannagat, Wienke</u> ; Waizenegger, Gesine; Nieding, Gerhild	
	Promoting Interpretive Inference Generation in Novice Literary Readers <u>McCarthy, Kathryn S.</u> ; Goldman, Susan R	
	The dialect Hunsrückisch and the influence on executive functions and reading processes	

Limberger, Bernardo Kolling; Buchweitz, Augusto

Evaluation of Scientific Explanations: Influence of Comparison, Connective and Epistemic Beliefs

Wiemer, Katja; Asiala, Lillian KE; Neal, Jane

The influence of direct and indirect speech on source memory

Eerland, Anita; Zwaan, Rolf A.

Prior knowledge moderates the effectiveness of learner-generated drawings in learning from text

Knoepke, Julia; Richter, Tobias; Lutz, Lukas

The effects of introductions and genre on processes and products for scientific texts

Mensink, Michael C.; Kendeou, Panayiota; Blatz, Samantha; Tollefson, Jessika; Rapp, David N.

Hard to Read, Easy to Learn? Decreased Contrast as a Desirable Difficulty in Learning with Texts

Greving, Carla; Platzek, Sven; Richter, Tobias

Failure of Inhibitory Control in the “Theory of Mind” Reasoning in Second-Language Text Comprehension

Sumlut, Roi Sawm; Morishima, Yasunori

Do children with language impairment infer the protagonist’s emotion: A drawing task to assess this ability

Vendeville, Nathalie; Blanc, Nathalie; Brechet, Claire

Affective demonstratives, metaphor, and judgments of character relationships in narrative comprehension

Horton, William S.

The understanding of humor in natural stories between 6 to 10 years: Do children prefer high versus low level of explanation for humorous passages?

Creissen, Sara; Blanc, Nathalie

Does an Advanced Notice of Reading Aloud with Appropriate Emotions Facilitate the Depth of Story Comprehension?

Fukuda, Yuki

Syllable-based reading improvement: Effects on word reading and reading comprehension in Grade 2

Müller, Bettina; Karageorgos, Panagiotis; Richter, Tobias; Otterbein-Gutsche, Gabriele

Analyzing two automatic assessment LSA’s methods (Inbuilt Rubric vs Golden Summaries) in summaries extracted from expository texts.

Martinez, Jose A.; jastrzebska, Olga; Mencu, Adrian; Moraleda, Jessica; Olmos, Ricardo; Leon, Jose A.

Context effects on contrast construal in language acquisition – evidence from German experimental data

Bartlitz, Victoria; Milena, Kuehnast

Teachers’ Metadiscourse and Metatalk for Intersubjective “Inclusion”, Autonomy and Argumentative Elaboration in Collaborative Reasoning Small-Group Discussions

Latawiec, Beata M.

IMPLICIT ATTITUDINAL STANCE IN AN IDEOLOGICAL NEWS REPORT.

Jullian, Paula

The Effect of Causal Marker “Because” on Memory for Scientific Explanations

Asiala, Lillian; Steffens, Brent; Wiemer, Katja; Britt, M. Anne

How do we keep track of text referents?

Jørgensen, Henrik

Improving preschool children's story listening comprehension by an embodied strategy

Huang, Chiu-Hua; Tzeng, Yuhtsuen; Huang, Chun-Fei

Taiwanese elementary school students' development of causal knowledge for narratives: Evidence from a sentence sorting task

Chang, Wanshin; Tzeng, Yuhtsuen; Chen, Chun-Yan

The Impact of Reading Literature on Creative and Analytic Problem Solving

Jarosz, Andrew F.; McCarthy, Kathryn S.

The Effects of Keyword Generation and Summary Writing on Teachers' Judgments of Students' Comprehension

Engelen, Jan; Camp, Gino

How does reading expressiveness affect children's identification of basic and self-conscious emotions while listening to a story?

Quenette, Guy Julien; Blanc, Nathalie

The processing of anaphoric and cataphoric explanations in popular science texts

Silveira, Maria

Don't believe everything you hear: Non-strategic validation of audio-visual information

Piest, Benjamin A.; Isberner, Maj-Britt; Richter, Tobias

Cohesive Features of Deep Text Comprehension Processes

Allen, Laura Kristen; Jacovina, Matthew; McNamara, Danielle

The role of academic language in predicting dialogic discussion

Al-Adeimi, Shireen

What influences our expectations about discourse: Effects of unexpected text motion

Kaiser, Elsi

Using Generalizability Theory to Examine Stability of Comprehension Assessments

Collins, Alyson A.; Sandbank, Micheal; Lindstrom, Esther R.

First year university students' reading self-concept, ICT uses and information literacy

Rouet, Jean-François; Vibert, Nicolas

Testing Different Modes of Point-of-View Narration Experimentally: Effects of FID and Psychonarration on Anaphor Resolution and Perspective-Taking

Salem, Susanna; Weskott, Thomas; Holler, Anke

Emotions, visual rhetoric, and pragmatic inferencing in campaigning discourse

Chang, Vincent Tao-Hsun

Processing of homographic meaning in puns and non-puns

Skalicky, Stephen; Crossley, Scott

Digital text comprehension in virtual learning: Previous knowledge, working memory and Internet skills

Burin, Debora I.; Saux, Gaston I.; Irrazabal, Natalia; Barreyro, Juan P.; Injoque-Ricle, Irene

Probability markers in advertisements: effects on persuasiveness, purchase intention and recall

Verhoest, Elise; Verbrugge, Sara

7:00pm Conference Dinner at the Orangerie

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11:00pm

Date: Wednesday, 20/Jul/2016

9:00am	Keynote by Barbara Kaup	
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10:00am		
10:00am	Coffee Break	
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10:15am		
10:15am	Spoken Session 10: Processing inaccurate and conflicting information	Spoken Session 9: Individual differences in comprehension processes
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11:45am	<p>Conflict detection in multiple documents as a function of kind of conflict, relevance, and wording <u>Schoor, Cornelia</u>; Artelt, Cordula</p>	<p>Revisiting the simple view of reading and multicomponent view of reading: A Mediation Model of Reading Comprehension <u>Kim, Young-Suk</u></p>
	<p>Misinformed and Unaware? Relations between Confidence and Reliance on Inaccurate Information <u>Hinze, Scott R.</u>; Donovan, Amalia; Rapp, David N.</p>	<p>Equivalence of Screen versus Print Reading Competencies Depends on Task Complexity and Aptitude <u>Lenhard, Wolfgang</u>; Lenhard, Alexandra; Schroeders, Ulrich</p>
	<p>Validating Semantic Anomalies <u>Williams, Christopher Ryan</u>; Cook, Anne E.; O'Brien, Edward J.</p>	<p>Beginning readers' pronoun resolution in complex sentences. Relating online effects to offline comprehension <u>Eilers, Sarah</u>; Tiffin-Richards, Simon; Schroeder, Sascha</p>
	<p>Sticking to your story: children's linguistic processing of narratives that contradict world knowledge <u>Lee, Ruth</u>; Ganea, Patricia A.</p>	<p>Online inferential and textual processing by poor comprehenders <u>Yari, Meni</u>; Schiff, Rachel; Rosenfeld, Shiri</p>
	<p>Overcoming violations of real-world knowledge in fantasy-world text <u>Walsh, Erinn K.</u></p>	<p>Neural Adaptability and Individual Differences in Native and Second-Language English Readers <u>Yamasaki, Brianna L.</u>; Prat, Chantel S.</p>
11:45am	Lunch Break	
-	Editorial Board Lunch at the Restaurant Karl's	
1:15pm		
1:15pm	Spoken Session 11: Multiple text comprehension	Spoken Session 12: Emotions in text comprehension and production
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2:45pm	<p>From Epistemic Beliefs to Epistemic Cognition: Investigating Students' Evaluation of Scientific Controversies <u>Lang, Fabian</u>; Kammerer, Yvonne; Oschatz, Kerstin; Kramer, Jochen; Gerjets, Peter</p>	<p>Taking Pride or Feeling Shame: The Effects of Emotions on Inferences <u>Bohn-Gettler, Catherine Marie</u>; Marzolf, Brady; Heisler, Jill</p>
	<p>The Development of Intertextual Integration Skills <u>Beker, Katinka</u>; van den Broek, Paul</p>	<p>Children's and adults' generation of online emotional inferences in audiovisual, auditory, and printed texts <u>Diergarten, Anna Katharina</u>; Nieding, Gerhild</p>
	<p>How to activate elementary students' use of source information? Exploring the impact of prompts and conflict resolvability <u>Paul, Johanna</u>; Stadtler, Marc; Annika, Baune; Rainer, Bromme</p>	<p>Using Sentiment Analysis to Investigate the Social Stratification of Emotives in Irish English <u>Schweinberger, Martin</u></p>
	<p>Situation Model Development Across Multiple Text Segments and Multiple Texts <u>List, Alexandra</u>; Stephens, Lori</p>	<p>The influence of emotional features on the salience of mental representations <u>Gaebler, Scarlett</u>; Oakhill, Jane; Garnham, Alan</p>

	<p>Training teenagers to evaluate and integrate source information: The interplay between expertise, benevolence and media dimensions <u>Pérez, Ana Isabel</u>; Potocki, Anna; Stadtler, Marc; Macedo-Rouet, Mónica; Paul, Johanna; Salmerón, Lalo; Rouet, Jean-François</p>	<p>Hold my brain; be still my beating heart! Respiratory sinus arrhythmia as an indicator of emotional arousal during online and offline reading tasks <u>Mensink, Michael C.</u>; Achtemeier, Jacob; Lysne, Paige</p>
2:45pm	Coffee Break	
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3:15pm		
3:15pm	Spoken Session 13: Electronic texts, multimedia and computer-based training	Spoken Session 14: Coherence relations
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4:45pm	<p>Signaling Hypertext Structure to Enhance Learning Outcomes: Headings vs. Marginalia <u>Göbel, Thorsten Philipp</u>; Bannert, Maria</p>	<p>Can we update our mental simulations when there is an implied change in color or shape? <u>Hoeben Mannaert, Lara Natasha</u>; Dijkstra, Katinka; Zwaan, Rolf A.</p>
	<p>Signaling Text-Picture Relations in Multimedia Learning: The Influence of Prior Knowledge <u>Richter, Juliane</u>; Katharina, Scheiter; Alexander, Eitel</p>	<p>Adversativity delays the realization of finiteness <u>Bartz, Damaris</u>; Bittner, Dagmar</p>
	<p>When using technical language is inappropriate: Insights from online health advice <u>Zimmermann, Maria</u>; Jucks, Regina</p>	<p>When Do We Need a Connective? Cognitive Complexity and the Linguistic Marking of Coherence Relations <u>Hoek, Jet</u>; Zufferey, Sandrine; Evers-Vermeul, Jacqueline; Sanders, Ted J.M.</p>
	<p>Investigating the integration of text with pictures by means of eye-tracking <u>Schüler, Anne</u></p>	<p>Perspective-taking from another angle: Investigating pronominal reference to humans and animals <u>Kaiser, Elsi</u></p>
	<p>An intelligent tutoring system versus traditional practice in a reading literacy intervention: effects for less-skilled students <u>Serrano, Maria-Ángeles</u>; Vidal-Abarca, Eduardo; Ferrer, Antonio</p>	<p>Processing complex causes in discourse: Eyetracking during reading <u>Bott, Oliver</u>; <u>Solstad, Torgrim</u></p>
4:45pm	Closing Session	
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5:15pm		