



# **27th Annual Meeting Program and Abstracts**

**July 31<sup>st</sup>-August 2<sup>nd</sup>, 2017**  
**Philadelphia, Pennsylvania, USA**  
**Sonesta Hotel**



**Online Program:** <http://easychair.org/smart-program/STD2017/>

## *Welcome to Philadelphia!*

We are honored to host 27th Annual Meeting of the Society for Text & Discourse in the historic city of Philadelphia. This year's event takes place at the newly renovated Sonesta at Rittenhouse Square, which is located downtown, not far from the historic district. This year we received over 150 proposals that represent a diverse body of research from a wide range of institutions around the world. The quality of the proposals this year was exceptional, and we would like to thank the reviewers for their attention to detail.

This year's program is very exciting! **Susan R. Goldman** will be receiving the 2017 Distinguished Scientific Contribution Award. Susan will be presenting findings from her recent work on evidence-based argumentation, epistemology and reading in the disciplines. **Catherine (Kate) Bohn-Gettler** will be receiving the 2017 Tom Trabasso Young Investigator Award, and **Raymond A. Mar**, recipient of the 2016 Tom Trabasso Young Investigator Award, will be presenting his work on the engagement of fictional narratives in different media. We are also proud to have **Anne Britt** deliver the keynote address for this year's meeting. Anne will be presenting her latest work on, RESOLV, a framework for understanding how people process multiple text in 21<sup>st</sup> century reading environments.

This year includes symposia on computer-based tutorial dialogs (in honor of Art Graesser), social and content-related processes and their interplay in instructional communication, and examining strategy use across modalities. There are also a range of theme based sessions on natural language processing, reading comprehension, cohesion/sentence processing, narrative inconsistencies, misinformation, multiple texts & sources, individual differences, assessment, learning technologies, metacognition/meta-comprehension and narrative processing. We are excited to host two poster sessions that allow for more detailed interaction with innovative researchers in our community. We are fortunate to have a pre-workshop sessions on designing conversational items using spoken dialog and a second workshop that provides an introduction to the programming software called R.

We hope you will also take time to enjoy the city. Philadelphia is a modern city with colonial charm and plenty of local color. Feel free to visit Independence Hall and the Liberty Bell, the Philadelphia Museum of Art, the Franklin Institute, or a baseball game at Citizen's Park. Treat yourself to a musical on Broad Street at the Academy of Music, jazz at Chris's Jazz Cafe, maybe strut on down to the Mummer's Museum, or arrive the weekend before the conference and take the ferry to the XPoNential Music Festival on the Camden Waterfront in NJ. You can stroll through Old City or Penn's Landing down by the Delaware River, enjoy a soft pretzel from a street vendor, international cuisine at one of the diverse city restaurants, or a cannoli in the Italian Market. If your arteries can handle it, you can risk an infamous Philly Cheesesteak at Geno's or Pat's Steaks. For a taste of colonial history and fine dining, we will be hosting a dinner at the historic City Tavern and offer a ghost tour of some of the most haunted areas in Philly.

Finally, we would like to thank our program committee including Kietha Biggers, Kelsey Dreier, Blair Lehman, Jesse Sparks, Jonathan Steinberg, and Zuowei Wang. Special thanks to Mike Mensink, Mike Wolfe, Kate Bohn-Gettler, and the review committee for all their guidance and help with this year's conference.

John Sabatini and Tenaha O'Reilly

Program Chairs

27th Annual Meeting of the Society for Text & Discourse, 2017

**The Society for Text & Discourse  
thanks the Sponsors  
of the 27th Annual Meeting  
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# **Discourse Processes**

## *Official Journal of the Society for Text & Discourse*

*Discourse Processes* is a multidisciplinary journal providing a forum for cross-fertilization of ideas from diverse disciplines sharing a common interest in discourse--prose comprehension and recall, dialogue analysis, text grammar construction, computer simulation of natural language, cross-cultural comparisons of communicative competence, or related topics. The problems posed by multisentence contexts and the methods required to investigate them, although not always unique to discourse, are sufficiently distinct so as to require an organized mode of scientific interaction made possible through the journal.

The journal accepts original experimental or theoretical papers that substantially advance understanding of the structure and function of discourse. Scholars working in the discourse area from the perspective of sociolinguistics, psycholinguistics, discourse psychology, text linguistics, ethnomethodology and sociology of language, education, philosophy of language, computer science, and related subareas are invited to contribute.

New ways of studying discourse processes in their full complexity can require new ways of presenting data and analyses. The electronic version of *Discourse Processes* allows access to multimedia (video and/or audio) content when it appropriately augments the presentation of a particular piece.

**2.074 Impact Factor 2.038 5 Year Impact Factor**

(Impact Factors ©2017 Clarivate Analytics, 2017 release of the Journal Citation Reports®)



**Editor: David N. Rapp,**  
*Northwestern University*

Full editorial board can be found at  
[tandfonline.com/hdsp](http://tandfonline.com/hdsp)

## **Manuscript Submission**

*Discourse Processes* uses an online submission and review system, Editorial Manager (<http://www.editorialmanager.com/dp>), through which authors submit manuscripts and track their progress up until acceptance for publication.

For more information visit [www.tandfonline.com/HDSP](http://www.tandfonline.com/HDSP).

## **Discourse Processes Call for Papers**

### **Special Conference Themed Issue**



Discourse Processes publishes an annual special issue focused on presentations (both spoken and poster) at the annual Society for Text & Discourse conference. We are very pleased to present the 2017 issue, which represents the excellent work presented at the 2016 annual conference.

We are also very happy to continue this tradition and announce that a 2018 special issue will be published representing our finest work at this 2017 Society for Text & Discourse meeting in Philadelphia. Papers submitted for consideration to the special issue will go through the regular review process, with the goal of accelerating that process given the intended publication timeline. This is an excellent opportunity to publish your cutting-edge research in a timely fashion!

Submissions should be prepared according to the guidelines found here:

<http://www.tandfonline.com/action/authorSubmission?journalCode=hdsp20&page=instructions#.VYNjx2BHDC4>

All manuscripts should be submitted through the Discourse Processes submission portal as per those guidelines. In any such submission, indicate in your cover letter that the manuscript is being offered for consideration in the “ST&D 2018 Special issue.” The firm deadline for submissions is September 25, 2017.

Please consider submitting your exciting conference presentations to Discourse Processes. Remember: Discourse Processes is the official journal of the Society for Text & Discourse. If you have any questions about the suitability of a conference presentation for the issue, e-mail the special issue editors John Sabatini ([jsabatini@ets.org](mailto:jsabatini@ets.org)) or Tenaha O'Reilly ([toreilly@ets.org](mailto:toreilly@ets.org)).

We look forward to your submissions!



# **27<sup>th</sup> Annual Meeting of the Society for Text & Discourse**

## **2017 Local Organizing Committee**

Kietha Biggers, Kelsey Dreier, Blair Lehman, Tenaha O'Reilly, John Sabatini,  
Jesse Sparks, Jonathan Steinberg, Zuowei Wang

## **2017 Conference Webmaster**

Mike Mensink

## **2017 Program Review Committee**

Nick Benesh, Stephen Briner, M. Anne Britt, Sarah Carlson, Scott Crossley,  
Srikanth Dandotkar, Irene-Anna Diakidoy, Peter Dixon, Amalia Donovan, Andrew  
Elfenbein, David Havas, Scott Hinze, Maj-Britt Isberner, G. Tanner Jackson,  
Allison Jaeger, Panayiota Kendeou, Blair Lehman, Haiying Li, Esther Lindstrom,  
Alexandra List, Joe Magliano, Kathryn McCarthy, Matt McCrudden, Tobias  
Richter, Vasile Rus, Gaston Saux, Emily Smith, Jesse Sparks, Marc Stadtler, Brent  
Steffans, Jennifer Stiegler-Balfour, Greg Trevors, Marloes van Moort, Eduardo  
Vidal-Abarca, Jennifer Wiley, and Michael Wolfe

**28th Annual Meeting**  
**July 17<sup>th</sup> - July 19<sup>th</sup>, 2018**  
**Brighton, United Kingdom**

The 28th Annual Meeting  
will be held in collaboration with the  
**Society for the Scientific Study of Reading (SSSR).**

**Chairs:**

Jane Oakhill (University of Sussex) &  
Kate Cain (Lancaster University)

**Website:**

<http://www.societyfortextanddiscourse.org/conferences/>

# Officers of the Society for Text & Discourse

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**Danielle S. McNamara**, Arizona State University 2013-2019

## Governing Board

<b>W. Sid Horton</b> , Northwestern University	2011-2017
<b>Tobias Richter</b> , University of Würzburg	2012-2018
<b>Catherine Bohn-Gettler</b> , College of Saint Benedict-Saint John's University	2013-2019
<b>Johanna Kaakinen</b> , University of Turku	2013-2019
<b>David N. Rapp</b> , Northwestern University	2013-2019
<b>Joseph P. Magliano</b> , Northern Illinois University	2014-2020
<b>Jennifer Wiley</b> , University of Illinois at Chicago	2014-2020
<b>Keith Millis</b> , Northern Illinois University	2015-2021
<b>Paul van den Broek</b> , Leiden University	2015-2021
<b>Jason L. G. Braasch</b> , U. of Memphis	2016-2022
<b>Chantel Prat</b> , University of Washington	2016-2022
<b>Jane Oakhill</b> , University of Sussex	2017-2023
<b>Gale Sinatra</b> , University of Southern California	2017-2023

## Ex Officio

<b>Catherine (Kate) Bohn-Gettler</b> , College of Saint Benedict-Saint John's University	Treasurer
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<b>Michael (Mike) Mensink</b> , University of Wisconsin-Stout	Secretary-elect
<b>David N. Rapp</b> , Northwestern University	Editor-in-Chief, Discourse Processes



# Fellows of the Society for Text & Discourse

## New Fellows

**Susan E. Brennan**, State University of New York  
at Stony Brook  
**Jeffrey T. Hancock**, Stanford University

**David N. Rapp**, Northwestern University  
**Tanya Stivers**, University of California, Los Angeles

## Current Fellows

**Patricia A. Alexander**, University of Maryland  
**Richard C. Anderson**, University of Illinois  
**M. Anne Britt**, Northern Illinois University  
**Kate Cain**, Lancaster University  
**Herbert H. Clark**, Stanford University  
**Manuel de Vega**, Universidad de La Laguna  
**Paul Drew**, University of York  
**Alan Garnham**, University of Sussex  
**Simon Garrod**, University of Glasgow  
**Morton A. Gernsbacher**, University of Wisconsin-Madison  
**Richard J. Gerrig**, State University of New York at Stony Brook  
**Arthur M. Glenberg**, Arizona State University  
**Susan R. Goldman**, University of Illinois at Chicago  
**Charles Goodwin**, University of California, Los Angeles  
**Arthur C. Graesser**, University of Memphis  
**Walter Kintsch**, University of Colorado  
**R. Brooke Lea**, Macalester College  
**José Antonio León**, Autónoma University of Madrid  
**Debra L. Long**, University of California-Davis  
**Robert Jr. Lorch**, University of Kentucky  
**Joseph P. Magliano**, Northern Illinois University

**Gail McKoon**, Ohio State University  
**Danielle S. McNamara**, Arizona State University  
**Keith Millis**, Northern Illinois University  
**Jerome L. Myers**, University of Massachusetts  
**Leo G. M. Noordman**, Tilburg University  
**Jane V. Oakhill**, University of Sussex  
**Edward J. O'Brien**, University of New Hampshire  
**Herre van Oostendorp**, University of Utrecht  
**Charles A. Perfetti**, University of Pittsburgh  
**Jean-François Rouet**, Université de Poitiers  
**Ted J.M. Sanders**, University of Utrecht  
**Anthony J. Sanford**, University of Glasgow  
**Emanuel Schegloff**, University of California, Los Angeles  
**Michael F. Schober**, New School for Social Research  
**Gale Sinatra**, University of Southern California  
**Murray Singer**, University of Manitoba  
**Isabelle Tapiero**, Université Lyon 2  
**Paul van den Broek**, Leiden University  
**Teun A. van Dijk**, Universitat Pompeu Fabra  
**Eduardo Vidal-Abarca**, Universitat de Valencia  
**Wietske Vonk**, Max Planck Institute for Psycholinguistics-Nijmegen  
**James F. Voss**, University of Pittsburgh  
**Jennifer Wiley**, University of Illinois at Chicago  
**Rolf A. Zwaan**, Erasmus University Rotterdam

## Fellows Selection Committee

*Jennifer Wiley (chair), Jane Oakhill, Chantel Prat, & Paul van den Broek*

Fellow status is awarded to Society for Text & Discourse members who have made sustained outstanding contributions to the science of their field in the areas of research, teaching, service, and/or application. Fellows' contributions have enriched or advanced an area encompassed by the Society for Text & Discourse on a scale well beyond that of being a good researcher, practitioner, teacher, or supervisor. Their contributions and performance have had a significant impact that is recognized broadly in the U.S.

# 2017 Distinguished Scientific Contribution Award

**Susan R. Goldman**

*University of Illinois at Chicago*



Susan Goldman is a distinguished professor of psychology and education, and co-director of the Learning Sciences Research Institute at the University of Illinois, Chicago. In a career spanning more than 40 years, Susan has made important theoretical and methodological contributions to the fields of text comprehension, individual differences, and education. She is also one of the founders of the field of learning sciences. Her work spans basic research, applied educational research, and computational modeling. Susan has published over 220 articles and book chapters. She has co-edited five books, including the seminal *Handbook of Discourse Processes*.

In addition to her research advancements, Susan has made substantial and impactful contributions through her service and mentorship. Her journal editing activities include service as associate editor for five journals, among them the *Journal of Educational Psychology* and our Society's journal, *Discourse Processes*. She was

a member of the first ST&D Governing Board in 1992, and served as Chair from 2000-2007. She was President of the International Society of the Learning Sciences (2011), is a Fellow of AERA and ST&D, and is a member of the National Academy of Education. Susan gives generously of her time as a mentor, and has a large number of former graduate students and postdocs who now serve in leadership positions in academia. One measure of her lasting impact on our Society is that her former students and postdocs have served as members of the Governing Board, conference organizers, and officers.

## Previous Recipients of the Distinguished Scientific Contribution Award

2016: Paul van den Broek

2015: Jerome L. Meyers/Edward J. O'Brien

2014: Charles A. Perfetti

2013: Morton Ann Gernsbacher

2012: Marcel Adam Just

2011: Simon Garrod /Anthony Sanford

2010: Arthur C. Graesser

2009: Herbert Clark

2008: Walter Kintsch

## Distinguished Scientific Contributions Award Committee

*Joe Magliano (chair), Kate Bohn-Gettler, Jane Oakhill, Gale Sinatra, & Paul van den Broek*

The Award honors scholars who have made outstanding scientific contributions to the study of discourse processing and text analysis. The following criteria will be considered in conferring the Award: (1) Sustained outstanding research that has enhanced the scientific understanding of discourse processing and text analysis. (2) Contributions to the mentorship of students, postdoctoral fellows, and colleagues in the field of text and discourse. (3) Meritorious contributions to the advancement of the field through leadership as a theorist or spokesperson for the discipline.

# 2017 Tom Trabasso Young Investigator Award

## Catherine Bohn-Gettler

*College of Saint Benedict – Saint John's University*



Catherine (Kate) Bohn-Gettler is an Associate Professor of Educational Psychology at the College of Saint Benedict – Saint John's University. She leads an active research agenda with the overarching goal of understanding how the interactions between cognition and social/emotional processes affect comprehension and learning in real-world settings. This work seeks to make interdisciplinary connections between the fields of education, psychology, and development. She has over 30 publications, appearing in outlets such as the *Journal of Educational Psychology*, the *Journal of*

*Experimental Child Psychology*, *Educational Researcher*, *Contemporary Educational Psychology*, *Memory & Cognition*, *Social Development*, the *Journal of Comparative Psychology*, the *Journal of Research in Reading*, and more. She is also the recipient of the University of Minnesota's Rising Alumni Award in 2016, and co-authored a paper receiving the UKLA Wiley-Blackwell Research in Literacy Education Award.

### Previous Recipients of the Young Investigator Award

2016: Raymond Mar

2015: Scott Crossley

2014: Katherine Rawson

2013: Tobias Richter

2012: Panayiota Kendeou

2011: Chantel Prat

2010: David N. Rapp

2009: Michael Kaschak

### Young Investigator Award Committee

*David N. Rapp (chair), Johanna Kaakinen, Chantel Prat, & Tobias Richter*

This award goes to an outstanding young investigator who embodies Tom Trabasso's spirit of mentoring young scholars and creating a supportive context in our Society. Recipients have shown exceptional and innovative contributions to discourse research and demonstrated superior promise as leaders in the field.

# 2016 Tom Trabasso Young Investigator Award

**Raymond A. Mar**

*York University*



## **A Framework for Researching the Association Between Stories and Social Cognition: Social Processes and Content Entrained by Narrative (SPaCEN)**

Although a connection between engagement with stories and social cognitive outcomes has long been theorized, it is only recently that empirical investigations into this topic have begun to accumulate. Currently, there are a great number of studies exploring how stories and social cognition relate, across a wide range of research approaches. Here I propose a research framework that hopes to formalize how, when, and why engagement with stories might help to promote real-world social cognition. This framework, entitled Social Processes and Content Entrained by Narrative (SPaCEN), posits that stories might bolster social cognition either through (1) frequent engagement of social-cognitive processes, or (2) via the presentation of explicit content about social relations and the social world. Note that these two possibilities are not mutually exclusive and so both may occur. Based on this framework, I evaluate the extant evidence for the process and content accounts with the goal of directing future research toward clear gaps in the available evidence.

This talk is in the *Young Investigator Award Address* session Wednesday, August 2nd from 1:30-2:30pm.

### **Previous Recipients of the Young Investigator Award**

2015: Scott Crossley

2011: Chantel Prat

2014: Katherine Rawson

2010: David N. Rapp

2013: Tobias Richter

2009: Michael Kaschak

2012: Panayiota Kendeou

### **Young Investigator Award Committee**

*David N. Rapp (chair), Johanna Kaakinen, Chantel Prat, & Tobias Richter*

This award goes to an outstanding young investigator who embodies Tom Trabasso's spirit of mentoring young scholars and creating a supportive context in our Society. Recipients have shown exceptional and innovative contributions to discourse research and demonstrated superior promise as leaders in the field.

**2017 Jason Albrecht  
Outstanding Young Scholar Award  
Karyn Higgs  
*Northern Illinois University***

**Does Cueing Affect Cross-Text Integration Processing and Memory?**

(with Joe Magliano and M. Anne Britt)

This study investigated how the specificity of cues in task instructions affected processing of content related to a causal model afforded across texts. Adding a structural schema cue in task instructions increased memory and within-text integration during moment-to-moment processing more than a task providing only a semantic cue. However, the semantic cue alone was sufficient to increase integration in participants' recall relative to a no-cue condition. Neither cue affected cross-text integration during moment-to-moment processing.

This talk is in the *Multiple Texts & Sources* session, Wednesday, August 2<sup>nd</sup>, 11am-12:30pm.

**Previous Recipients of the Outstanding Young Scholar Award**

2016: Juliane Richter	2006: Heather H. Mitchell
2015: Angela Nyhout	2005: not awarded
2014: Stephen Briner	2004: Amelie Teisserenc
2013: Emily R. Smith	2003: Sabine Gueraud
2012: Jesse R. Sparks	2002: David N. Rapp
2011: Mike Mensink	2001: Max Louwerse
2010 Jennifer J. Stiegler	2000: Steve Frisson
2009: Michele Levine	1999: David Robertson
2008: Patrick Jeuniaux	1998: Herb Colston
2007: Heather Ferguson	1997: Marie-Pilar Quintana

**Outstanding Young Scholar Award Committee**

*Sid Horton (chair), Jason Braasch, Johanna Kaakinen, Chantel Pratt, & Paul van den Broek*  
The Jason Albrecht Outstanding Young Scholar Award honors the memory of Jason Albrecht, a promising young text and discourse researcher who passed away in 1997. The award recognizes an outstanding paper based on a doctoral dissertation.

# **2017 Outstanding Student Paper Award**

**Reese Butterfuss**

*University of Minnesota-Twin Cities*

## **The Role of Inhibition in Reducing the Interference from Misconceptions During Reading** (with Panayiota Kendeou)

We explored whether inhibition was associated with the extent to which misconceptions are reactivation and disrupt comprehension. We found that inhibition may be necessary to reduce the interference of misconceptions during reading, but only when texts do not refute and explain the target misconceptions. When texts refute and explain the target misconceptions, the competing activation mechanism (proposed in KReC; Kendeou & O'Brien, 2014) may be sufficient to reduce the interference of misconceptions and facilitate revision.

This talk is in the *Misinformation* session, Wednesday, August 2<sup>nd</sup>, 11:00am-12:30pm.

### **Previous Recipients of the Outstanding Student Paper Award**

2016: Cristopher Ryan Williams	2005: Johann Ari Larusson
2015: Laura K. Allen	2004: David Havas
2014: David Markowitz	2003: Carol Madden
2013: Johanna Maier	2002: Heather Hite Mitchell
2012: Alexandra List	2001: Tobias Richter
2011: Emily Smith	2000: Johanna Kaakinen
2010: Kris Liu	2000: Rob Stanfield
2009: Mike Mensink	1999: Michelle L. Gregory
2008: Nick Duran	1998: Ken Samuel
2007: not awarded	1997: Andreas Schramm
2006: Fabrice Cauchard	

### **Outstanding Student Paper Award Committee**

*Sid Horton (chair), Jason Braasch, Johanna Kaakinen, Chantel Pratt, & Paul van den Broek*  
The Outstanding Student Paper Award recognizes quality in work that is predominantly that of a graduate student. Accordingly, the student must be first author on the paper.

# 2017 Keynote Speaker

## M. Anne Britt

### *Northern Illinois University*

Anne Britt is a Distinguished Teaching and Research Professor at Northern Illinois University. She is a cognitive psychologist who studies representations and cognitive processes in reading for a purpose within the disciplines and improving argumentation and evaluation skills. In addition to her research endeavors, she has co-developed several interactive Web tutors for teaching these skills to students, such as the Sorcerer's Apprentice, SAIF (Sourcer's Apprentice Intelligent Feedback), ARIES (Acquiring Research Investigative and Evaluative Skills), and CASE Argument tutor (Cultivating Argument Skills Efficiently). She has served on the expert panel for the OECD-sponsored international survey of adult literacy "Programme for the International Assessment of Adult Competencies". She also worked as part of the Project READI (Reading, Evidence, and Argumentation in Disciplinary Instruction) funded by the Reading for Understanding initiative at IES to University of Illinois at Chicago (UIC). Most recently, along with Jean-Francois Rouet and Amanda Durik, she has a new book coming out on RESOLV (REading as Problem SOLVing).



Her keynote will be Tuesday, August 1<sup>st</sup>, 1:30-2:30pm.

#### **Reading in the Time of Info Wars: Processing and Representing Multiple Documents**

Now more than ever, understanding written discourse involves more than decoding and constructing a coherent representation of a text. The time of gatekeepers and assumed reliability is gone and readers are confronted with an overabundance of written information, challenging their attentional resources and coherence-building strategies. As readers, we are routinely making decisions about whether to read, what to read, how to read as well as what to believe, what to integrate or not to integrate into our knowledge representations. In this talk, I present our new framework, RESOLV (REading as Problem SOLVing) (Britt, Rouet, & Durik, in press), that lays out a range of resources, representations and decisions involved in reading. RESOLV attempts to describe reading comprehension in terms of how a reader adopts goals within a particular situation and how these goals guide the kind of processing decisions people must make in today's ubiquitous and complex reading environments.



## 2017 ST&D Annual Meeting At-a-Glance

Monday, July 31 <sup>st</sup>		Tuesday, August 1 <sup>st</sup>		Wednesday, August 2 <sup>nd</sup>	
8-11 am Conference Workshop (must be pre-registered)  Conference Registration  Wyeth A&B, Wyeth C		7:30-8:30 am – Breakfast		7:30-8:30 am – Breakfast	
		8:30-10:00am		8:30-10:00am	
		Strategy Use Across Modalities <i>Symposium 3</i> <b>Wyeth A&amp;B</b>	Reading Comprehension  <b>Wyeth C</b>	Cohesion/ Sentence Processing  <b>Wyeth A&amp;B</b>	Narrative Inconsistencies  <b>Wyeth C</b>
		10:00-10:30 am – Break		10:00-10:30 am – Break	
11-12 pm Conference Registration & Break		10:30am-12:00 pm		10:30am-12:00pm	
		Expository Text Processing <b>Wyeth A&amp;B</b>	Individual Differences  <b>Wyeth C</b>	Misinformation  <b>Wyeth A&amp;B</b>	Multiple Texts & Sources  <b>Wyeth C</b>
12:00-1:30 pm Opening Ceremony Distinguished Scientific Contribution Award Address <b>Susan Goldman</b> <b>Wyeth C</b>		12:00-1:30 pm Lunch [Governing Board Meeting]  <b>Hopper Room</b>		12:00-1:30 pm Lunch [DP Editorial Board Meeting]  <b>Hopper Room</b>	
1:30-2:45 pm Computer-based Tutorial Dialogs: In Honor of Art Graesser <i>Symposium 1</i> <b>Wyeth C</b>		1:30-2:30 pm Keynote Address <b>Anne Britt</b>  <b>Wyeth C</b>		1:30-2:30 pm Young Investigator Award Address <b>Raymond Mar</b>  <b>Wyeth C</b>	
2:45-3:00 pm – Break		2:30-2:45 pm – Break		2:30-2:45 pm – Break	
3:00-4:30 pm		2:45-4:15 pm		2:45-4:15 pm	
What You Say and How you Say It <i>Symposium 2</i> <b>Wyeth A&amp;B</b>	Natural Language Processing  <b>Wyeth C</b>	Assessment  <b>Wyeth A&amp;B</b>	Learning Technologies  <b>Wyeth C</b>	Metacognition/ Meta- comprehension  <b>Wyeth A&amp;B</b>	Narrative Processing  <b>Wyeth C</b>
4:30-4:45 pm – Break/Poster Setup		4:15-4:30 pm – Break/Poster Setup		4:15-4:30 pm – Break	
4:45-6:15 pm		4:30-6 pm		4:30-7 pm	
Poster Session 1 Reception  <b>Foyer, Wyeth A, B &amp; C</b>		Poster Session 2 Reception  <b>Foyer, Wyeth A, B &amp; C</b>		Business Meeting Closing Reception  <b>Foyer, Wyeth A, B &amp; C</b>	
		7:00-9:00 – Dinner at City Tavern			
		9:15-10:30 – Ghost Tour			

# Pre-Conference Workshops

## Monday, July 31<sup>st</sup>

<b>7:30-12:00: Conference Registration</b>		<b>Foyer</b>
<b>7:30-8:30: Continental Breakfast</b>		<b>Foyer</b>
<b>8:00-11:00: Workshop 1</b> (must be pre-registered)	<b>8:00-11:00: Workshop 2</b> (must be pre-registered)	
<b>An Introduction to <i>R</i></b> <i>Jonathan Weeks and Szu-Fu Chao</i>	<b>Designing conversational items using spoken dialog</b> <i>Vikram Ramanarayan, David Suendermann-Oeft,          Keelan Evanini, and Veronika Laughlin</i>	
<b>Wyeth Gallery A&amp;B</b>		<b>Wyeth Gallery C</b>
<b>11:00-12:00: Lunch Break (on your own)</b>		

# Conference Program

## Monday, July 31<sup>st</sup>

**12:00-1:30 pm: Opening Ceremony & Distinguished Scientific Contribution Award Address**

**Program Chairs' Welcome:** John Sabatini and Tenaha O'Reilly

**Presidential Remarks & Recognitions:** Danielle McNamara

**Outstanding Student Paper Award Presentation:** Sid Horton

**Jason Albrecht Outstanding Young Scientist Award Presentation:** Sid Horton

**Tom Trabasso Young Investigator Award Presentation:** David Rapp

**Distinguished Scientific Contribution Award Address**

**Title: The Discourse of Learning and the Learning of Discourse**  
**Susan Goldman, University of Illinois at Chicago**

***Introductory Remarks:*** Jason Braasch and Katie McCarthy

Citizens in the 21st century must be able to engage in reading to learn from multiple sources in academic, professional, and personal life. Doing so requires specialized reading, critical thinking, and communicating practices. For the past 7 years, in the context of Project READI, (one of six projects funded by the IES Reading for Understanding Network initiative) I have been immersed in the texts and discourses of three disciplines – science, history, and literary analysis. In this project, we iteratively designed, implemented, studied, and revised materials and instructional practices and routines. Our work aimed to support adolescent students in building the requisite knowledge, strategies, and dispositions to engage in evidence-based argument from multiple information sources - and to do so in ways that respected the epistemology of each discipline, especially its goals and values. In this talk, I present the theoretical framework that has guided this work (Goldman, et al., 2016), and provide specific classroom-based cases of talk, texts, and talk about texts. These cases reflect the central role of discourse in learning and illustrate learning the discourse of a discipline. To conclude I consider important, unanswered questions for research in this area.

**Wyeth Gallery C**

<b>1:30-2:45 pm: Symposium 1: Enhancing Learning and Assessment with Computer-based Tutorial Dialogs:</b> In Honor of Art Graesser	
<p style="text-align: right;"><b>Discussant:</b> Danielle McNamara</p> <p>Learning from a Serious Game with AutoTutor  <i>Keith Millis, Carol Forsyth, Patty Wallace and Zhiqiang Cai</i></p> <p>Having a Conversation with AutoTutor  <i>Andrew Olney, Zhiqiang Cai and Xiangen Hu</i></p> <p>The Impact of Pedagogical Agent Formality on Summary Writing and Learner Impressions  <i>Haiying Li and Art Graesser</i></p> <p>Improving the Measurement of Cognitive Skills through Automated Discourse  <i>G. Tanner Jackson, Katherine Castellano and Debra Brockway</i></p> <p style="text-align: right;"><b>Wyeth Gallery C</b></p>	
<b>2:45-3:00 pm – Break</b> <p style="text-align: right;"><b>Foyer</b></p>	
<b>3:00-4:30 pm</b>	
<b>Symposium 2: What you say and how you say it: Social and content-related processes and their interplay in instructional communication</b> <p style="text-align: right;"><b>Discussant:</b> Art Graesser</p> <p>Uncertainty Terms: How Interpersonal Processes Influence their Use and Interpretation  <i>Thomas Holtgraves</i></p> <p>Instructional Dialectics: Balancing Rhetorical and Relational Goals When Providing Feedback to Students  <i>Paul Witt</i></p> <p>A Social-Cognitive Model of Instructional Communication (So-Co-Ico)  <i>Benjamin Brummernhenrich</i></p> <p>The Interplay of Cognitive, Social, and Metacognitive processes in collaboration: Can the threads be disentangled?  <i>Carolyn Rose and Iris Howley</i></p> <p style="text-align: right;"><b>Wyeth Gallery A&amp;B</b></p>	<b>Natural Language Processing</b> <p style="text-align: right;"><b>Chair:</b> Tanner Jackson</p> <p>Examination of Paraphrasing Behavior in Source-Based Writing  <i>Beata Beigman Klebanov and Nitin Madnani</i></p> <p>Sequence Mining of Keystroke Logs: An Investigation of Composition Strategies in Timed-Writing Assessments  <i>Mengxiao Zhu, Mo Zhang and Paul Deane</i></p> <p>Classifying Writing Processes Using Personalized Burst Definition  <i>Mo Zhang, Jiangang Hao, Chen Li and Paul Deane</i></p> <p>Relations between Reading Strategies, Cohesion, and Coherence  <i>Daniel Feller, Laura Allen, Joe Magliano, Danielle McNamara and Keith Millis</i></p> <p>Using Keystroke Logs to Understand ELL Students' Writing Processes  <i>Jie Gao and Mo Zhang</i></p> <p style="text-align: right;"><b>Wyeth Gallery C</b></p>
<b>4:30-4:45 pm: Poster Setup</b> <p style="text-align: right;"><b>Foyer, Wyeth Gallery A,B, &amp; C</b></p>	
<b>4:45-6:15 pm: Poster Session I and Reception</b> <p style="text-align: right;"><b>Foyer, Wyeth Gallery A,B, &amp; C</b></p>	

# Tuesday, August 1<sup>st</sup>

7:30-8:30am- Breakfast		Foyer
8:30-10:00am		
<b>Symposium 3: Is Seeing like Reading?: Examining Strategy Use Across Modalities</b> <b>Chair:</b> Blair Lehman Real Time Reading: Processing and Comprehension of Texts Under Print and Digital Conditions <i>Lauren Singer and Patricia Alexander</i>  Teachers' Metacognitive Modeling of Comprehension with Multi-Modal Sources <i>Tamara Jetton and Kathleen Moxley</i>  The Effects of Representation on Multiple Document Notetaking <i>Chelsea Cameron and Peggy Van Meter</i>  When Strategic Graphical Interpretation Fails: Inferring Meaning from Prior Knowledge <i>Gale Sinatra, Ian Thacker and Robert Danielson</i>  Examining Strategies in Video Viewing <i>Alexandra List and Eric Ballenger</i>		<b>Reading Comprehension</b> <b>Chair:</b> Jonathan Steinberg How Language-Specific and Domain-General Resources Predict Inference Generation and Emergent Comprehension <i>Ryan D. Kopatich, Keith K. Millis, Christopher P. Parker, Melissa Ray and Joseph P. Magliano</i>  ERP Indicators of Local and Global Text Structure on Word-to-Text Integration <i>Anne Helder, Joseph Z Stafura, Regina C Calloway, Paul van den Broek and Charles A Perfetti</i>  Recurrence Quantification Analysis as a Method for Analyzing Comprehension Dynamics <i>Laura Allen, Cecile Perret, Aaron Likens and Danielle McNamara</i>  Constructing Interpretive Inferences about Literary Text: The Role of Domain-Specific Knowledge <i>Kathryn S. McCarthy and Susan R. Goldman</i>  Understanding the Relationship Between In-the-Moment Motivation and Comprehension Processes During Reading <i>Melissa Ray, Stephen Tonks and Joseph Magliano</i>
Wyeth Gallery A&B		Wyeth Gallery C
10:00-10:30 am – Coffee Break		Foyer

10:30am-12:00 pm	
<p><b>Expository Text Processing</b>  <b>Chair:</b> Szu-Fu Chao</p> <p>Sketching, Summarizing, and Science: Reducing the Impact of Seductive Details  <i>Allison J. Jaeger, Anastasia Dawdanow and Thomas F. Shipley</i></p> <p>Fluctuations in Reader Engagement During Reading: Evidence From Concurrent Recordings of Eye Movements and Postural Micromovements  <i>Johanna Kaakinen, Ugo Ballenghein, Geoffrey Tissier and Thierry Baccino</i></p> <p>Situation Model Building Predicts First and Second Language Reading Comprehension  <i>Henriette Raudszus, Eliane Segers and Ludo Verhoeven</i></p> <p>Detection of Multi-representational Contradictions in Science: Inferences, Representations and Task Conditions  <i>Candice Burkett, Susan Goldman and M. Anne Britt</i></p> <p>Processing of Inconsistencies With Prior Text and Background Knowledge During Reading  <i>Marloes van Moort, Arnout Koornneef and Paul van den Broek</i></p> <p style="text-align: right;"><b>Wyeth Gallery A&amp;B</b></p>	<p><b>Individual Differences</b>  <b>Chair:</b> Blair Lehman</p> <p>Individual differences in the processing of verbal irony  <i>Henri Olkonieni</i></p> <p>A Neural Information Processing Account of Individual Differences in Reading Skill  <i>Chantel Prat and Brianna Yamasaki</i></p> <p>Examining How the Type of Background Knowledge Influences Levels of Understanding  <i>Tenaha O'Reilly, Zuowei Wang, Jonathan Steinberg, John Sabatini and Jonathan Weeks</i></p> <p>Relation Between Background Knowledge and Reading Comprehension: A Test of the Knowledge Threshold Hypothesis  <i>Zuowei Wang, Tenaha O'Reilly and John Sabatini</i></p> <p>Epistemic Processing in the Multisource Text Environment of the Internet  <i>Byeong-Young Cho</i></p> <p style="text-align: right;"><b>Wyeth Gallery C</b></p>
12:00-1:30 pm- Lunch <div style="float: right;">[Governing Board Meeting] Hopper Room</div>	
1:30-2:30 pm- Keynote Address: <p style="text-align: center;"><i>Anne Britt</i>, Northern Illinois University</p> <p style="text-align: center;"><b>Reading in the Time of Info Wars: Processing and Representing Multiple Documents</b></p> <p style="text-align: center;"><b>Introductory Remarks:</b> Keith Millis</p> <p>Now more than ever, understanding written discourse involves more than decoding and constructing a coherent representation of a text. The time of gatekeepers and assumed reliability is gone and readers are confronted with an overabundance of written information, challenging their attentional resources and coherence-building strategies. As readers, we are routinely making decisions about whether to read, what to read, how to read as well as what to believe, what to integrate or not to integrate into our knowledge representations. In this talk, I present our new framework, RESOLV (REading as Problem SOLVing) (Britt, Rouet, &amp; Durik, in press), that lays out a range of resources, representations and decisions involved in reading. RESOLV attempts to describe reading comprehension in terms of how a reader adopts goals within a particular situation and how these goals guide the kind of processing decisions people must make in today's ubiquitous and complex reading environments.</p> <p style="text-align: right;"><b>Wyeth Gallery C</b></p>	
2:30-2:45 pm – Break <div style="float: right;">Foyer</div>	

2:45-4:15 pm	
<p><b>Assessment</b>  <b>Chair:</b> Anastassia Loukina  A Comparison of Traditional Versus Scenario-Based Assessments of Reading Comprehension  <i>Jonathan Weeks, John Sabatini, Tenaha O'Reilly and Zouwei Wang</i></p> <p>Reading Fluency Assessment: Automated and Self-administered  <i>Jared Bernstein, Jian Cheng, Elizabeth Rosenfeld, Jennifer Balogh-Ghosh and John Sabatini</i></p> <p>Reopening the Cloze Discussion: Validity and Reliability of the Hybrid Text Comprehension Cloze  <i>Suzanne Kleijn, Henk Pander Maat and Ted Sanders</i></p> <p>The Effect of Background Knowledge Item Placement on Measuring Reading Comprehension Performance  <i>Jonathan Steinberg, Szu-Fu Chao and Tenaha O'Reilly</i></p> <p>Assessing Multiple-Source Inquiry Skills Using Virtual Worlds  <i>Jesse R. Sparks, Thaddeus G. Kolwicz and Colleen Appel</i></p> <p style="text-align: right;"><b>Wyeth Gallery A&amp;B</b></p>	<p><b>Learning Technologies</b>  <b>Chair:</b> Vikram Ramanarayanan</p> <p>Assessing Student Communication and Content Skills in Conversation-Based Assessments  <i>Blair Lehman and Tanner Jackson</i></p> <p>Analyzing the Sub-skills Underlying Students' Scientific Claims, Evidence, and Reasoning During Inquiry  <i>Haiying Li, Janice Gobert and Rachel Dickler</i></p> <p>Does Feedback Influence Learning? The Role of Text Availability and Prior Knowledge  <i>Ignacio Mañez, Eduardo Vidal-Abarca, Tomás Martínez and Panayiota Kendeou</i></p> <p>Design and Evaluating a Web-based Application that Generates Instructional Activities from Content Texts to support English Language Learners  <i>Jill Burstein, John Sabatini, Nitin Madnani, Kietha Biggers, Dan McCaffrey and Kelsey Dreier</i></p> <p>Lexical Sophistication, Learning, and Engagement in Math Problems  <i>Jaclyn Ocumpaugh, Ma. Victoria Almeda, Stefan Slater, Ryan Baker and Laura Allen</i></p> <p style="text-align: right;"><b>Wyeth Gallery C</b></p>
<b>4:15-4:30 pm – Poster Setup</b>	
<b>Foyer, Wyeth Gallery A,B, &amp; C</b>	
<b>4:30-6:00 pm –Poster Session II and Reception</b>	
<b>Foyer, Wyeth Gallery A,B, &amp; C</b>	
<p><b>7:00-9:00 pm- Dinner at City Tavern</b>  Please join us at City Tavern (est. 1773), “the most genteel tavern in America” ~ John Adams. Located in Old City and one block from the Delaware River, we will experience authentic 18th century American culinary history. The distance from the Sonesta Hotel is 1.6 miles, a 30-minute walk or 15-minute cab/subway ride. We will gather in the ‘The Long Room’ as did Congress for the first Fourth of July Celebration in 1777. And, like America’s founding fathers, you won’t want to miss a genuine colonial meal. Today, that comes from proprietor and Chef Walter Staib, who is also the Four-time Emmy award winning host of ‘A Taste of History’.</p> <p><b>9:15-10:30 pm- Ghost Tour</b>  If you’re looking for a slightly different historical view of Philadelphia while in town for the conference, and, if you’re brave enough to explore a combination of folklore and ghost stories from among some of the oldest areas and buildings within Philadelphia, join us for the Walking Ghost Tour of Philadelphia – immediately following the City Tavern group dinner.</p>	



# Wednesday, August 2<sup>nd</sup>

<b>7:30-8:30 am – Breakfast</b>		<b>Foyer</b>
<b>8:30-10:00am</b>		
<b>Cohesion/Sentence Processing</b> <b>Chair: Sri Dandotkar</b> Evaluation of Scientific Explanations for Causal-mechanistic vs. Teleological Explanations: The Role of Plausibility and Causal Markers <i>Katja Wiemer and Lillian Ke Asiala</i>  Validation of Given Versus New Text Concepts in a Strong Presuppositional Construction <i>Murray Singer and Jackie Spear</i>  Coherence-Driven Discourse Expectations from Restrictive Relative Clauses <i>Jet Hoek, Hannah Rohde, Jacqueline Evers-Vermeul and Ted J.M. Sanders</i>  Examples and Specifications that Prove a Point: Identifying Elaborative and Argumentative Discourse Relations <i>Merel Scholman and Vera Demberg</i>  Reading or Reading a Book? Comprehenders' Expectations About Verb Transitivity <i>Ana Besserman and Elsi Kaiser</i>		<b>Narrative Inconsistencies</b> <b>Chair: Zouwei Wang</b> Processing Fantasy-based Contradictions: When Witches Can and When They Cannot Fly on Broomsticks <i>Erinn Walsh, Anne Cook and Edward O'Brien</i>  Tracking and Representation of Goal-relevant Location Information in Narrative Processing <i>Jessica McCully and William Levine</i>  Impact of Discrepancies on the Encoding and Memory Representation of Sources During Text Comprehension <i>Nicolas Vibert, Gaston Saux, Anne Britt, Julien Dampure and Jean-Francois Rouet</i>  Narratorial Stance Can Eliminate the Consistency Effect <i>Peter Dixon, Christopher Linden and Cathy Agyemang</i>  When Cookie Monster Eats a Salad: How Inconsistencies Affect Comprehension <i>Jeffrey Foy, Paul Locasto, Amber Hopwood and Casey Little</i>
<b>Wyeth Gallery A&amp;B</b>		<b>Wyeth Gallery C</b>
<b>10:00-10:30 am – Coffee Break</b>		<b>Foyer</b>

10:30am-12:00pm	
<p><b>Misinformation</b>  <b>Chair:</b> Catherine Bohn-Gettler</p> <p>The Effects of Emotional Content on Revising Socio-Scientific Misconceptions  <i>Gregory Trevors, Bader Mohsen and Panayiota Kendeou</i></p> <p>Fact Check It Out: Evaluative Disappointments and Benefits Regardless of Political Persuasion  <i>Amalia Donovan and David Rapp</i></p> <p>Fact-Checking Facebook: Misinformation in Social Media Contexts  <i>Alyssa Blair, Susan Goldman and Kasie Muira</i></p> <p>The Role of Inhibition in Reducing the Interference from Misconceptions During Reading  <i>Reese Butterfuss and Panayiota Kendeou</i></p> <p>Myth Busters: A Classroom Intervention to Correct Misconceptions About Psychology  <i>Andrew Butler, Sharda Umanath, Patrick Dolan, Ruthann Thomas and Elizabeth Marsh</i></p> <p style="text-align: right;"><b>Wyeth Gallery A&amp;B</b></p>	<p><b>Multiple Texts &amp; Sources</b>  <b>Chair:</b> Jonathan Steinberg</p> <p>Does Cueing Affect Cross-Text Integration Processing and Memory?  <i>Karyn Higgs, Joe Magliano and M. Anne Britt</i></p> <p>Proactive Interference During Multiple Text Comprehension: Can Readers Intentionally Forget Information that is no Longer Relevant?  <i>Jason Braasch, Rebecca McCabe and Scott Hinze</i></p> <p>What to Believe: Do Epistemic Evaluations Lead to Better Memory of Relevant Source Features?  <i>Gaston Saux, Christine Ros, Anne Britt, Marc Stadler, Franco Londra and Jean-François Rouet</i></p> <p>Acquisition and Effects of Metatextual Knowledge on Internet Reading  <i>Ladislao Salmeron, Kate Ziegelstein, Arantxa García and Eduardo Vidal-Abarca</i></p> <p>A Source to Sourcing Skills: Results from a Systematic Literature Review of Interventions Targeting Sourcing.  <i>Eva W Brante and Helge Strømsø</i></p> <p style="text-align: right;"><b>Wyeth Gallery C</b></p>
12:00-1:30 pm- Lunch <span style="float: right;">[DP Editorial Board Meeting]</span> <span style="float: right;"><b>Hopper Room</b></span>	
1:30-2:30 pm: Young Investigator Award Address	
<p style="text-align: center;"><b>A Framework for Researching the Association Between Stories and Social Cognition: Social Processes and Content Entrained by Narrative (SPaCEN)</b>  <b>Raymond A. Mar, York University</b></p> <p style="text-align: center;"><b>Introductory Remarks:</b> David Rapp</p> <p>Although a connection between engagement with stories and social cognitive outcomes has long been theorized, it is only recently that empirical investigations into this topic have begun to accumulate. Currently, there are a great number of studies exploring how stories and social cognition relate, across a wide range of research approaches. Here I propose a research framework that hopes to formalize how, when, and why engagement with stories might help to promote real-world social cognition. This framework, entitled Social Processes and Content Entrained by Narrative (SPaCEN), posits that stories might bolster social cognition either through (1) frequent engagement of social-cognitive processes, or (2) via the presentation of explicit content about social relations and the social world. Note that these two possibilities are not mutually exclusive and so both may occur. Based on this framework, I evaluate the extant evidence for the process and content accounts with the goal of directing future research toward clear gaps in the available evidence.</p> <p style="text-align: right;"><b>Wyeth Gallery C</b></p>	

<b>2:30-2:45 pm – Break</b>		<b>Foyer</b>
<b>2:45-4:15 pm</b>		
<p><b>Metacognition/ Metacomprehension</b>  <b>Chair: Tanner Jackson</b>  A Meta-Analysis of Metacomprehension  <i>Marta K. Mielicki, Thomas D. Griffin and Jennifer Wiley</i></p> <p>Effective Diagrams Can Improve Comprehension Monitoring in Biology  <i>Jennifer Wiley, Thomas D. Griffin and David Sarmento</i></p> <p>Eye Tracking Measures of Narrative Comprehension and Metacomprehension  <i>Aaron Wong and Jarrod Moss</i></p> <p>Metacognitive Awareness of Belief Change  <i>Michael Wolfe, Todd J. Williams, Sarah Confer, Brielle Johnson, Kayleigh Lambert and Jacob Robbins</i></p> <p>“This Above All, To Thine Own Self Be True”, Cause It Might Impact Your Comprehension  <i>John Sabatini, Tenaha O'Reilly and Zuowei Wang</i></p> <p><b>Wyeth Gallery A&amp;B</b></p>	<p><b>Narrative Processing</b>  <b>Chair: Jesse Sparks</b>  Validating the Outcome of an Action: The Impacts of Goal and Semantic Information  <i>Greta Chan, Joseph Magliano and Edward O'Brien</i></p> <p>Coherence In Unfamiliar Fantasy Fiction: A Dynamic Model Based On Ontology  <i>Beth Cardier</i></p> <p>The Influence of L1 and L2 Reading Proficiency of Korean EFL Readers on the Situation Model Construction for L2 Narrative Texts  <i>Jungeun Choi</i></p> <p>Empowering Stories – Transportation Into Narratives With Strong Protagonists Increases Recipients’ Self-Related Control Beliefs  <i>Maj-Britt Isberner, Constanze Schreiner, Tobias Richter, Markus Appel, Yanina Eisenbach and Christin Sommer</i></p> <p>Do Readers Represent Story Characters’ Accents?  <i>Sri Siddhi N. Upadhyay, Kenneth J. Houghton and Celia M. Klin</i></p> <p><b>Wyeth Gallery C</b></p>	
<b>4:15-4:30 pm – Break</b>		<b>Foyer</b>
<b>4:30-7:00 pm- Business Meeting, Closing Reception</b>		
<b>Foyer, Wyeth Gallery C</b>		

# Pre-Conference Workshops

## Monday, July 31st

### **Workshop 1 (must be pre-registered)** **Monday July, 31<sup>st</sup> 8:00-11:00, Wyeth Gallery A&B**

#### **An Introduction to R**

*Jonathan Weeks and Szu-Fu Chao*

With the increased use of R for research and operational analyses, there is a growing need for individuals who are familiar with the application. This session will be conducted as a highly-interactive lecture combined with hands-on data analysis in two parts. No prior knowledge about R is assumed. Participants will be expected to bring their own laptop (PC, Mac, Linux).

Sessions will be limited to 30 participants each.

#### **Part 1 – 8:00-9:30**

The first part of the session will be an introduction to R, including the use of basic R commands, accessing help and documentation, importing data, descriptive statistics, significance tests, and the creation of plots.

#### **Part 2 – 9:30-11:00**

The second part of the session will focus on more intermediate topics in R, including data manipulation, the use of loops, installing and working with packages, and writing your own functions. An overview of relevant packages for common statistical and psychometric analyses will be provided, and the use of RStudio will be discussed. Examples will be presented via a step-by-step approach.

## **Workshop 2 (must be pre-registered)**

### **Monday July, 31<sup>st</sup> 8:00-11:00, Wyeth Gallery C**

#### **Designing Conversational Items Using Spoken Dialog Technology**

*Vikram Ramanarayanan, David Suendermann-Oeft, Keelan Evanini, and Veronika Laughlin*

This workshop will introduce participants to the basics of designing conversational items for using spoken and multimodal dialog technology. The workshop will assume no prior knowledge of dialog technology, and will demonstrate the use of open-source software tools in building conversational items. The last half of the workshop will be specifically dedicated to a hands-on item building session, where participants will have a chance to design *and* deploy their own dialog item from scratch on a cloud-based dialog platform. Participants are encouraged to bring their own laptops (with Windows or Mac operating systems installed; Linux not supported). Additional software installation instructions will be sent prior to the workshop.

#### *Tentative Program Outline (Monday, 31<sup>st</sup> July 2017)*

##### **Part I: State of the art (8 AM – 9:05 AM)**

8:00 – 8:05: Welcome and Workshop Overview (Vikram)

8:05 – 8:25: Introduction to Spoken Dialog Technology (Vikram/DSO)

8:25 – 8:40: Designing a Library of Conversational Items (Keelan)

8:40 – 8:50: Pragmatics and Feedback for Language Learning (Veronika/Keelan)

8:50 – 9:05: Bleeding Edge Topics – Scoring, Accessibility, Psychometrics (Vikram)

##### **Part II: Hands-on Tutorial Workshop (9:05 AM – 11 AM)**

9:05 – 9:15: Brief Intro to Goals of the Session and Intro to OpenVXML (Vikram)

9:15 – 10:00: Step-by-step Tutorial in Designing a Simple Conversational Item in OpenVXML (led by Eugene, with the assistance of Vikram, Keelan and DSO)

10:00 – 10:55: Hands-on Development and Deployment of Custom Applications (All)

10:55 – 11:00: Concluding Remarks (Vikram)

# Symposium and Spoken Session Abstracts

## Monday, July 31<sup>st</sup>

**SYMPOSIUM: Enhancing Learning and Assessment with Computer-based Tutorial  
Dialogs: In Honor of Art Graesser  
Monday July 31<sup>st</sup>, 1:30-2:45, Wyeth Gallery C**

### **Learning from a Serious Game with AutoTutor**

*Keith Millis, Carol Forsyth, Patty Wallace and Zhiqiang Cai*

Over more than a decade, AutoTutor has been implemented in various ways across multiple content domains. In two experiments, we tested whether a serious game that incorporates AutoTutor would contribute to learning. In Experiment 1, it was found that the game increased both shallow and deep learning equally. Experiment 2 compared learning from different modules in the game which differ on pedagogy. Results suggest that direct instruction had the largest impact on learning.

### **Having a Conversation with AutoTutor**

*Andrew Olney, Zhiqiang Cai and Xiangen Hu*

AutoTutor is a computer simulation of a human tutor that uses artificial intelligence to hold a conversation with students in natural language. In this paper we discuss some of the natural language processing techniques used in AutoTutor and successor systems to i) understand student input and ii) manage the dialogue as a human tutor might.

### **The Impact of Pedagogical Agent Formality on Summary Writing and Learner Impressions**

*Haiying Li and Art Graesser*

This study investigated whether the pedagogical agent formality impacted summary writing and impressions in AutoTutor. Participants (N=164) were randomly assigned into three conditions in which agents spoke formally, informally, or the mixed discourse. Results showed that participants achieved significant learning gains when they interacted with both agents who spoke formally or informally. A tendency showed that participants preferred the agent with the formal discourse rather than the informal discourse. Implications for instruction are discussed.

### **Improving the Measurement of Cognitive Skills through Automated Discourse**

*G. Tanner Jackson, Katherine Castellano and Debra Brockway*

Conversation-Based Assessment (CBA) is a new approach to measurement which leverages automated natural language discourse as a means to adaptively elicit information from students. This approach has been tested within a sample of 632 middle school students and results indicate the conversational items allowed, on average, 25% of students to provide a more complete response, and thus improve their score on particular cognitive skills (e.g., science reasoning).

**SYMPOSIUM: What you say and how you say it: Social and content-related processes and their interplay in instructional communication**  
**Monday July 31<sup>st</sup>, 3:00-4:30, Wyeth Gallery A&B**

**Uncertainty Terms: How Interpersonal Processes Influence their Use and Interpretation**

*Thomas Holtgraves*

Uncertainty terms (e.g., possible, some) are words whose use is sometimes motivated by face-work, a motivation that can create ambiguity in terms of how they are interpreted. I will discuss research examining how the interpersonal process of face-work, and variables that affect it (e.g., power), influence the interpretation and use of these words, as well as the consequences this effect has for the communication of uncertainty and the interpretation of the meaning of self-report items.

**Instructional Dialectics: Balancing Rhetorical and Relational Goals When Providing Feedback to Students**

*Paul Witt*

This paper identifies the dialectical tension between a teacher's rhetorical communication (clear instruction that promotes learning outcomes) and relational communication (appropriate and respectful interaction with students). Nowhere in the classroom is this juxtaposition more prominent than in the giving of instructional feedback, when skillful teachers employ face-attentive messages to render critical assessment more acceptable and accessible to students. During this symposium, this appropriateness-effectiveness dialectic will be explored with a view toward developing greater instructional competence.

**A Social-Cognitive Model of Instructional Communication (so-co-ICo)**

*Benjamin Brummernhenrich*

This paper presents the current state in constructing a comprehensive, social-cognitive model of instructional communication. The central aim of the model is to integrate research regarding the dual function of communication in instruction: communicating content as well as negotiating the social relationships between learner and instructor. I will review research along a triangle of instructors, learners, and content, concentrating on their interrelations and especially the communication behaviors of instructors and learners.

**The Interplay of Cognitive, Social, and Metacognitive Processes in Collaboration: Can the Threads Be Disentangled?**

*Carolyn Rose and Iris Howley*

Much work has been done towards computational modeling of collaborative processes in the past decade. However, while multiple successes of computationalization have been reported in the literature, we explore the extent to which evidence points to an intertwining between dimensions that calls into questions assessments that can be made based on the observation of codes as they are applied to collaborative discourse. Implications for analysis of rhetorical structure of collaborative discourse will be discussed.



## **Natural Language Processing**

### **Monday July 31<sup>st</sup>, 3:00-4:30, Wyeth Gallery C**

#### **Examination of Paraphrasing Behavior in Source-Based Writing**

***Beata Beigman Klebanov and Nitin Madnani***

The authors examine whether incorporating paraphrasing can help automated-scoring features from previous work that rely only on verbatim quotation of source texts when scoring source-based writing. Straightforward incorporation of automatically-generated paraphrases yielded no improvements in scoring performance. A post-hoc corpus analysis of words used by the test-takers revealed that the register and specificity of the automatically-generated paraphrases are confounding factors and need to be controlled in future experiments.

#### **Sequence Mining of Keystroke Logs: An Investigation of Composition Strategies in Timed-Writing Assessments**

***Mengxiao Zhu, Mo Zhang and Paul Deane***

Using data collected from 761 middle school students in the US, we examined test-takers' composition strategies under timed assessment condition by using action sequences and variables extracted from keystrokes. Comparisons were made for essays of different score levels and submitted by the two gender groups, males and females. The findings of this study have implications for gaining deeper understanding of observed group differences and for designing interventions to close the achievement gaps among population groups.

#### **Classifying Writing Processes Using Personalized Burst Definition**

***Mo Zhang, Jiangang Hao, Chen Li and Paul Deane***

In this study, we evaluate students' composition processes in a timed-essay assessment context. Using a data set containing about 550 middle-school students, we develop threshold that characterizes burst optimal to an individual's writing style, and further cluster students' writing profiles into three groups. The resulting personalized burst length correlates with essay quality considerably greater than existing features. The three clusters of students differ significantly in their essay quality and writing processes.

#### **Relations between Reading Strategies, Cohesion, and Coherence**

***Daniel Feller, Laura Allen, Joe Magliano, Danielle McNamara and Keith Millis***

We explored the extent that comprehension strategies (i.e., paraphrasing, bridging, elaboration) support coherence building. Computational tools were used to analyze think-alouds for strategies and levels of noun and verb cohesion between adjacent protocols. Bridging and elaboration scores were positively correlated with cohesion for both nouns (entities) and verbs (events/actions), but paraphrasing was correlated only with noun cohesion. The results offer insights into comprehension processes and the impact of reinstating entities and events while processing text.

#### **Using Keystroke Logs to Understand ELL Students' Writing Processes**

***Jie Gao and Mo Zhang***

This study focused on students' essay writing processes using keystroke logging data from a writing task for middle-school students. We investigated the performance gaps of ELL with Former and Non-ELL students in various ways. Results showed that the lower performance of ELL students on both language and content aspects of their essay writing is largely explained by their background knowledge task. Subgroup comparisons on over 200 writing-process features revealed further information about ELL-students writing processes.

# Tuesday, August 1<sup>st</sup>

## **SYMPOSIUM: Is Seeing like Reading?: Examining Strategy Use Across Modalities** **Tuesday August 1<sup>st</sup>, 8:30-10:00, Wyeth Gallery A&B**

### **Real Time Reading: Processing and Comprehension of Texts Under Print and Digital Conditions**

***Lauren Singer and Patricia Alexander***

Ninety undergraduates were randomly assigned to a topic by medium condition and read two passages (print and digital). While reading in print, they wore a GoPro to document their location in the text. When reading digitally, data were recorded using Screen Capture technology. Participants were given comprehension questions. Participants spent more time in the print text and performed better, but believed to do better when reading digitally.

### **Teachers' Metacognitive Modeling of Comprehension with Multi-Modal Sources**

***Tamara Jetton and Kathleen Moxley***

This study examined K-12 teachers' use of metacognitive modeling as they taught comprehension of multimodal texts. Teachers designed and implemented two think-aloud lessons in which they taught various comprehension strategies through metacognitive modeling. Results of the study reveal that teachers found it difficult to employ metacognitive thinking while they read, and they also found it challenging to use language to describe their cognitive thinking.

### **The Effects of Representation on Multiple Document Notetaking**

***Chelsea Cameron and Peggy Van Meter***

The current study analyzes the role of visuals in multiple document learning and how these representations are processed. The results of this study indicate that there is evidence that learners attend more closely to text than to visual documents, and that text and visuals stimulate different responses in learners. Taken together, these findings support the need to consider the types of documents used, and how those documents are attended to during multiple documents tasks.

### **When Strategic Graphical Interpretation Fails: Inferring Meaning from Prior Knowledge**

***Gale Sinatra, Ian Thacker and Robert Danielson***

We examined the influence of learners' political identity on their understanding of a complex scientific graphic. We randomly assigned participants to view one of three versions of the "Hockey Stick" graph – one depicting global temperature change (original), housing price change (modification 1), or newly diagnosed cases of autism (modification 2). Results revealed that only when the graph depicted climate change, participants' political identity was predictive of how they interpreted changes in the data.

### **Examining Strategies in Video Viewing**

***Alexandra List and Eric Ballenger***

While the literature on reading comprehension has extensively documented the relation between learners' strategy use and comprehension, less is known about this relation when students attempt to comprehend non-text-based information. Two studies examine the relation between the strategies undergraduates use during video viewing and comprehension and integration. Strategies identified included those associated with navigation (e.g., rewinding), comprehension (e.g., defining vocabulary), and recording (e.g., note-taking). While strategy use overall, was limited, it was associated with performance.

**Reading Comprehension**  
**Tuesday August 1<sup>st</sup>, 8:30-10:00, Wyeth Gallery C**

**How Language-Specific and Domain-General Resources Predict Inference Generation and Emergent Comprehension**

***Ryan D. Kopatich, Keith K. Millis, Christopher P. Parker, Melissa Ray and Joseph P. Magliano***

Reading comprehension is supported by language-specific and domain-general skills. However, comprehension arises from inference processes that construct coherent mental models. Differences in language-specific and domain-general skills account for variability in both inference processes and comprehension. However, little is known regarding the relationships between reader skills, inference processes, and comprehension. The goal of this study was to examine these relationships. The results suggest the impact of reader skills on comprehension is partially mediated by effective inferencing.

**ERP Indicators of Local and Global Text Structure on Word-to-Text Integration**

***Anne Helder, Joseph Z. Stafura, Regina C. Calloway, Paul van den Broek and Charles A. Perfetti***

In two experiments we examined the time course of local (recent text) and global (centrality) influences on reading words in texts. Results from ERP recordings indicate local lexical-semantic binding processes dominate at the initial words across a sentence boundary and centrality influences emerging at the end of the sentence. Indicators of meaning congruence (N400) and memory-based integration (P600) show the dual influences of local and global text structure in integrating word meanings with text meanings.

**Recurrence Quantification Analysis as a Method for Analyzing Comprehension Dynamics**

***Laura Allen, Cecile Perret, Aaron Likens and Danielle S. McNamara***

This study investigated the degree to which dynamical analyses of students' self-explanations of texts while reading were reflective of their levels of comprehension. Students (n=142) self-explained and answered comprehension questions about a science text. Recurrence Quantification Analysis was used to analyze the patterns of words in students' self-explanations. Recurrence indices were significantly related to students' comprehension at both surface- and deep levels. Our results point toward the important role of dynamics in understanding comprehension processes.

**Constructing Interpretive Inferences about Literary Text: The Role of Domain-Specific Knowledge**

***Kathryn S. McCarthy and Susan R. Goldman***

Novice readers struggle to construct the interpretive inferences necessary for successful literary comprehension. This experiment tested three reading instructions (rules of notice, rules of signification, combined) that provided information about the literary conventions that experts use when interpreting literary works. Novices generated more interpretive inferences when provided both rules of notice and rules of signification information than if only the rules of notice were provided. Attention to language in the text mediated this effect.

**Understanding the relationship between In-the-Moment Motivation and Comprehension Processes During Reading**

***Melissa Ray, Stephen Tonks and Joseph P. Magliano***

The present study explored the extent that motivation for reading is related to inference generation. Community college students were administered the reading strategy assessment tool (RSAT) to provide a measure of the extent that readers generated bridging and elaborative inferences. Immediately after reading, they provided self report assessments of their motivation for reading while taking RSAT. Motivation was correlated with bridging, but not elaborative inferences. The results are discussed in terms of theories of comprehension.

## **Expository Text Processing**

### **Tuesday August 1<sup>st</sup>, 10:30-12:00, Wyeth Gallery A&B**

#### **Sketching, Summarizing, and Science: Reducing the Impact of Seductive Details**

*Allison J. Jaeger, Anastasia Dawdanow and Thomas F. Shipley*

The presence of irrelevant information in expository text can harm comprehension. This study examined the role of a post-reading sketching task for reducing the negative impact of seductive details on learning and recall. Results indicated that while sketching did not improve conceptual recall, it did reduce seductive recall. Students who wrote post-reading summaries recalled the most core concepts. These results inform how to support learning from naturalistic science text in spite of distracting details.

#### **Fluctuations in Reader Engagement During Reading: Evidence from Concurrent Recordings of Eye Movements and Postural Micromovements**

*Johanna Kaakinen, Ugo Ballenghein, Geoffrey Tissier and Thierry Baccino*

We examined the effects of task-relevance on postural micromovements during expository text reading. The text was presented on a screen (Experiment 1) or on a hand-held tablet (Experiment 2) while participants' eye movements and postural micromovements were recorded. After reading, a free recall was collected. Preliminary results show that head-to-screen distance and the speed of postural micromovements were smaller during reading of task-relevant than irrelevant sentences, and these measures correlated with recall performance.

#### **Situation Model Building Predicts First and Second Language Reading Comprehension**

*Henriette Raudszus, Eliane Segers and Ludo Verhoeven*

We examined the role of situation model building in first (L1) and second (L2) language reading comprehension in 4th grade. Children produced a similarity map of central concepts in an expository text. Situation model building was assessed by comparing the pathfinder-scaled concept maps to an expert model. L1 and L2 readers did not differ in the quality of their situation models. Situation model building predicted reading comprehension above other cognitive and linguistic predictors.

#### **Detection of Multi-Representational Contradictions in Science: Inferences, Representations and Task Conditions**

*Candice Burkett, Susan R. Goldman and M. Anne Britt*

Detection of contradictions between texts and graphs requires inferences about variable relationships described in each representation and comparisons between the representations. The reported studies investigated the generation and recognition of these inferences (Study 1) and the application of that skill to detecting contradictions between representations (Study 2). Findings demonstrate participants' abilities to: generate and select appropriate inferences from text and graph and detect contradictions between representations at rates above chance, especially inferences that are explicitly stated.

#### **Processing of Inconsistencies with Prior Text and Background Knowledge During Reading**

*Marloes van Moort, Arnout Koornneef and Paul van den Broek*

We examined how different types of inconsistencies (with prior text or background knowledge) are processed during reading. We measured reading times while participants read experimental texts that contained inconsistencies. Inconsistencies with either background knowledge or prior text resulted in slower reading of target sentences, but only inconsistencies with background knowledge interacted with working memory. Moreover, only the latter resulted in slower reading of spill-over sentences. This suggests that different types of inconsistencies are processed differently.

**Individual Differences**  
**Tuesday August 1<sup>st</sup>, 10:30-12:00, Wyeth Gallery C**

**Individual Differences in the Processing of Verbal Irony**

***Henri Olkonieni***

Four eye-tracking studies examined how readers resolve the meaning of irony, whether processing of irony differs from the processing of lies and metaphors, and are individual differences in working memory capacity (WMC) and processing emotions related to the processing of irony. The results show that ironic utterances are reread more in comparison to literal utterances, lies, and metaphors; and individual differences in WMC and ability to process emotions affect the time-course of resolving irony.

**A Neural Information Processing Account of Individual Differences in Reading Skill**

***Chantel Prat and Brianna Yamasaki***

To understand the relation between information processing and reading skill, we measured the functioning of the direct- and indirect-pathways in the brain, which result in net excitation or inhibition of signals traveling to prefrontal cortex, using the Probabilistic-Stimulus-Selection (PSS) task. Performance on the PSS, Simon task, 3-back, and Automated-Reading-Span tasks were correlated with reading skill. Results from correlation and linear regression analyses suggest that basic inhibitory mechanisms explain considerable variability in reading skill.

**Examining How the Type of Background Knowledge Influences Levels of Understanding**

***Tenaha O'Reilly, Zuowei Wang, Jonathan Steinberg, John Sabatini and Jonathan Weeks***

We examined whether background knowledge (BK) and reading comprehension (RC) were separate factors and whether the type of type of BK impacts how students comprehend texts at different levels of depth. Performance on a scenario- based assessment revealed that BK and RC were separable factors and that the type of BK was differentially predictive of the level of depth of understanding. Conceptual BK was more predictive of understanding than basic BK, particularly for inference items

**Relation Between Background Knowledge and Reading Comprehension: A Test of the Knowledge Threshold Hypothesis**

***Zuowei Wang, Tenaha O'Reilly and John Sabatini***

We investigated how background knowledge (BK) was related to reading comprehension (RC). We proposed the knowledge threshold hypothesis—below a certain knowledge level BK was weakly related to RC, and RC performance was limited. This was confirmed by broken-line regression. BK only positively predicted RC above a BK threshold. Item analysis showed that BK that was more critical to a topic was more predictive of students' knowledge threshold status.

**Epistemic Processing in the Multisource Text Environment of the Internet**

***Byeong-Young Cho***

This study examines adolescents' epistemic processes during online reading. High and low performers on the same online reading task were compared, regarding their verbal reports of epistemic processing as well as individual difference factors. The results indicate that high-performing readers engaged in more sophisticated epistemic processes, as compared to their less-performing peers. Proficiency in source judgment and self-monitoring of knowledge-seeking processes was critical to question generation, beyond topic knowledge, print skills, and self-perceived epistemic beliefs.

**Assessment**  
**Tuesday August 1<sup>st</sup>, 2:45-4:15, Wyeth Gallery A&B**

**A Comparison of Traditional Versus Scenario-Based Assessments of Reading Comprehension**

***Jonathan Weeks, John Sabatini, Tenaha O'Reilly and Zouwei Wang***

Digital forms of literacy are reshaping the construct of reading comprehension in the 21st century, yet associated assessment designs have remained largely unchanged. Hence, traditional assessment designs may be inadequate for addressing this changing construct. In this study we compare the results from a scenario-based assessment (SBA) and two traditional measures of comprehension. We argue that the SBA encapsulates the traditional construct of comprehension while expanding the scope to include facets afforded by digital assessment.

**Reading Fluency Assessment: Automated and Self-administered**

***Jared Bernstein, Jian Cheng, Elizabeth Rosenfeld, Jennifer Balogh-Ghosh and John Sabatini***

Assessment of Oral Reading Fluency (ORF) is time-intensive for teachers. We report on Moby.Read – a fully automated, self-administered prototype, developed to improve ORF measurement. Young students self-administer Moby.Read on a tablet computer, then on-board automated speech processing technology scores oral reading performances and passage retellings. On-site pilot studies of Moby.Read with 99 students across four schools indicate Moby.Read scores correlate highly with traditional ORF assessments, and students overwhelmingly prefer Moby.Read to teacher-administered reading tests.

**Reopening the Cloze Discussion: Validity and Reliability of the Hybrid Text Comprehension Cloze**

***Suzanne Kleijn, Henk Pander Maat and Ted J. M. Sanders***

Cloze has never been widely accepted as a valid measure of text comprehension. We address the problems previously reported in literature and introduce an improved procedure: the HyTeC-cloze. The procedure was evaluated using data collected among 2855 Dutch secondary school students. The procedure matches and sometimes outperforms standardized tests in validity and reliability. Its sensitivity to differences between texts, text versions and readers make the procedure an appealing method for experimental and correlational studies.

**The Effect of Background Knowledge Item Placement on Measuring Reading Comprehension Performance**

***Jonathan Steinberg, Szu-Fu Chao and Tenaha O'Reilly***

We examined whether placing background knowledge (BK) items before or after four deep comprehension assessments (SBAs) affected relationships with students' understanding. Our results showed BK performance better predicted comprehension scores when BK items appeared after the SBAs and when controlling for foundational reading ability compared to when BK items appeared before the SBAs, representing an order effect. This result has implications for measuring student learning in the context of a comprehension and BK assessment.

**Assessing Multiple-Source Inquiry Skills Using Virtual Worlds**

***Jesse R. Sparks, Thaddeus G. Kolwicz and Colleen Appel***

Successful learning in multiple-document inquiry tasks requires coordination of various complex cognitive skills. A virtual world platform was designed to capture evidence of students' proficiency with multiple-source inquiry; an extended scenario-based task using this platform was pre-tested with 15 middle school students using a think-aloud methodology. Results indicated that the virtual world yields quantitative differences in students' performance, particularly on multiple-text integration and information search and retrieval activities, while critical source evaluations differed qualitatively.

## **Learning Technologies**

### **Tuesday August 1<sup>st</sup>, 2:45-4:15, Wyeth Gallery C**

#### **Assessing Student Communication and Content Skills in Conversation-Based Assessments**

***Blair Lehman and Tanner Jackson***

New assessments such as conversation-based assessments (CBA) are utilizing natural language conversational interactions to better assess students' knowledge and skills. However, CBAs are currently underutilizing students' natural language responses in that only keywords and phrases are being used for assessment. In the present research we conducted an initial exploration of the utility of evaluating students' communication skills by investigating the linguistic features (e.g., word complexity, syntactic complexity) of their natural language responses.

#### **Analyzing the Sub-skills Underlying Students' Scientific Claims, Evidence, and Reasoning During Inquiry**

***Haiying Li, Janice Gobert and Rachel Dickler***

This study analyzed scientific explanations that students constructed based on data collected during science inquiry in Inq-ITS. Fine-grained analyses for scientific contents were performed to unpack the specific difficulties that students had with completing a Claim-Evidence-Reasoning task. Results showed that the majority of students had difficulties in: stating the conditions that were changed for a controlled target variable, using sufficient data to support claims, and linking scientific principles and data to claims. Implications are discussed.

#### **Does Feedback Influence Learning? The Role of Text Availability and Prior Knowledge**

***Ignacio Mañez, Eduardo Vidal-Abarca, Tomás Martínez and Panayiota Kendeou***

We examined the role of Knowledge of Results (KR) and Elaborated Feedback (EF) on learning from a text, while manipulating text availability and considering students' prior knowledge. Secondary-school students read a scientific text and answered multiple-choice questions on Read&Learn. After each question, students may access EF, though only half of them got KR feedback. Having the text unavailable and knowing the wrong response triggered access to EF; students' prior knowledge and EF affected students' performance.

#### **Design and Evaluating a Web-based Application that Generates Instructional Activities from Content Texts to support English Language Learners**

***Jill Burstein, John Sabatini, Nitin Madnani, Kietha Biggers, Dan McCaffrey and Kelsey Dreier***

English language learners (ELLs) continue to be one of the fastest growing subpopulations in US schools. To address the needs of ELLs, the Language Muse Activity Palette™ (Palette) has been developed. The aim of the IES-funded project is to develop a technology-rich, instructional program to improve ELL outcomes in understanding of content-area texts, and language skills development. In this study, we report results of two studies of the Palette with teachers and students in schools.

#### **Lexical Sophistication, Learning, and Engagement in Math Problems**

***Jaclyn Ocumpaugh, Ma. Victoria Almeda, Stefan Slater, Ryan Baker and Laura Allen***

This study uses correlation mining to investigate relationships between the linguistic properties of math problems and student outcomes. We find that linguistic properties associated with boredom were negatively associated with engaged concentration, an emotion which is boredom's inverse in terms of activation (intensity of emotion) and valence (positivity of emotion). However, few of the linguistic features associated with gaming the system correlated with poorer moment-by-moment-learning. These findings have potential implications for mathematics problem design.



# Wednesday, August 2<sup>nd</sup>

## Cohesion/Sentence Processing

Wednesday August 2<sup>nd</sup>, 8:30-10:00, Wyeth Gallery A&B

### **Evaluation of Scientific Explanations for Causal-mechanistic vs. Teleological Explanations: The Role of Plausibility and Causal Markers**

*Katja Wiemer and Lillian Ke Asiala*

We tested whether the connective because, shown to boost ratings of causal scientific explanations, also influences ratings of teleological explanations. Teleological accounts do not illuminate causal relations between mechanisms and phenomena. Instead, they point to the purpose of phenomena. Since the quality of teleological explanations does not depend on a causal relation, it was predicted that the causal connective may not matter or even negatively influence ratings. The results are consistent with the second prediction.

### **Validation of Given Versus New Text Concepts in a Strong Presuppositional Construction**

*Murray Singer and Jackie Spear*

Readers overlook some presupposed discrepancies (e.g., How many animals did MOSES take on the ark?). However, reading time inflation has recently indicated that readers detect both presupposed (given) and focused (new) text discrepancies. New experiments extended this finding to cleft construction target sentences (e.g., It was the boys that ate the ORANGES), which strongly distinguish between given and new sentence information. Reconciliation between satisfactory and deficient discourse validation is considered.

### **Coherence-Driven Discourse Expectations from Restrictive Relative Clauses**

*Jet Hoek, Hannah Rohde, Jacqueline Evers-Vermeul and Ted J.M. Sanders*

This study builds on the observation that while restrictive relative clauses (RCs) syntactically modify an NP, a coherence relation may be inferred between the RC and the matrix clause at the discourse level. By means of two continuation experiments, we demonstrate that both causal and concessive relations can hold between a restrictive RC and its matrix clause, and that these relations can influence expectations about the rest of the discourse, notably expectations about upcoming referents.

### **Examples and Specifications that Prove a Point: Identifying Elaborative and Argumentative Discourse Relations**

*Merel Scholman and Vera Demberg*

Examples and specifications occur frequently in text, but not much is known about how they function in discourse. We conducted a crowdsourced study to investigate how readers interpret these relations. The results show that they can indeed have two simultaneous functions: they can be used to illustrate/specify a situation and serve as an argument for a claim. We discuss the implications of these results and review the usability of crowdsourcing for answering such questions.

### **Reading or Reading a Book? Comprehenders' Expectations About Verb Transitivity**

*Ana Besserman and Elsi Kaiser*

We investigated comprehenders' expectations about transitivity. Two transitivity-related properties were manipulated: aspect and clause type. In both experiments, participants read sentence fragments with optionally transitive verbs ("Bob was reading...") and produced continuations. Exp.1 was conducted in English, Exp.2 in Brazilian Portuguese. Continuations were annotated for whether they contained an overt object. Main clauses yielded significantly more transitive continuations than embedded ones. Aspect also affected transitivity rate, but only when combined with a secondary cue.

## **Narrative Inconsistencies**

### **Wednesday August 2<sup>nd</sup>, 8:30-10:00, Wyeth Gallery C**

#### **Processing Fantasy-based Contradictions: When Witches Can and When They Cannot Fly on Broomsticks**

***Erinn Walsh, Anne Cook and Edward O'Brien***

Although fantasy-text routinely violates general world knowledge, readers also hold fantasy information in memory. In four experiments, we explored the relation between fantasy-related contradictions and general world knowledge of fantasy. Across all experiments, the amount of fantasy context was manipulated. The overall finding was that as contextual support increased, the disruption in reading caused by fantasy-related contradictions decreased. Results are discussed within the context of the RI-Val model (O'Brien & Cook, 2016).

#### **Tracking and Representation of Goal-relevant Location Information in Narrative Processing**

***Jessica McCully and William Levine***

Participants read short narratives in which a character had a goal to achieve in a specific location. The character either made it to the location or not. Later in the narrative, after a variable amount of backgrounding after the location manipulation, a sentence was presented that was consistent or inconsistent with the earlier location. Reading times were longer on the inconsistent sentences. These results will be discussed with respect to memory-based and scenario-based text-processing theories.

#### **Impact of discrepancies on the encoding and memory representation of sources during text comprehension**

***Nicolas Vibert, Gaston Saux, Anne Britt, Julien Dampure and Jean-Francois Rouet***

This study examined the encoding and later recognition of characters making claims about an event ("sources") as a function of the consistency or discrepancy of their statements. Other characters that made no claims were embedded in the stories. The source characters were better encoded and recognized in the discrepant than in the consistent condition. Eyetracking during the recognition task indicated that the source characters were more "tagged" together in participants' memory in the discrepant condition.

#### **Narratorial Stance Can Eliminate the Consistency Effect**

***Peter Dixon, Christopher Linden and Cathy Agyemang***

Short narratives were constructed with an initial claim by a character followed later by a target sentence that was either consistent or inconsistent with that claim. When the narrator was neutral or credulous of the claim, inconsistent target sentences were read more slowly. However, when the narrator was skeptical of the claim, the consistency effect was eliminated. Our interpretation is that the resolution of the apparent inconsistency is mediated by the stance of the narrator.

#### **When Cookie Monster Eats a Salad: How Inconsistencies Affect Comprehension**

***Jeffrey Foy, Paul Locasto, Amber Hopwood and Casey Little***

We explored the effects of inconsistencies on subsequent comprehension. Participants read short narratives with familiar characters (e.g., Superman). An inconsistency (e.g., taking a cab to a robbery) reduced but did not fully eliminate the slow-down associated with a subsequent inconsistency. Additionally, an early inconsistency caused a slow-down for reading subsequent sentences containing information that was consistent with readers' prior knowledge about the character (e.g., flying to a crime scene).

## **Misinformation**

### **Wednesday August 2<sup>nd</sup>, 10:30-12:00, Wyeth Gallery A&B**

#### **The Effects of Emotional Content on Revising Socio-Scientific Misconceptions**

***Gregory Trevors, Bader Mohsen and Panayiota Kendeou***

To revise misconception about vaccines, three experimental text conditions were developed: refutation texts that identity, refute and explain misconceptions; refutation texts with emotional content (positive and negative); and non-refutation controls. Online (reading time) and offline (post-test) knowledge revision was measured. Refutation texts effectively revised vaccine misconceptions, and refutations with negative emotional content augmented this revision. Implications for persuasive science and health communication will be discussed.

#### **Fact Check It Out: Evaluative Disappointments and Benefits Regardless of Political Persuasion**

***Amalia Donovan and David N. Rapp***

People have been shown to use the false information they read even if they already possess accurate prior knowledge about those same ideas. We examined whether these effects differentially emerge based on political affiliation. We also assessed whether the opportunity to fact check information might attenuate any potential reliance on inaccuracies. Overall, individuals generally used inaccurate information, with fact checking emerging as broadly effective for reducing participants' subsequent use of inaccurate information.

#### ***Fact-Checking Facebook: Misinformation in Social Media Contexts***

***Alyssa Blair, Susan R. Goldman and Kasie Muira***

Participants read a series of social media statuses with embedded target statements containing accurate, neutral, or misleading general knowledge facts. Answers on a subsequent general knowledge quiz and sourcing questions were used to measure participants' awareness and recall of target facts. Results replicate findings from narrative misinformation studies with more misinformed answers produced for misleading than neutral or accurate frames and more misinformed answers produced for less familiar compared to more familiar items.

#### **The Role of Inhibition in Reducing the Interference from Misconceptions During Reading**

***Reese Butterfuss and Panayiota Kendeou***

We explored whether inhibition was associated with the extent to which misconceptions are reactivation and disrupt comprehension. We found that inhibition may be necessary to reduce the interference of misconceptions during reading, but only when texts do not refute and explain the target misconceptions. When texts refute and explain the target misconceptions, the competing activation mechanism (proposed in KReC; Kendeou & O'Brien, 2014) may be sufficient to reduce the interference of misconceptions and facilitate revision.

#### **Myth Busters: A Classroom Intervention To Correct Misconceptions About Psychology**

***Andrew Butler, Sharda Umanath, Patrick Dolan, Ruthann Thomas and Elizabeth Marsh***

Introductory psychology students received daily "Myth Busters" presentations that debunked misconceptions about psychology using the refutation method. For some myths, they took weekly quizzes to practice retrieving the correct information that refuted the misconception. The refutation method produced durable changes in students' self-reported beliefs, but they often failed to retain the correct information. However, when students engaged in retrieval practice, they retained more correct information and were less likely to revert to producing the misconception.

## **Multiple Texts & Sources**

### **Wednesday August 2<sup>nd</sup>, 10:30-12:00, Wyeth Gallery C**

#### **Does Cueing Affect Cross-Text Integration Processing and Memory?**

***Karyn Higgs, Joseph P. Magliano and M. Anne Britt***

This study investigated how the specificity of cues in task instructions affected processing of content related to a causal model afforded across texts. Adding a structural schema cue in task instructions increased memory and within-text integration during moment-to-moment processing more than a task providing only a semantic cue. However, the semantic cue alone was sufficient to increase integration in participants' recall relative to a no-cue condition. Neither cue affected cross-text integration during moment-to-moment processing.

#### **Proactive Interference During Multiple Text Comprehension: Can Readers Intentionally Forget Information that is no Longer Relevant?**

***Jason L. G. Braasch, Rebecca McCabe and Scott Hinze***

We examined whether proactive interference occurs during multiple text comprehension, and if readers can intentionally forget irrelevant information to reduce PI. Participants read 10 or 20 texts on a topic; some were instructed to intentionally forget prior-read texts between sets of 10 texts. PI and intentional forgetting conditions produced similarly high rates of memory intrusion errors from prior-read texts, far more than the no PI condition. We discuss implications of PI for multiple text comprehension.

#### **What to Believe: Do Epistemic Evaluations Lead to Better Memory of Relevant Source Features?**

***Gaston Saux, Christine Ros, Anne Britt, Marc Stadler, Franco Londra and Jean-François Rouet***

Readers' memory of sources as a function of their descriptions (appearance vs. knowledge), claim consistency (consistent vs. discrepant) and reading task (epistemic vs. perceptual evaluations) was examined. Fifty-eight undergraduates read 16 texts containing two embedded sources and performed a cued recall test. Discrepant claims and epistemic evaluations lead to better source recall. Descriptions of sources' appearance lead to but better source recall in the epistemic task. Implications are discussed.

#### **Acquisition and Effects of Metatextual Knowledge on Internet Reading**

***Ladislao Salmeron, Kate Ziegelstein, Arantxa García and Eduardo Vidal-Abarca***

The purpose of this study was to examine the role played by metatextual knowledge on Internet Reading skills and how it develops on adolescence. 393 secondary students were tested on Metatextual Knowledge, Internet Reading skills and Internet Reading Engagement questionnaire, and a subsample was assessed on print reading skills. We found differences in metatextual knowledge among grades. Metatextual knowledge also predicted unique variance of Internet Reading scores beyond print reading skills.

#### **A Source to Sourcing Skills: Results from a Systematic Literature Review of Interventions Targeting Sourcing.**

***Eva W Brante and Helge Strømsø***

Attention to and use of information about texts, such as author and publication venues, are referred to as sourcing and considered important skills in information societies. However, the term is not used consistently. To disclose differences, we sampled verbs from key-papers and identified four different dimensions of sourcing. A systematic review of 18 interventions revealed three clusters of studies relating to the dimensions. The results may be useful for embedding sourcing into study programs.

## **Metacognition/ Metacomprehension**

### **Wednesday August 2<sup>nd</sup>, 2:45-4:15, Wyeth Gallery A&B**

#### **A Meta-Analysis of Metacomprehension**

***Marta K. Mielicki, Thomas D. Griffin and Jennifer Wiley***

Over 80 studies have used relative metacomprehension accuracy measures to explore how readers monitor comprehension of text. The current study reports findings from a meta-analysis including: a postdiction superiority effect; higher accuracy for predictive judgments made on multiple texts rather than different sections of a single text, lower accuracy for single-item tests; and higher accuracy for memory-level rather than inference-level comprehension tests, suggesting that students default to memory-based cues when making judgments.

#### **Effective diagrams can improve comprehension monitoring in biology**

***Jennifer Wiley, Thomas D. Griffin and David Sarmento***

This study explored whether diagrams that typically illustrate key processes in biology textbooks might help or hinder comprehension monitoring. Using a standard paradigm, undergraduates read textbook excerpts on 6 topics either with or without diagrams; judged their understanding of each excerpt; and took comprehension tests. The diagrams were shown to improve comprehension. They also improved relative metacomprehension accuracy, and helped readers to use more valid cues as a basis for monitoring their own understanding.

#### **Eye Tracking Measures of Narrative Comprehension and Metacomprehension**

***Aaron Wong and Jarrod Moss***

The current study examined how cues to comprehension difficulty generated online during reading affected metacomprehension judgments and accuracy. Participants either read texts with or without inconsistencies. Results showed that participants based judgments on online cues when making judgments at the level of the overall text resulting in improved metacomprehension accuracy. Participants did not base judgments on online cues when making judgments at the level of a specific test items.

#### **Metacognitive Awareness of Belief Change**

***Michael Wolfe, Todd J. Williams, Sarah Confer, Brielle Johnson, Kayleigh Lambert and Jacob Robbins***

Two experiments examined the influence of information salience and psychological threat on metacognitive awareness of belief change. After reporting beliefs in a prescreening, subjects read about spanking effectiveness, reported beliefs, and recollected previous beliefs. Belief change predicted recollection accuracy. Threat was not elevated after reading a belief inconsistent text (Experiment 1), and value affirmation did not improve recollection (Experiment 2). Awareness of belief change appears to be poor and biased by salience of current beliefs.

#### **“This Above All, To Thine Own Self Be True”, Cause It Might Impact Your Comprehension**

***John Sabatini, Tenaha O'Reilly and Zuowei Wang***

We examined the relations between background knowledge, reading comprehension and students perceptions of their knowledge (metacognition). Students completed a background knowledge assessment that included an “I don’t know” option prior to reading and answering comprehension questions in three different purpose-driven multiple text assessments. The results indicated that reading comprehension and background knowledge were related, however, adding in the metacognitive judgment of knowledge increased the strength of the relationship with comprehension.

## **Narrative Processing**

### **Wednesday August 2<sup>nd</sup>, 2:45-4:15, Wyeth Gallery C**

#### **Validating the Outcome of an Action: The Impacts of Goal and Semantic Information**

***Greta Chan, Joseph P. Magliano and Edward O'Brien***

Two experiments were conducted to investigate how readers validate the plausibility of a narrative outcome based on the semantic features of an antecedent action and a character's goal that elaborates the action. It was found that the ease to validate an outcome was facilitated by having 1) an explicitly stated goal that causally explains why the action would lead to the outcome; 2) a high degree of semantic overlap between the action and the outcome.

#### **Coherence In Unfamiliar Fantasy Fiction: A Dynamic Model Based On Ontology**

***Beth Cardier***

A reader of fantasy fiction can predictively infer outcomes that do not occur in the real world. I model an aspect of this process: the construction of a story-specific reference framework, which prescribes what can happen in that narrative universe. This structure is built from inferred information derived from GWK and the fictional context, which are integrated to alter generalized concepts beyond their original meanings. New processes are illustrated using techniques from ontological knowledge representation.

#### **The Influence of L1 and L2 Reading Proficiency of Korean EFL Readers on the Situation Model Construction for L2 Narrative Texts**

***Jungeun Choi***

This study investigates the influence of L1 and L2 reading proficiency of EFL readers on English narrative text comprehension, focusing on temporal and spatial dimensions of the Event-Indexing model. Participants read stories for time and space in both L1 and L2 with time intervals and took L1 and L2 reading ability tests. Results indicated that only higher-level L2 readers tracked the temporal shift, yet they did not reach the level of situation model for space.

#### **Empowering Stories – Transportation Into Narratives With Strong Protagonists Increases Recipients' Self-Related Control Beliefs**

***Maj-Britt Isberner, Constanze Schreiner, Tobias Richter, Markus Appel, Yanina Eisenbach and Christin Sommer***

Several studies have shown that narratives can influence the self-concept. In the present study, our goal was to investigate whether stories portraying a strong protagonist can affect recipients' own self-related control beliefs. Three experiments provide evidence for this assumption. The results suggest that this persuasive influence is mediated by transportation into the story, and that this effect, in turn, is mediated by the extent to which recipients experience emotions targeted by the narrative (event-congruent emotions).

#### **Do Readers Represent Story Characters' Accents?**

***Sri Siddhi N. Upadhyay, Kenneth J. Houghton and Celia M. Klin***

Readers frequently encounter descriptions of characters' voices in narratives, but do they encode and simulate this information? In two self-paced reading experiments, reading times were slower when the author of an email was described as a non-native, rather than a native, English speaker. This is consistent with the Auditory Perceptual Simulation (APS) account (Zhou & Christianson, 2016), which argues that readers mentally simulate characters' voices, and activate auditory characteristics (e.g., speech rate) while reading.

## Poster Session I, July 31<sup>st</sup>, 4:45-6:15

Poster Number	Author(s)	Title
1	Christopher Williams, Anne Cook and Edward O'Brien	Validating Anaphors of Explicit and Implicit Antecedents
2	Jane Oakhill and Susan Sullivan	Aspects of Inference Making: A Comparison of Sighted Children and Children with Visual Impairments
3	Juan Pablo Barreyro, Jesica Formoso, Andrea Alvarez-Drexler and Irene Injoque-Ricle	Comprehension of Narrations, Working Memory and Attention in 5 and 6 Year-Old Children
4	Kate Cain, Marloes M. L. Muijselaar and Nicola K. Currie	Inference Making in Young Children: the Concurrent and Longitudinal Contributions of Working Memory and Vocabulary
5	Kenneth J. Houghton, Sri Siddhi N. Upadhyay and Celia M. Klin	Do Readers Remember What Story Characters Remember?
6	Rebecca M. McCabe, Jason L. G. Braasch and Frances Daniel	Integration Comes at a Cost for Source Attention and Memory
7	Binh Ngo and Elsi Kaiser	Speakers' Choice of Referential Form in Vietnamese Narrative Discourse
8	Julia Knoepke, Tobias Richter and Carolin Eyßer	Does Learners' Mood Affect the Generation Effect?
9	Kari Stouffer	An Exploratory Factor Analysis of a Verbal Analog of the Wisconsin Card Sorting Test and the Swanson Operation Span Task
10	Kari Stouffer, Shahram Ghiasinejad and Richard Golden	Effects of Verbal Cognitive Flexibility and Verbal Working Memory Span on Recall of Texts With Topic Shifts
11	Melanie Glenwright, Brent Tapley, Jaqueline K.S. Rano and Penny M. Pexman	Developing Appreciation for Sarcasm and Sarcastic Gossip: It Depends on Perspective
12	Sarah C. Dean, Anne Cook and Edward O'Brien	Taking the Perspective of the Narrator
13	Carsten Elbro and Katrine Lyskov Jensen	How deep is your cloze? The construct validity of a deep cloze test
14	Doug Lombardi, Benjamin Heddy and John Chancey	Evaluations About Climate Change: Relations Between Moral Convictions, Plausibility, Attitudes, and Knowledge
15	Hannah Riddle and Andreas Schramm	Aspect Comprehension and Processing in Narratives by Native Spanish Speakers
16	Jeremiah Sullins, Nicole Lemaster, Daniel Neely, Katie Finch, Clayton Henrichson and Tim Davis	Influences on Voter Behavior: A Computational Linguistic Analysis of Presidential Candidates
17	Kasey Michel and Panayiota Kendeou	Epistemic and Affective Dimensions of Socio-Scientific Argumentation: To Vaccinate or Not?

18	Kathleen Sheehan	Matching Readers to Texts: An Approach that Maintains Construct Representation
19	Kathryn S. McCarthy, Renu Balyan and Danielle S. McNamara	A Successful Marriage of Machine Learning and Natural Language Processing to Assess Literary Text Comprehension
20	Kristopher J. Kopp, Amy M. Johnson, Scott A. Crossley and Danielle S. McNamara	Ask the Right Questions: Natural Language Processing Indices to Predict Question Quality
21	Kyong-Sook Song	Constructing Voices in Cross-Cultural Communication on World Enlgishes
22	Minkyung Kim and Scott Crossley	Modeling Second Language Writing Proficiency: A Structural Equation Investigation of Linguistic and Discourse Features in Source-based and Independent Writing
23	Shiori Asami and Yasunori Morishima	Active Search or Automatic Activation?: A Study on Unheralded Pronoun Resolution in a Second Language
24	Federico Martin Gonzalez, Gaston Saux, Natalia Irrazabal and Debora I. Burin	Does the Decorative Images' Seductive Effect Hold in E-Learning?
25	Hongwen Guo, Paul Deane, Peter van Rijn, Randy Bennett and Mo Zhang	Modeling Basic Writing Processes from Keystroke
26	Ignacio Mañez, Eduardo Vidal-Abarca, Tomás Martínez and Panayiota Kendeou	How Skilled and Less-Skilled Comprehenders Process Complex Elaborated Feedback: A Think-Aloud Study
27	Katherine James	Examining and Supporting Students' Engagement in Text-Based Explanatory Modeling
28	Megan Imundo, Amalia Donovan and David Rapp	Alien Conspiracies and Reliance on Inaccurate Information
29	Mengxiao Zhu, Ting Wang, Ou Lydia Liu and Hee-Sun Lee	Exploring Effects of Automated Feedback on Students' Scientific Argumentation
30	Shuangshuang Liu and Mo Zhang	Examining the Effects of a Teacher Professional Development Program on Student Writing Processes
31	Anastassia Loukina, John Sabatini, Tenaha O'Reilly and Beata Beigman Klebanov	Exploring Variation in Text Features in Harry Potter
32	Andriana Christofalos and Gary Raney	Normed Metaphors with Figurative and Literal Targets
33	Blaine Tomkins, Lindsey Bassett and Sandra Virtue	Inferring Character Emotions in a Text: A Divided Visual Field Study
34	Hidetsugu Komeda, Hirotaka Kosaka and Hidehiko Okazawa	Empathy and helping behaviors in narrative comprehension: Comparison between adults with autism spectrum disorder and typically developing adults



35	Jessica Andrews, Kevin Graham, Mengxiao Zhu, Jiangang Hao, Lei Liu and Alina von Davier	Co-construction Processes in a Collaborative Simulation-based Task
36	Srikanth Dandotkar	Effect of Reflective Writing on Students' Epistemologies
37	Stephen Skalicky and Scott Crossley	Age and Prior Knowledge Affect the Processing and Comprehension of Satirical Text
38	William Horton and Chris Schmader	Conceptual Effects of Audience Design in Human-Computer and Human-Human Dialogue
39	Zachari Swiecki, Dipesh Gautam, Vasile Rus, David Williamson Shaffer and Art Graesser	Automated Classifiers for Virtual Internships without Participant Data

## Poster Session II, August 1<sup>st</sup>, 4:30-6:00

<b>Poster Number</b>	<b>Author(s)</b>	<b>Title</b>
40	Alexandria Guzman and Katina Tsitardis	The effect of taboo language on memory
41	Catherine Bohn-Gettler, Emma Johnson, Amy Maslowski, Ladeanna Swanson, Kelly Thoreson and Samantha Womeldorf	The “Chemistry” of Learning: Interacting Effects of Emotions, Goals, and Text Cohesion
42	Jennifer Stiegler-Balfour, Zoe Roberts and Abby Lachance	Not All E-Reading Is Created Equal: The Interaction Between Reading Mediums and Reading Skill
43	Krista A. Miller and Gary E. Raney	Reading Six of One Helps You Understand Half a Dozen of the Other
44	Suzanne Kleijn and Henk Pander Maat	What (Little) Difference a Word Makes: Realistic Effects of Vocabulary Difficulty on Text Comprehension and Text Processing
45	Tomás Martínez, Alba Rubio and Eduardo Vidal-Abarca	The Role of Word Identification and Text Processing to Predict Young Adult Reading Performance on Different Reading Literacy Tasks.
46	Wei Wei and Anne Cook	The role of unexpectedness in antecedent retrieval
47	Agnese Sampietro and Ladislao Salmeron	Reading News Comments about Scientific Controversies in a Second Language
48	Binh Ngo and Elsi Kaiser	Influences of Topicality and Modality on Referential Form Production in Vietnamese
49	Jeremiah Sullins, Ronnie Clements, Nicole Lemaster and James Huff	A Computational Linguistic Analysis of Confusion and Frustration
50	Laura Allen, Cecile Perret, Tricia Guerrero and Danielle McNamara	You Talkin' To Me? The Role of Audience in the Generation of Explanations
51	Marcus Friedrich and Elke Heise	Testing the prognostic validity of five instruments for the assessment of text comprehensibility (/readability)
52	Sarah K. Craig and Andrew F. Jarosz	Sentence Solving: Garden Path Sentences as Creative Problems
53	Stephen Skalicky, Scott Crossley, Mihai Dascalu, Danielle McNamara and Kasia Muldner	Measuring Collaboration During Creative Problem Solving Using Linguistic Features
54	Kelsey Dreier, Zuowei Wang, Tenaha O'Reilly and John Sabatini	Effects of Beliefs About Academic Ability on Students' Science Knowledge: Domain Specificity and Types of Knowledge
55	Alix Seigneuric, Steve Bueno, Julie Lebahar, Laure Pourcin, Valérie Gyselinck and Hakima Megherbi	The Impact of Narrative Perspective and Gender on Recall from a Text

56	Byeong-Young Cho, Peter Afflerbach and Hyeju Han	Strategic Processing of Multiple Sources in Online Settings: A Review of Research
57	Hakima Megherbi, Alix Seigneure, Jane Oakhill and Steve Bueno	The role of discourse focus in pronoun resolution and relation to reading comprehension in children
58	Jane Shore, John Sabatini and Tenaha O'Reilly	Using Research to Develop An Evidence-Based Instructional Reading Program with and for Adult Educators
59	Khalid Albishi	Summary Writing Instruction Strategies by Using Appraisal and Ideational Metafunctions: Implicit and Explicit Instructions
60	Nicole Hiebert and Melanie Glenwright	The Face of Sarcasm: Visual Intonation and Sarcasm Comprehension in Deaf Signing Adults
61	Sam Prough, Ranza Veltri and Susanne Strachota	Supporting Student Generalizing: An Analysis of Classroom Discourse
62	Christopher Williams, Emily Smith, Erinn Walsh and Edward O'Brien	The Availability of Spatial Information
63	Eduardo Vidal-Abarca, Tomás Martínez, Antonio Ferrer and Arantxa García	Searching, Elaboration On The Correct Response Or Elaboration On The Mistake: What Does It Work On Feedback?
64	Elsi Kaiser	Purposeful Processing: Recognizing Unwarranted Explanations With and Without Contextual Help
65	Emily Smith, Christopher Williams and Edward O'Brien	When Readers Rely on Source Credibility in Narrative Text
66	Kathryn E. Rupp, Dylan T. Blaum, Patricia S. Wallace and M. Anne Britt	The Effects of Task Model Training on Students' Understanding of Scientific Causal Explanations
67	Rebecca Adler, Meghan Salomon and David Rapp	What happens when someone with a different political viewpoint provides inaccurate information?
68	Sarah Dean, Anne Cook and Edward O'Brien	Reading Skill and Fantasy Text Comprehension
69	Yi Song, Patrick Houghton, Laura McCulla, Beata Beigman Klebanov and Binod Gyawali	Strategies of Evaluating Policy Arguments
70	Alyson Collins, Micheal Sandbank and Esther Lindstrom	Using Generalizability Theory to Examine Stability of Comprehension Assessments
71	Brianna Yamasaki and Chantel Prat	Understanding the Nature of Cross-Linguistic Interference and its Importance for Second-Language Reading Skill
72	Gregory Trevors, Veronica Fleury and Panayiota Kendeou	Pathways to Changing Socio-Scientific Misconceptions
73	Jessica Van Gilder and Panayiota Kendeou	What matters more—the 'literariness' of a story, or what a reader thinks it is? Exploring the Influence of Genre Expectations on Transportation and Empathy
74	Liza van den Bosch, Eliane Segers and Ludo Verhoeven	Online Processing of Causal Relations in Beginning First and Second Language Readers
75	Minkyung Kim and Scott Crossley	Linking Reading and Writing in First and Second Languages for Korean Learners of English: Moderation, Mediation, and Path Analyses

76	Tao-Hsing Chang, Yi-Ting Siao, Yao-Ting Sung and Hsueh-Chih Chen	Using Emotional Collocations to Predict the Sentimental Polarity of Chinese Texts on Social Media
77	Tobias Richter and Ralph Radach	Speed Reading Trainings: Are They Effective?
78	Kathryn S. McCarthy, Tricia A. Guerrero, Kevin M. Kent, Laura K. Allen, Danielle S. McNamara, Szu-Fu Chao, Jonathan Steinberg, Tenaha O'Reilly and John Sabatini	Learning from Texts in a Scenario-Based Assessment: General and Topic-Specific Background Knowledge

# Poster Session I

## Monday, July 31<sup>st</sup>, 4:45-6:15

### 1. Validating Anaphors of Explicit and Implicit Antecedents

*Christopher Williams, Anne Cook and Edward O'Brien*

The current experiments examined the conditions that influence the reinstatement of antecedents. Experiment 1 demonstrated that readers made anaphoric inferences even when there was no direct anaphor and no demand sentence. Experiments 2 and 3 demonstrated that processing difficulty associated with anomalous anaphors is influenced by both the relatedness of the anaphor and the extent to which the reader waits for activation, integration, and validation processes to operate before moving on in the text.

### 2. Aspects of Inference Making: A Comparison of Sighted Children and Children with Visual Impairments

*Jane Oakhill and Susan Sullivan*

In two studies, we compared the performance of sighted and visually-impaired children with sighted children on different inference tasks. The results indicate that VI children show a deficit in making global coherence inferences compared to both age-matched and comprehension-age matched sighted children, whereas their ability to remember literal information and to make local cohesion inferences is not impaired. Furthermore, VI children had particular problems making inferences about spatial information (but not emotional or temporal information).

### 3. Comprehension of Narrations, Working Memory and Attention in 5 and 6 Year-Old Children

*Juan Pablo Barreyro, Jesica Formoso, Andrea Alvarez-Drexler and Irene Injoque-Ricle*

The purpose of this study is to analyze the role of working memory and sustained attention in the comprehension of narratives in 5 and 6-year-old children. Results showed that age has an effect on the comprehension of general information and the ability to generate inferences, but this effect is mediated, in part, by a child's ability to sustain attention on the narration and to temporarily store the information received while listening to it.

### 4. Inference Making in Young Children: the Concurrent and Longitudinal Contributions of Working Memory and Vocabulary

*Kate Cain, Marloes M. L. Muijselaar and Nicola K. Currie*

Inference making is fundamental to the construction of a coherent mental model of a text. We examined inference making from preschool (N=420) to third grade to determine how vocabulary and working memory, two key predictors of inference making, influence its development. Vocabulary was a critical determinant of inferencing both within and across time; we did not find the same relationship with working memory. The results highlight the critical role of knowledge in successful text comprehension.

### 5. Do Readers Remember What Story Characters Remember?

*Kenneth J. Houghton, Sri Siddhi N. Upadhyay and Celia M. Klin*

Do readers simulate the cognitive processes of story characters and remember what they remember? To investigate this question, participants read narratives that described a story character who was motivated to remember a list of words. We then measured readers' memory for the same word lists. Across two experiments we demonstrate that story characters' memory processes influence the memory of readers.

**6. Integration Comes at a Cost for Source Attention and Memory**

***Rebecca M. McCabe, Jason L. G. Braasch and Frances Daniel***

This study compared participants' memory for sources asserting distinct compared to congruent information, as well as the information associated with each source and confidence in those memories. Compared to semantically distinct texts, when reading semantically congruent texts, readers showed better claim and evidence memory but more source confusions. Readers rated confidence higher on congruent claims and sources compared to distinct. Results suggest that congruent texts promote content integration at the expense of source attention.

**7. Speakers' Choice of Referential Form in Vietnamese Narrative Discourse**

***Binh Ngo and Elsi Kaiser***

Using a spoken narrative task of the Pear Story film (n=20), we investigated the production of Vietnamese referential forms (i.e. null pronouns, overt pronouns, NPs) in both subject and object positions. While the division between null and overt pronouns in Vietnamese is not as clear as standardly assumed, we found evidence for subjecthood effect and more importantly, parallelism effect, highlighting the importance of examining the referent's grammatical roles in both the current and preceding utterances.

**8. Does Learners' Mood Affect the Generation Effect?**

***Julia Knoepke, Tobias Richter and Carolin Eyßer***

This study investigated the impact of mood states on the generation effect with naturalistic texts. Although we found no generation effect, learners in a better mood showed better recall for short generated expository text as compared to learners in a more negative mood, whereas no mood effect was found when the text was read. Results are discussed with respect to relevant theories and findings on the relationship of mood and the generation effect.

**9. An Exploratory Factor Analysis of a Verbal Analog of the Wisconsin Card Sorting Test and the Swanson Operation Span Task**

***Kari Stouffer***

An EFA of a verbal analog of the Standardized Wisconsin Card Sorting Test and the Swanson Operation Span Task in conjunction with a study of expository text recall, revealed a moderate correlation of .23 between the two measures. None of the subscores of the VWCST correlated with the Swanson OST and none of the subscores of the Swanson OST correlated with the VWCST, indicating that these two Tests predominantly measure different aspects of executive processing.

**10. Effects of Verbal Cognitive Flexibility and Verbal Working Memory Span on Recall of Texts With Topic Shifts**

***Kari Stouffer, Shahram Ghiasinejad and Richard Golden***

A new operational measure for assessing cognitive flexibility, called the Verbal Wisconsin Card Sorting Task (VWCST) is proposed. The effects of Verbal Working Memory Span (VWMS) and VWCST on recall of scientific expository texts with varying numbers of topic shifts, demonstrated that participants low in VWCST and moderate in VWMS had more difficulty than participants high in VWCST and high in VWMS in recalling propositions from texts that had more topic shifts.

### **11. Developing Appreciation for Sarcasm and Sarcastic Gossip: It Depends on Perspective**

*Melanie Glenwright, Brent Tapley, Jaqueline K.S. Rano and Penny M. Pexman*

Sarcasm appreciation requires perspective taking. Children, adolescents, and adults were presented with sarcasm in three parties present conditions: private evaluation, public evaluation, and gossip.

Participants interpreted speaker attitude and humor from the perspective of addressee and bystander.

Children showed no influence of interpretive perspective or parties present. Adolescents and adults shifted interpretations but differed in perceptions of gossip. The ability to modulate appreciation of sarcasm by interpretive perspective and parties present develops in adulthood.

### **12. Taking the Perspective of the Narrator**

*Sarah C. Dean, Anne Cook and Edward O'Brien*

While the protagonist comprises an essential element of readers' representations, readers do not read from the perspective of the protagonist. However, under certain conditions readers will comprehend from the protagonist's perspective. The first three experiments demonstrated that readers can adopt the perspective of the protagonist when explicitly instructed and when reading from the first person point of view. Experiment 4 established that taking the protagonist's perspective is due to strategic processing, not simply increased attention.

### **13. How Deep is Your Cloze? The Construct Validity of a Deep Cloze Test**

*Carsten Elbro and Katrine Lyskov Jensen*

Traditional cloze tests may not measure comprehension processes beyond the single sentence level (Shanahan et al., 1982). In contrast, a deep cloze test has gaps that are strategically chosen to assess specific aspects of comprehension at discourse level. A study of 83 adult students found that a new deep cloze test contributed unique variance to reading comprehension measured with a conventional test even after control for sentence-level cloze and vocabulary.

### **14. Evaluations About Climate Change: Relations Between Moral Convictions, Plausibility, Attitudes, and Knowledge**

*Doug Lombardi, Benjamin Heddy and John Chancey*

We investigated relations between undergraduates' moral convictions, plausibility, attitudes, and knowledge about climate change, as well as differences in the variables based on moral stance. Moral convictions, plausibility, and attitudes were significantly related, and also, significant predictors of post reading knowledge. We also found that only attitudes changed after reading a refutation text. These results suggest the importance of cognitive evaluations in learning about important and controversial topics, such as climate change.

### **15. Aspect Comprehension and Processing in Narratives by Native Spanish Speakers**

*Hannah Riddle and Andreas Schramm*

Aspect is fundamental to expressing time and sequence of events in narratives. In second language acquisition literature little is known about how aspect is comprehended. This study manipulates aspect in narratives and compares comprehension of Spanish speakers to English and Arabic speakers. English and Spanish have morphosyntactic aspect, Arabic does not. Predicted results include no effect in Spanish speakers' comprehension of manipulations compared to English or Arabic speakers. Data will be presented at the conference.

- 16. Influences on Voter Behavior: A Computational Linguistic Analysis of Presidential Candidates**  
*Jeremiah Sullins, Nicole Lemaster, Daniel Neely, Katie Finch, Clayton Henrichson and Tim Davis*  
Is there something unique about the way in which U.S. Presidential candidates speak that can potentially influence a voter's behavior? Significant linguistic differences were discovered between political parties. Additionally, linguistic differences between D.J. Trump and H.R Clinton are discussed. These findings suggest that candidates need to be cognizant of what they say, how it is being said, and to whom it is being said.
- 17. Epistemic and Affective Dimensions of Socio-Scientific Argumentation: To Vaccinate or Not?**  
*Kasey Michel and Panayiota Kendeou*  
We employed a mixed-methods approach to investigate arguments for and against vaccination. Arguments were extracted from popular web sources that discussed vaccination specifically from mothers' point of view and were analyzed along both epistemic and affective dimensions. Quantitative and qualitative findings were integrated to provide a robust interpretation of the arguments collected and provide insight into how the side of the debate for which the argument is made may influence what is said and why.
- 18. Matching Readers to Texts: An Approach that Maintains Construct Representation**  
*Kathleen Sheehan*  
Reader/text matching algorithms have been proposed as a way to help teachers and learners select reading materials that are challenging, yet not so challenging as to cause frustration or reduce motivation. Recent analyses have suggested that many existing algorithms rely on assumptions and approximations that may contribute to a narrowing of the targeted reading construct. An alternative IRT-based matching algorithm is proposed, and evidence of improved construct representation is presented.
- 19. A Successful Marriage of Machine Learning and Natural Language Processing to Assess Literary Text Comprehension**  
*Kathryn S. McCarthy, Renu Balyan and Danielle S. McNamara*  
Natural language processing (NLP) and machine learning (ML) were used to predict human ratings of literary text comprehension. An ensemble classifier that used unigrams (single content words), elaborative (new) n-grams, and linguistic features in combination was the most accurate in identifying idea units as paraphrase, text-based inference, or interpretive inference (accuracy 0.61 to 0.95, F=0.23 to 0.79). The findings indicate that combining NLP and ML offers an effective means of automating literary text comprehension assessment.
- 20. Ask the Right Questions: Natural Language Processing Indices to Predict Question Quality**  
*Kristopher J. Kopp, Amy M. Johnson, Scott A. Crossley and Danielle S. McNamara*  
Using a corpus of 4575 questions, we developed an NLP algorithm assessing question quality to inform feedback on questions generated by students within iSTART (an intelligent tutoring system that teaches reading strategies). The questions were coded using a four-level taxonomy. NLP indices were calculated for each question and machine learning was used to predict question quality. NLP indices related to lexical sophistication modestly predicted question type. Accuracies improved when predicting two levels (shallow versus deep).



## **21. Constructing Voices in Cross-Cultural Communication on World Englishes**

***Kyong-Sook Song***

This study explores constructing dialogues in English conversations on the varieties of English, conducted among/between American students (AS) and Korean students (KS) in the U.S. with reference to AS's and KS's language awareness and attitudes toward World Englishes. It confirms that AS and KS utilize various types of constructed dialogues and discourse strategies in expressing language awareness and attitudes toward World Englishes, in order to achieve various interactional goals.

## **22. Modeling Second Language Writing Proficiency: A Structural Equation Investigation of Linguistic and Discourse Features in Source-based and Independent Writing**

***Minkyung Kim and Scott Crossley***

This study develops a second language (L2) writing proficiency model using 480 test-takers' responses to source-based and independent writing tasks via structural equation modeling. Findings indicated that in a latent model, 71.78% of the variance in L2 Writing Proficiency was explained by L2 Linguistic Ability (51.98%) and L2 Discourse Ability (19.80%). It was also found that the latent model was generalizable across writing prompts (with the exception of lexical features), gender, and learning contexts.

## **23. Active Search or Automatic Activation?: A Study on Unheralded Pronoun Resolution in a Second Language**

***Shiori Asami and Yasunori Morishima***

The authors examined how limited cognitive resources affect inferential processing for unheralded pronoun resolution in a second language (L2). Participants read stories containing either an ordinary pronoun or an unheralded pronoun. In an intermediate L2, the unheralded pronouns were processed slower than the ordinary pronouns and the associated information to the referent appeared to be activated through active memory search. In contrast, advanced L2 readers demonstrated a similar processing pattern to that of L1 readers.

## **24. Does the Decorative Images' Seductive Effect Hold in E-Learning?**

***Federico Martin Gonzalez, Gaston Saux, Natalia Irrazabal and Debora I. Burin***

The purpose of this study is to replicate and extend the seductive effect of decorative pictures in expository text comprehension to an e-learning environment. One hundred and twenty four undergraduate student completed WM tests, and an e-learning course that presented two texts (with and without images), followed by comprehension questions. Scores on comprehension were significantly lower for the texts with decorative images, and varied positive and linearly with WM scores.

## **25. Modeling Basic Writing Processes from Keystroke**

***Hongwen Guo, Paul Deane, Peter van Rijn, Randy Bennett and Mo Zhang***

We analyzed keystroke logs as a way of characterizing the processes in essay composition. Low-level timing data were modeled, which were thought to reflect processes associated with keyboarding skills and composition fluency. Heavy-tailed probability distributions were found to fit to individual students' data reasonably well; estimated parameters were found to be more robust than total writing time or scores across prompts for the same writing purpose; and they were associated with human essay scores.

**26. How Skilled and Less-Skilled Comprehenders Process Complex Elaborated Feedback: A Think-Aloud Study**

*Ignacio Mañez, Eduardo Vidal-Abarca, Tomás Martínez and Panayiota Kendeou*

We analyzed how skilled and less-skilled comprehenders engaged in feedback processing in task-oriented reading. Students read two texts, and answered multiple-choice questions with the text available on the computer, while also thinking-aloud in one of the texts. We found individual differences only on the percentage of verbalizations after question answering failure vs. success. The focus of attention when processing feedback, as well as metacognitive and cognitive processes were very similar between both groups of students.

**27. Examining and Supporting Students' Engagement in Text-Based Explanatory Modeling**

*Katherine James*

This study examined participants' engagement in inquiry with multiple texts for purposes of creating an explanatory model. Given the challenges commonly experienced, participants in a second condition were provided with a graphic organizer designed to support multiple aspects of this process. Results suggest that participants in the graphic organizer condition engaged in significantly more elaborative processing of relevant information from the texts and performed significantly better on measures of model quality and learning.

**28. Alien Conspiracies and Reliance on Inaccurate Information**

*Megan Imundo, Amalia Donovan and David N. Rapp*

People often utilize the inaccurate information they read, even when they should know better. We investigated whether exposure to far-fetched alien conspiracies, and beliefs about their viability, might influence people's use of inaccurate information. Participants were generally influenced by the falsehoods they read regardless of whether they previously watched a conspiracy or control video. But people's beliefs about conspiracies, and their predilections towards careful reasoning, helped distinguish the likelihood of their being influenced by inaccuracies.

**29. Exploring Effects of Automated Feedback on Students' Scientific Argumentation**

*Mengxiao Zhu, Ting Wang, Ou Lydia Liu and Hee-Sun Lee*

This research studies the automated scoring and feedback in supporting students' construction of written scientific arguments in an online earth science curriculum module. The constructed responses were evaluated by an automated scoring engine, then scores and automated feedback were provided in real-time to students to guide their revisions of the answers. We analyse the log data of student activities and score details to study students' response to and impact of the automated scores and feedback.

**30. Examining the Effects of a Teacher Professional Development Program on Student Writing Processes**

*Shuangshuang Liu and Mo Zhang*

Using an experimental design, this study investigates the causal effects of a teacher PD program that intends to improve middle school student writing. Both final scores and writing-process indicators extracted from keystroke logs were examined as outcome variables using a school random effect model. The study found null effect on essay scores but significant effect on a writing process indicator, local and word level editing, although the effect was significant only for high SES schools.

### **31. Exploring Variation in Text Features in Harry Potter**

*Anastassia Loukina, John Sabatini, Tenaha O'reilly and Beata Beigman Klebanov*

This research examined how certain textual features vary across an entire book. Excerpts from Harry Potter were processed through TextEvaluatorTM to examine changes on several metrics. The results indicate substantial variation in overall text complexity, ranging from first to eleventh grade; in subdimensions of complexity (e.g., syntactic complexity, level of argumentation); and from passage to passage sequentially. The implications for classroom use of text analytic tools with full length books are discussed.

### **32. Normed Metaphors with Figurative and Literal Targets**

*Andriana Christofalos and Gary Raney*

We present the results of three norming experiments designed to produce metaphors and target words for use in studies of semantic access. In Experiment 1, we collected familiarity ratings for 264 metaphors. In Experiment 2, we developed target words related to the figurative or literal meaning of 132 of the metaphors. In Experiment 3, we verified that the target words are related to the matched metaphors and are unrelated to matched, neutral literal sentences.

### **33. Inferring Character Emotions in a Text: A Divided Visual Field Study**

*Blaine Tomkins, Lindsey Bassett and Sandra Virtue*

Participants read texts that primed an inference associated with a positive (Experiment 1) or negative (Experiment 2) emotion. Using a divided visual-field paradigm, participants performed a lexical decision task for related target words presented to either the left visual field-right hemisphere or right visual field-left hemisphere. Results showed significant priming in both hemispheres only for negative emotion inferences. This pattern suggests that readers are faster to infer negative emotions from a text than positive emotions.

### **34. Empathy and Helping Behaviors in Narrative Comprehension: Comparison Between Adults With Autism Spectrum Disorder and Typically Developing Adults**

*Hidetsugu Komeda, Hirotaka Kosaka and Hidehiko Okazawa*

Adults with and without autism spectrum disorder (ASD) show empathetic responses toward similar others. However, it remains unclear whether they show empathetic responses and helping motivation toward similar others. Twenty-two ASD adults and 20 typically developing (TD) adults rated empathy and helping motivation after reading 24 stories. The results showed that TD adults had empathetic responses and helping motivation toward TD characters. However, ASD adults showed empathy to ASD characters, but not helping motivation.

### **35. Co-construction Processes in a Collaborative Simulation-based Task**

*Jessica Andrews, Kevin Graham, Mengxiao Zhu, Jiangang Hao, Lei Liu and Alina von Davier*

This study examined discourse data associated with co-construction of knowledge that individuals displayed while engaging in a collaborative simulation-based task, and how those co-construction processes related to performance outcomes. We further explored how individual personality traits may relate to co-construction processes. Significant relationships between personality and co-construction processes did not emerge. However, performance outcomes were impacted by co-construction; individuals who displayed collaborative behaviors performed better relative to those who engaged in non-collaborative behaviors.

### **36. Effect of Reflective Writing on Students' Epistemologies**

*Srikanth Dandotkar*

This study investigated the effect of reflective-writing and knowledge of research-methods on students' beliefs about knowledge and learning, epistemological beliefs (EB). Students -- from research-methods and cognitive-processes class -- took the EB-survey three times (first-day/baseline, pre, and post reflective-writing) during a semester. Only research methods students showed a change in their beliefs after a reflective writing task. This study identified the importance of students' knowledge about research methods in potentially shaping their beliefs about knowledge.

### **37. Age and Prior Knowledge Affect the Processing and Comprehension of Satirical Text**

*Stephen Skalicky and Scott Crossley*

Reading times and humor ratings for 80 headlines (40 satirical, 40 non-satirical) were gathered from 76 participants. Results demonstrated no significant reading time differences between satirical and non-satirical headlines. However, results reported that a higher age and higher perceptions of humor caused significantly slower satire processing, while higher levels of prior knowledge resulted in significantly higher perceptions of satirical humor. These results further emphasize the importance that age and prior knowledge have on satire comprehension.

### **38. Conceptual Effects of Audience Design in Human-Computer and Human-Human Dialogue**

*William S. Horton and Chris Schmader*

In this study, we examined the conceptual consequences of conversational audience design. In a Wizard-of-Oz paradigm, participants described novel images for a computer dialogue application or human partner. Subsequently, they independently sorted the images into discrete groups. When talking to the computer partner, participants' descriptions focused mostly on geometric features. Moreover, participants' post-dialogue sorts were more shape-based following human-computer interaction. Attending to objects for communicative purposes affects how speakers construe objects for themselves.

### **39. Automated Classifiers for Virtual Internships without Participant Data**

*Zachari Swiecki, Dipesh Gautam, Vasile Rus, David Williamson Shaffer and Art Graesser*

Virtual internships are online simulations of professional. Prior work used classifiers trained on participant data to automatically assess notebook entries from these environments. However, when teachers create new internships using available authoring tools, no such data exists. We evaluate a method for generating classifiers using specifications provided by teachers during their authoring process instead of participant data. Our method produces some classifiers that perform well on unseen data, but requires further refinement.

## Poster Session II

### Tuesday, August 1<sup>st</sup>, 4:30-6:00

#### **40. The Effect of Taboo Language on Memory**

*Alexandria Guzman and Katina Tsitardis*

Undergraduate students at the University of New Haven read one version of 12 short (approximately 4 sentences). One version of the text contained a taboo word while the other contained a neutral word. The neutral word was matched for length and frequency to the taboo word. Participants then recalled the texts. Texts with taboo words were better recalled than those with the neutral words.

#### **41. The “Chemistry” of Learning: Interacting Effects of Emotions, Goals, and Text Cohesion**

*Catherine Bohn-Gettler, Emma Johnson, Amy Maslowski, Ladeanna Swanson, Kelly Thoreson and Samantha Womeldorf*

This study examined the influences of emotion, reading goals, and cohesion when writing-aloud about expository science texts. Participants induced to feel positive emotions generated more inferences and demonstrated increased paraphrasing and comprehension for less cohesive texts. Participants induced to feel negative emotions demonstrated increased paraphrasing for more cohesive text, but non-coherence processes for less cohesive text. Reading for study increased text rehearsal and recall. The results demonstrate the importance of considering complex interactions in comprehension.

#### **42. Not All E-Reading Is Created Equal: The Interaction Between Reading Mediums and Reading Skill**

*Jennifer Stiegler-Balfour, Zoe Roberts and Abby Lachance*

The authors examined how reading expository text on different reading mediums impacts comprehension of skilled- and less-skilled readers. Participants read two expository texts on paper, a computer or an iPad while reading times and free recall were measured. Skilled readers demonstrated longer reading times in the digital medium conditions and higher recall for text details, whereas less-skilled readers maintained equal reading times in all conditions but showed lower recall in the digital medium conditions.

#### **43. Reading Six of One Helps You Understand Half a Dozen of the Other**

*Krista A. Miller and Gary E. Raney*

Our study examines how idioms are represented in memory using a text repetition method. Participants read passages containing an idiom (walk in the park) twice in succession. The idiom was repeated during the second reading or replaced with an idiom with a similar meaning (piece of cake). Results showed slightly larger repetition effects for repeated idioms than for idiom synonyms, suggesting that figurative phrases support repetition effects in the same way as individual words.

#### **44. What (Little) Difference a Word Makes: Realistic Effects of Vocabulary Difficulty on Text Comprehension and Text Processing**

*Suzanne Kleijn and Henk Pander Maat*

The effect of vocabulary difficulty on text comprehension and text processing was investigated in a strictly controlled cloze study (PPN=786) and an eye-tracking study (PPN=181). Secondary school students enrolled in different levels of the Dutch school system participated in the experiments. Comprehension scores increased and reading times decreased when vocabulary was easier but the effects were small. Higher-level students read faster and scored higher on comprehension than lower-level students. Education level interacted with vocabulary difficulty.

**45. The Role of Word Identification and Text Processing to Predict Young Adult Reading Performance on Different Reading Literacy Tasks.**

*Tomás Martínez, Alba Rubio and Eduardo Vidal-Abarca*

Does word identification play a role on young skilled readers' performance on different reading literacy tasks? Does the readers' strategic processing vary depending on different reading literacy tasks? We aimed at answering these two questions with a large sample of freshmen (979 students). We confirmed that word identification played a role on the three reading literacy situations tested and the variation of strategic processing depending on the reading situation.

**46. The Role of Unexpectedness in Antecedent Retrieval**

*Wei Wei and Anne Cook*

Previous research has demonstrated that antecedent retrieval is influenced by memory-based factors such as elaboration, distance, and causality. We examined whether a new variable, unexpectedness, also influences this process. Participants read passages containing an antecedent and a same-category alternate for an anaphor; the alternate was either expected in the passage context or unexpected. Probe response times demonstrated that expectedness of the alternate influenced antecedent retrieval. These findings have implications for current models of discourse comprehension.

**47. Reading News Comments about Scientific Controversies in a Second Language**

*Agnese Sampietro and Ladislao Salmeron*

We studied the effect of uncivility in comments of scientific online news written in a foreign language. Previous research showed that the exposure to uncivility reinforces readers' previous attitudes (Anderson et al., 2014). Our study shows that attitude change towards the message is greater when the uncivil comment is written in a foreign language, in coherence with literature on psycholinguistics about the reduced emotionality experienced while reading in a second language.

**48. Influences of Topicality and Modality on Referential Form Production in Vietnamese**

*Binh Ngo and Elsi Kaiser*

Two sentence completion tasks (written: n=24, spoken: n=36) were conducted to examine the production of referential forms in Vietnamese under (i) topicality and (ii) modality (i.e. spoken vs. written) effects. Results show effects of modality on referents' likelihood-of mention and on referential forms choices. Modality also influences these choices (i.e. higher use of NPs in spoken vs. written), emphasizing that prior findings about pronouns being more common in spoken language may be epiphenomenal.

**49. A Computational Linguistic Analysis of Confusion and Frustration**

*Jeremiah Sullins, Ronnie Clements, Nicole Lemaster and James Huff*

Research has shown that frustration and confusion are two of the most commonly occurring emotions during learning. The current study sought to explore any linguistic differences that exist between confusion and frustration. Computational linguistic analyses revealed differences in the characteristics between these two learning-centered emotions.

**50. You Talkin' To Me? The Role of Audience in the Generation of Explanations**

*Laura Allen, Cecile Perret, Tricia Guerrero and Danielle S. McNamara*

We investigated differential effects of explaining a text to oneself compared to a peer. No differences were observed between comprehension scores of students in “self-explain” and “other-explain” conditions. However, linguistic analyses highlighted significant differences in the characteristics of generated explanations. Students who explained to their peers used more conceptually general verbs, and words that were more semantically related. This suggests that audience may play an important role in the types of explanations generated during reading.

**51. Testing the Prognostic Validity of Five Instruments for the Assessment of Text Comprehensibility/Readability**

*Marcus Friedrich and Elke Heise*

Text comprehensibility is an important predictor of the emotions during reading. Hundreds of instruments are available, designed to measure comprehensibility (Benjamin, 2012). Yet it is unknown which instrument assesses comprehensibility best. An experimental study compared the prognostic validity of five instruments for German texts. Among other results, it showed correlations of  $r = .50$  between positive emotions and the Reading-Ease-Formula and  $.83$  between positive emotions and subjective comprehensibility in the questionnaire from Friedrich (in press).

**52. Sentence Solving: Garden Path Sentences as Creative Problems**

*Sarah K. Craig and Andrew F. Jarosz*

The present study examined the relationship between the seemingly similar underlying processes (e.g., initial faulty representations, restructuring) involved in comprehending garden path sentences and solving creative problems. Partial correlations showed that when the variance of control sentence accuracy was controlled, creative problem solving accuracy significantly predicted garden path sentence comprehension but not control sentence comprehension. These results suggest that individuals may draw on similar processes to interpret ambiguous language and solve creative problems.

**53. Measuring Collaboration During Creative Problem Solving Using Linguistic Features**

*Stephen Skalicky, Scott Crossley, Mihai Dascalu, Danielle McNamara and Kasia Muldner*

In this study, we examine discourse produced during collaborative problem solving. Results of linear mixed effects models demonstrate that the total number of voices (i.e., semantic chains of related words representing separate topics in discourse) is a significant predictor of creativity. However, other indices designed to measure collaboration among participants (e.g., blending of voices between participants) were not significant predictors, suggesting that different levels of collaboration did not affect the generation of creative solutions.

**54. Effects of Beliefs About Academic Ability on Students' Science Knowledge: Domain Specificity and Types of Knowledge**

*Kelsey Dreier, Zuowei Wang, Tenaha O'Reilly and John Sabatini*

The goal of this study was to evaluate how students' beliefs about their academic ability were related to science knowledge, and if their beliefs specific to science were more impactful than their general academic beliefs. We found that student's beliefs on their science ability added sizable predictions to their science knowledge beyond general academic beliefs. Additionally, evidence suggests that students' science beliefs were more important for deeper conceptual knowledge than basic knowledge.

**55. The Impact of Narrative Perspective and Gender on Recall from a Text**

*Alix Seigneuric, Steve Bueno, Julie Lebahar, Laure Pourcin, Valérie Gyselinck and Hakima Megherbi*

This study examined the impact of using a 2nd-person pronoun ('you') or a 3rd-person pronoun ('he', 'she') to describe a protagonist as a function of the gender of the reader. Using 'you' led to increase the number of verbs recalled relating to the protagonist, in women relative to men. Women also recalled more action verbs when the protagonist was referred to by 'he' and more feeling verbs when the protagonist was referred to by 'she'.

**56. Strategic Processing of Multiple Sources in Online Settings: A Review of Research**

*Byeong-Young Cho, Peter Afflerbach and Hyeju Han*

This research synthesis describes the reading comprehension strategies employed in accessing, comprehending, and using multiple sources online. In the last two decades, there has been burgeoning research on the strategies used in the reading of multiple texts, traditional and nontraditional texts, and combinations thereof. The purpose of this literature review is to provide a detailed accounting of these strategies, used by successful readers in complex, digital multi-text environments.

**57. The Role of Discourse Focus in Pronoun Resolution and Relation to Reading Comprehension in Children**

*Hakima Megherbi, Alix Seigneuric, Jane Oakhill and Steve Bueno*

The first aim of this experiment was to study the role of discourse focus on children's pronoun resolution in short texts. The second aim was to test the relation between sensitivity to the discourse focus and reading comprehension level. A self-paced reading paradigm was used. Analyses showed that children - like adults - are sensitive to the discourse focus during reading, and this sensitivity to the focus is related to reading comprehension in children.

**58. Using Research to Develop an Evidence-Based Instructional Reading Program with and for Adult Educators**

*Jane Shore, John Sabatini and Tenaha O'Reilly*

This project's purpose was to work with adult learners, educators and field experts in one state to better understand how they teach reading in order to design, develop and pilot an evidence-based program for their use. Data from a state-wide survey of adult educators and in-depth interviews of key leaders were compared with results from recent research. Results reveal opportunities to introduce a more balanced approach to reading instruction than what is presently used.

**59. Summary Writing Instruction Strategies by Using Appraisal and Ideational Metafunctions: Implicit and Explicit Instructions**

*Khalid Albishi*

The first part discusses the analysis of language metafunctions of the implicit knowledge in relation to the genre of any proposed text. Integration of related summary writing instructions combined with the SFL framework to further apply the usage of suggested the model. Finally, the paper presented practical forms based one the suggested model in activities which are used in contexts and compared with courses in the field. this shows the gaps of existed activities.



**60. The Face of Sarcasm: Visual Intonation and Sarcasm Comprehension in Deaf Signing Adults**

*Nicole Hiebert and Melanie Glenwright*

We examined the extent to which Deaf adults rely on visual intonation displayed through facial movements in sign language when determining whether a signer is using sarcasm versus literal language. Participants watched a series of 12 videos narrated by a Deaf signer. The importance of visual intonation was measured by manipulating how much of the signer's face was visible. Results showed that participants understood sarcasm best when they could see the signer's eyes.

**61. Supporting Student Generalizing: An Analysis of Classroom Discourse**

*Sam Prough, Ranza Veltri and Susanne Strachota*

This study explores the discourse that supports students in forming verbal generalizations in one Grade 4 classroom. By analyzing the student-teacher discourse in ten teaching segments, we coded for purpose of statement, as well as technique for fulfilling the purpose. We identified sixteen statements of generalization. The data reveal that students' generalizations are linked to discursive moves associated with the purpose of extending and the techniques of requesting for justification and justifying.

**62. The Availability of Spatial Information**

*Christopher Williams, Emily Smith, Erinn Walsh and Edward O'Brien*

Previous research has demonstrated that readers are not consistently disrupted by spatial inconsistencies unless spatial information is made more accessible (Smith & O'Brien, 2012). The current experiments attempted to increase the availability, and in turn the accessibility, of spatial information by manipulating task demands. The results of four experiments demonstrated that the processing effects associated with spatial inconsistencies are dependent upon the strength and availability of spatial information in memory.

**63. Searching, Elaboration On The Correct Response Or Elaboration On The Mistake: What Does It Work On Feedback?**

*Eduardo Vidal-Abarca, Tomás Martínez, Antonio Ferrer and Arantxa García*

We designed an experiment to test the role of searching the text after knowledge of results (KR) feedback and elaborated feedback (EF) orienting learners toward the correct response (EFcorrect) or towards the mistake (EFmistake) when students have a second attempt to answer low-and high-level questions in learning science. Results show that the three feedbacks are equally effective for low-level questions, though EFmistake is more effective for high-level questions. Processing data are presented.

**64. Purposeful Processing: Recognizing Unwarranted Explanations With and Without Contextual Help**

*Elsi Kaiser*

We examined humans' preference for teleological (purpose-driven) explanations of natural phenomena. For example, "earthworms tunnel underground in order to aerate the soil" is incorrect: Earthworms do not intentionally aerate the soil. However, such sentences are often accepted as true. We investigated what whether contextual factors influence the likelihood of over-attributing intentionality. Our results suggest that a preceding "why" question does not facilitate people's ability to recognize false teleological explanations, contrary to predictions.

**65. When Readers Rely on Source Credibility in Narrative Text**

*Emily Smith, Christopher Williams and Edward O'Brien*

The current experiments examined the circumstances in which readers utilize source credibility information. A consistent finding has been that readers only rely on source information if the reader was explicitly instructed to both attend and use that information. The current experiments provided evidence that non-credible source information could be sufficiently elaborated on in the text (i.e., through online methodologies) so that the information from the non-credible source had less of an influence on moment-to-moment processing.

**66. The Effects of Task Model Training on Students' Understanding of Scientific Causal Explanations**

*Kathryn E. Rupp, Dylan T. Blaum, Patricia S. Wallace and M. Anne Britt*

We investigated how students represent scientific causal explanations from reading. In two studies, we tested whether a tutorial that provides goals and strategies for achieving those goals (task model) represent the content more completely. College students given the tutorial correctly recalled and identified more elements of the explanation than those not given the tutorial. These results suggest that brief task model training can lead to stronger representations of science explanations.

**67. What Happens When Someone With a Different Political Viewpoint Provides Inaccurate Information?**

*Rebecca Adler, Meghan Salomon and David N. Rapp*

The inaccurate statements that appear in stories can problematically influence readers' post-reading decisions. We are interested in whether these problematic consequences depend upon matches/mismatches between readers' and story protagonists' perspectives. Similarities might encourage readers to rely on characters' statements, or perhaps make readers more evaluative of that content. We began by specifically examining mismatches of political identity. Inaccurate content was generally influential regardless of the degree of mismatch between readers' and characters' political affiliations.

**68. Reading Skill and Fantasy Text Comprehension**

*Sarah Dean, Anne Cook and Edward O'Brien*

Within the RI-Val Model, both the reader's general world knowledge and contextual information held in the reader's episodic memory trace compete to dominate validation during reading. General world knowledge typically dominates the process. However, contextual information can dominate validation when bolstered through elaboration. The results of this experiment demonstrated that while skilled readers can make use of contextual elaborations during validation, less-skilled readers cannot and general world knowledge continues to dominate validation.

**69. Strategies of Evaluating Policy Arguments**

*Yi Song, Patrick Houghton, Laura McCulla, Beata Beigman Klebanov and Binod Gyawali*

Policy argumentation is an important form of democratic participation, and in schools, students are often asked to write essays about policy issues. In the current study, we examine students' use of strategies to evaluate policy arguments in a high-stakes writing assessment. The preliminary results show that high quality evaluations focused on justifying the causal relationship from the proposed plan to the goal, and critiqued multiple aspects of the argument.

**70. Using Generalizability Theory to Examine Stability of Comprehension Assessments**

*Alyson Collins, Micheal Sandbank and Esther Lindstrom*

This study used Generalizability Theory to examine stability of comprehension assessments across response formats and passage types. Fourth graders (N=79) read six passages aloud and completed a

comprehension test. Three response formats (open ended, multiple choice, retell) and two passage types (narrative, expository) were randomized and counterbalanced across students. Results indicated considerable variance owed to response format over passage type or individual. Additionally, number of administrations needed to achieve score stability varied by response format.

**71. Understanding the Nature of Cross-Linguistic Interference and its Importance for Second-Language Reading Skill**

*Brianna Yamasaki and Chantel Prat*

The ability to successfully manage interference has been shown to be important for skilled second-language (L2) reading. The current study investigated the hypothesis that this relation is driven by cross-linguistic interference. We found that the amount of interference experienced between first-language (L1) and L2 was negatively related to L2 reading ability. When indices of L1 proficiency, cross-linguistic priming, and non-linguistic interference management were entered simultaneously, non-linguistic interference management was the strongest predictor of cross-linguistic interference.

**72. Pathways to Changing Socio-Scientific Misconceptions**

*Gregory Trevors, Veronica Fleury and Panayiota Kendeou*

This study investigated interrelations between the general public's epistemic beliefs, prior conceptions of autism spectrum disorder (ASD), and learning about ASD treatments. Participants reported their beliefs regarding how claims about ASD are justified, prior knowledge, and read texts describing ASD treatments (supported or unsupported by evidence). For each, participants rated its comprehensibility, believability, credibility, and their approval and recommendation. Findings show epistemic justification and ASD (mis)conceptions differentially predicted recommendations for treatment of various evidentiary support.

**73. What matters more—the 'literariness' of a story, or what a reader thinks it is? Exploring the Influence of Genre Expectations on Transportation and Empathy**

*Jessica Van Gilder and Panayiota Kendeou*

We examined whether genre expectations and text genre (fiction, nonfiction) influence participants' empathy, transportation, and comprehension. The results showed that empathy was influenced by genre expectations, whereas transportation was influenced by text genre; there were no effects on comprehension. Specifically, participants with a fiction expectation reported higher empathy after reading, whereas participants with a nonfiction expectation reported lower empathy after reading. Interestingly, participants who read nonfiction reported significantly higher transportation than participants who read fiction.

**74. Online Processing of Causal Relations in Beginning First and Second Language Readers**

*Liza van den Bosch, Eliane Segers and Ludo Verhoeven*

We investigated online sentence processing in beginning first language (L1) and second language (L2) readers (8-10 years). By means of eye-tracking, we measured children's processing times of two-clause sentences including a causal content relation. We investigated the interplay between text-related factors (i.e., coherence marking and linear order of clauses) and child-related factors (i.e., language background and grammar knowledge). The results showed that coherence marking and individual differences in grammar knowledge influenced L2 children's processing times.

**75. Linking Reading and Writing in First and Second Languages for Korean Learners of English: Moderation, Mediation, and Path Analyses**

***Minkyung Kim and Scott Crossley***

This study investigates second language (L2) reading and writing in relation to first language (L1) literacy, L2 vocabulary knowledge, L2 reading and writing strategy use, test familiarity, majors, and L2 learning experience. Results support L1-L2 reading transfer, moderate effects of L2 vocabulary on L1-L2 writing transfer, and mediated effects of L2 vocabulary on L2 reading-writing relationships. Path analysis indicated 54.2% and 48.9% of the variance in L2 reading and L2 writing, respectively, were explained.

**76. Using Emotional Collocations to Predict the Sentimental Polarity of Chinese Texts on Social Media**

***Tao-Hsing Chang, Yi-Ting Siao, Yao-Ting Sung and Hsueh-Chih Chen***

This study explores and verifies how many emotional words and collocations only appear in texts of a single polarity. This study also proposes a simple predicting method which utilizes emotional collocations to determine the polarity of Chinese short texts. First finding is that only using emotional words to predict the polarity of a Chinese short text is unreasonable. Second, this study have extracted many emotional collocations. The accuracy of the proposed predicting model is satisfactory.

**77. Speed Reading Trainings: Are They Effective?**

***Tobias Richter and Ralph Radach***

This experimental pre-posttest study investigated the impact of seven commercial speed reading trainings on reading times and reading comprehension. Contrary to predictions derived from the cognitive psychology of reading, four of the seven trainings increased reading speed without compromising comprehension. However, these effects were not associated with more efficient basic reading processes on the word and the sentence level. Future studies should examine the mechanisms that account for the effectiveness of speed reading trainings.

**78. Learning from Texts in a Scenario-Based Assessment: General and Topic-Specific Background Knowledge**

***Kathryn S. McCarthy, Tricia A. Guerrero, Kevin M. Kent, Laura K. Allen, Danielle S. McNamara, Szu-Fu Chao, Jonathan Steinberg, Tenaha O'Reilly and John Sabatini***

This study investigated the role of two forms of background knowledge, domain-general and topic-specific, on students' ability to comprehend and learn from science texts. High school students completed a pretest, posttest, and two background knowledge assessments in the context of the Global, Integrated, Scenario-based Assessment on Ecology. Results suggest an interactive effect of the knowledge types such that readers with high domain-general knowledge, but low topic-specific knowledge improve most from pretest to posttest.

## Author Affiliations – Email

Adler, Rebecca; Northwestern University; RebeccaAdler2018@u.northwestern.edu  
Afflerbach, Peter; University of Maryland; afflo@umd.edu  
Agyemang, Cathy; University of Alberta; cagyeman@ualberta.ca  
Albishi, Khalid; Bisha College of Technology; k-m-s-100@hotmail.com  
Alexander, Patricia; University of Maryland, College Park; palexand@umd.edu  
Allen, Laura; Arizona State University; LauraKAllen@asu.edu  
Almeda, Ma. Victoria; Teachers College Columbia University; mqa2000@tc.columbia.edu  
Alvarez-Drexler, Andrea; University of Buenos Aires (UBA) - National Council of Scientific and Technical Research (CONICET); aldrex@yahoo.com.ar  
Andrews, Jessica; Educational Testing Service; jandrews@ets.org  
Appel, Colleen; Educational Testing Service; cappel@ets.org  
Appel, Markus; University of Koblenz-Landau; appelm@uni-landau.de  
Asami, Shiori; International Christian University; asami.pw@gmail.com  
Asiala, Lillian Ke; Northern Illinois University; lke.asiala@gmail.com  
Baccino, Thierry; University of Paris 8; thierry.baccino@univ-paris8.fr  
Baker, Ryan; University of Pennsylvania; ryanshaunbaker@googlemail.com  
Ballenger, Eric; Ball State University; 00eeballenge@bsu.edu  
Ballenghein, Ugo; University of Paris 8; ugo.ballenghein@univ-paris8.fr  
Balogh-Ghosh, Jennifer; Intelliphonics LLC; jennifer@intelliphonics.com  
Balyan, Renu; Arizona State University; renu.balyan@asu.edu  
Barreyro, Juan Pablo; University of Buenos Aires (UBA) - National Council of Scientific and Technical Research (CONICET); jbarreyro@psi.uba.ar  
Bassett, Lindsey; DePaul University; lbasset1@mail.depaul.edu  
Beigman Klebanov, Beata; Educational Testing Service; bbeigmanklebanov@ets.org  
Bennett, Randy; Educational Testing Service; rbennett@ets.org  
Bernstein, Jared; Analytic Measures Inc.; jared413@stanford.edu  
Besserman, Ana; University of Southern California; pianibes@usc.edu  
Biggers, Kietha; Educational Testing Service; kbiggers@ets.org  
Blair, Alyssa; University of Illinois at Chicago; ablair5@uic.edu  
Blaum, Dylan T.; Northern Illinois University; dblaum@niu.edu  
Bohn-Gettler, Catherine; College of Saint Benedict - St. John's University; cbohngettler@csbsju.edu  
Braasch, Jason L. G.; University of Memphis; jlbrasch@memphis.edu  
Brante, Eva W.; University of Oslo; e.w.brante@iped.uio.no  
Britt, M. Anne; Northern Illinois University; britt@niu.edu  
Brockway, Debra; Educational Testing Service; DBrockway@ets.org  
Brummernhenrich, Benjamin; Westfälische Wilhelms-Universität Münster; brummernhenrich@uni-muenster.de  
Bueno, Steve; Université Paris 13 SPC; bueno@univ-paris13.fr  
Burin, Debora I.; Universidad de Buenos Aires - CONICET; dburin@psi.uba.ar  
Burkett, Candice; University of Illinois Chicago; cburke20@uic.edu  
Burstein, Jill; Educational Testing Service; jburstein@ets.org  
Butler, Andrew; University of Texas at Austin; andrewbutler@austin.utexas.edu  
Butterfuss, Reese; University of Minnesota; butte069@umn.edu

Cai, Zhiqiang; University of Memphis; zcai@memphis.edu  
 Cain, Kate; Lancaster University; k.cain@lancaster.ac.uk  
 Calloway, Regina C.; University of Pittsburgh; rcc36@pitt.edu  
 Cameron, Chelsea; Penn State University; cec5144@psu.edu  
 Cardier, Beth; Sirius Beta; bethcardier@hotmail.com  
 Castellano, Katherine; Educational Testing Service; KECastellano@ets.org  
 Chan, Greta; Northern Illinois University; gchan@niu.edu  
 Chancey, John; University of Oklahoma; johnbchancey@ou.edu  
 Chang, Tao-Hsing; National Kaohsiung University of Applied Sciences; changth@gm.kuas.edu.tw  
 Chao, Szu-Fu; Educational Testing Service; schao@ets.org  
 Chen, Hsueh-Chih; National Taiwan Normal University; chcjyh@ntnu.edu.tw  
 Cheng, Jian; Analytic Measures Inc.; Jian.Cheng@analyticmeasures.com  
 Cho, Byeong-Young; University of Pittsburgh; choby@pitt.edu  
 Choi, Jungeun; Seoul National University; choi7541@snu.ac.kr  
 Christofalos, Andriana; University of Illinois at Chicago; achris29@uic.edu  
 Clements, Ronnie; Harding University; hclement@harding.edu  
 Collins, Alyson; Texas State University; alysonacollins@txstate.edu  
 Confer, Sarah; Grand Valley State University; scconfer@gmail.com  
 Cook, Anne; University of Utah; anne.cook@utah.edu  
 Craig, Sarah K.; Mississippi State University; skc195@msstate.edu  
 Crossley, Scott A.; Georgia State University; scrossley@gsu.edu  
 Currie, Nicola K.; Lancaster University; n.currie@lancaster.ac.uk  
 Dampure, Julien; Universidad de La Laguna; julien.dampure@hotmail.fr  
 Dandotkar, Srikanth; University of Southern Indiana; sdandotkar@usi.edu  
 Daniel, Frances; Indiana University Northwest; frdaniel@iun.edu  
 Danielson, Robert; University of Southern California; Robert.Danielson@usc.edu  
 Dascalu, Mihai; University Politehnica of Bucharest; mihai.dascalu@cs.pub.ro  
 Davis, Tim; Harding University; tdavis19@harding.edu  
 Davoodi, Amin; Texas A&M University; amindavoodi@ymail.com  
 Dawdanow, Anastasia; Temple University; tue71642@temple.edu  
 Dean, Sarah C.; University of New Hampshire; sd1@wildcats.unh.edu  
 Deane, Paul; Educational Testing Service; pdeane@ets.org  
 Demberg, Vera; Saarland University; vera@coli.uni-saarland.de  
 Dickler, Rachel; Rutgers University; rachel.dickler@gse.rutgers.edu  
 Dixon, Peter; University of Alberta; peter.dixon@ualberta.ca  
 Dolan, Patrick; Drew University; pdolan@drew.edu  
 Donovan, Amalia; Northwestern University; amaliadonovan2013@u.northwestern.edu  
 Dreier, Kelsey; Educational Testing Service; kdreier@ets.org  
 Eisenbach, Yanina; University of Kassel; yanina280694@aol.com  
 Elbro, Carsten; University of Copenhagen; ce@hum.ku.dk  
 Evers-Vermeul, Jacqueline; Utrecht University; j.evers@uu.nl  
 Eyßer, Carolin; University of Regensburg; carolin.eysser@web.de  
 Feller, Daniel; Northern Illinois University; dfeller@niu.edu  
 Ferrer, Antonio; ERI Lectura - University of Valencia; antonio.ferrer@uv.es  
 Finch, Katie; Harding University; kfinch1@harding.edu

Fleury, Veronica; University of Minnesota; vpfleury@umn.edu  
 Formoso, Jessica; University of Buenos Aires (UBA); jessicaformoso@psi.uba.ar  
 Forsyth, Carol; Educational Testing Service; Cforsyth@ets.org  
 Foy, Jeffrey; Quinnipiac University; Jeffrey.Foy@Quinnipiac.edu  
 Friedrich, Marcus; TU Braunschweig; m.friedrich@tu-braunschweig.de  
 Gao, Jie; Educational Testing service; jgao@ets.org  
 García, Arantxa; ERI Lectura - University of Valencia; arantxa.garcia@uv.es  
 Gautam, Dipesh; The University of Memphis; dgautam@memphis.edu  
 Ghiasinejad, Shahram; University of Central Florida; sghias@yahoo.com  
 Glenwright, Melanie; University of Manitoba; Melanie.Glenwright@umanitoba.ca  
 Gobert, Janice; Rutgers University; janice.gobert@gse.rutgers.edu  
 Golden, Richard; University of Texas at Dallas; golden@utdallas.edu  
 Goldman, Susan R.; University of Illinois Chicago; sgoldman@uic.edu  
 Gonzalez, Federico Martin; Universidad de Buenos Aires; fmgonzalez@psi.uba.ar  
 Graesser, Art; University of Memphis; art.graesser@gmail.com  
 Graham, Kevin; University of Rochester; kgraham5@u.rochester.edu  
 Griffin, Thomas D.; University of Illinois at Chicago; tgriffin@uic.edu  
 Guerrero, Tricia A.; Arizona State University; taguerre@asu.edu  
 Guo, Hongwen; Educational Testing Service; hguo@ets.org  
 Guzman, Alexandria; University of New Haven; aguzman@newhaven.edu  
 Gyawali, Binod; Educational Testing Service; bgyawali@ets.org  
 Gyselinck, Valérie; IFSTTAR-LPC; valerie.gyselinck@ifsttar.fr  
 Han, Hyeju; University of Pittsburgh; hyeju\_han@pitt.edu  
 Hänze, Martin; University of Kassel; haenze@uni-kassel.de  
 Hao, Jiangang; Educational Testing Service; jhao@ets.org  
 Heddy, Benjamin; University of Oklahoma; heddy@ou.edu  
 Heise, Elke; TU Braunschweig; el.heise@tu-bs.de  
 Helder, Anne; University of Pittsburgh; helder@pitt.edu  
 Henrichson, Clayton; Harding University; chenrichson@harding.edu  
 Hiebert, Nicole; University of Manitoba; hieber20@myumanitoba.ca  
 Higgs, Karyn; Northern Illinois University; karynhiggs@yahoo.com  
 Hinze, Scott; Virginia Wesleyan College; shinze@vwc.edu  
 Hoek, Jet; Utrecht University; j.hoek@uu.nl  
 Holtgraves, Thomas; Ball State University; 00t0holtgrav@bsu.edu  
 Hopwood, Amber; Quinnipiac University; Amber.Hopwood@Quinnipiac.edu  
 Horton, William; Northwestern University; whorton@northwestern.edu  
 Houghton, Kenneth J.; Binghamton University; khought2@binghamton.edu  
 Houghton, Patrick; Educational Testing Service; phoughton@ets.org  
 Howley, Iris; Stanford University; iholey@stanford.edu  
 Hu, Xiangen; University of Memphis; xhu@memphis.edu  
 Huff, James; Harding University; jlhuff@harding.edu  
 Imundo, Megan; Northwestern University; meganimundo2018@u.northwestern.edu  
 Injoque-Ricle, Irene; University of Buenos Aires (UBA) - National Council of Scientific and Technical Research (CONICET); iinjoque@psi.uba.ar  
 Irrazabal, Natalia; Universidad de Buenos Aires - CONICET; nirrazabal@psi.uba.ar

Isberner, Maj-Britt; University of Kassel; maj-britt.isberner@uni-kassel.de  
 Jackson, G. Tanner; Educational Testing Service; gtannerjackson@gmail.com  
 Jackson, Tanner; Educational Testing Service; gtjackson@ets.org  
 Jaeger, Allison J.; Temple University; allison.jaeger@temple.edu  
 James, Katherine; University of Illinois Chicago; kjames26@uic.edu  
 Jarosz, Andrew F. ; Mississippi State University; afj62@msstate.edu  
 Jetton, Tamara; Central Michigan University; jetto1t@cmich.edu  
 Johnson, Amy M.; Arizona State University; amjohn43@asu.edu  
 Johnson, Brielle; Grand Valley State University; johnbrie@mail.gvsu.edu  
 Johnson, Emma; College of Saint Benedict - St. John's University; ejjohnson4959@gmail.com  
 Kaakinen, Johanna; University of Turku; johkaa@utu.fi  
 Kaiser, Elsi; University of Southern California; emkaiser@usc.edu  
 Kendeou, Panayiota; University of Minnesota; kend0040@umn.edu  
 Kent, Kevin M.; Arizona State University; kkent4@asu.edu  
 Kim, Minkyung; Georgia State University; mkim89@gsu.edu  
 Kleijn, Suzanne; Utrecht University; s.kleijn1@uu.nl  
 Klin, Celia M.; Binghamton University; cklin@binghamton.edu  
 Knoepke, Julia; University of Würzburg; julia.knoepke@uni-wuerzburg.de  
 Kolwicz, Thaddeus G.; Educational Testing Service; tkolwicz@ets.org  
 Komeda, Hidetsugu; The Hakubi Center for Advanced Research, Kyoto University;  
 komeda.hidetsugu.5w@kyoto-u.ac.jp  
 Koornneef, Arnout; Leiden University; a.w.koornneef@fsw.leidenuniv.nl  
 Kopatich, Ryan D.; Northern Illinois University; rdkopatich@niu.edu  
 Kopp, Kristopher J.; Arizona State University; kristopherkopp@gmail.com  
 Kosaka, Hirotaka; Research Center for Child Mental Development, Biomedical Imaging Research Center,  
 Division of Medical Imaging, University of Fukui; hirotaka@u-fukui.ac.jp  
 Lachance, Abby; University of New England; alachance3@une.edu  
 Lambert, Kayleigh; Grand Valley State University; lambekay@mail.gvsu.edu  
 Lebahar, Julie; UTRPP, UFR LLSHS, Université Paris13-SPC; julielebahar@hotmail.com  
 Lee, Hee-Sun; Concord Consortium; hlee@concord.org  
 Lehman, Blair; Educational Testing Service; blehman@ets.org  
 Lemaster, Nicole; Harding University; nmorris1@harding.edu  
 Levine, William; University of Arkansas; whlevine@uark.edu  
 Li, Chen; Educational Testing Service; cli@ets.org  
 Li, Haiying; RUTGERS UNIVERSITY; haiying.li@gse.rutgers.edu  
 Likens, Aaron; Arizona State University; Aaron.Likens@asu.edu  
 Linden, Christopher; University of Alberta; clinden@ualberta.ca  
 Lindstrom, Esther; Vanderbilt University; esther.r.lindstrom@vanderbilt.edu  
 List, Alexandra; Ball State University; alist@bsu.edu  
 Little, Casey; Quinnipiac University; Casey.Little@Quinnipiac.edu  
 Liu, Lei; Educational Testing Service; lliu001@ets.org  
 Liu, Ou Lydia; Educational Testing Service; lliu@ets.org  
 Liu, Shuangshuang; Educational Testing Service; sliu002@ets.org  
 Locasto, Paul; Quinnipiac University; Paul.LoCasto@Quinnipiac.edu  
 Lombardi, Doug; Temple University; doug.lombardi@temple.edu



Londra, Franco; Universidad Católica Argentina; franco\_londra@uca.edu.ar  
 Loukina, Anastassia; Educational Testing Service; aloukina@ets.org  
 Lyskov Jensen, Katrine; University of Copenhagen; klyskov@gmail.com  
 Madnani, Nitin; Educational Testing Service; nmadnani@ets.org  
 Magliano, Joseph P.; Northern Illinois University; jmagliano@niu.edu  
 Mañez, Ignacio; University of Valencia; Ignacio.Manez@uv.es  
 Marsh, Elizabeth; Duke University; emarsh@psych.duke.edu  
 Martínez, Tomás; University of Valencia; Tomas.Martinez@uv.es  
 Maslowski, Amy; University of Minnesota - Duluth; maslo044@d.umn.edu  
 McCabe, Rebecca M.; University of Memphis; rmmccabe@memphis.edu  
 McCaffrey, Dan; Educational Testing Service; dmccaffrey@ets.org  
 McCarthy, Kathryn S.; Arizona State University; ksmccar1@asu.edu  
 McCulla, Laura; Educational Testing Service; lmcculla@ets.org  
 McCully, Jessica; University of Arkansas; jemccull@email.uark.edu  
 McNamara, Danielle S.; Arizona State University; dsmcnamara@asu.edu  
 Megherbi, Hakima; Université Paris 13 SPC; megherbi@univ-paris13.fr  
 Mensink, Michael C.; University of Wisconsin-Stout; mensinkm@uwstout.edu  
 Michel, Kasey; University of Minnesota; miche414@umn.edu  
 Mielicki, Marta K.; University of Illinois at Chicago; mmieli2@uic.edu  
 Miller, Krista A.; University of Illinois at Chicago; kmille47@uic.edu  
 Millis, Keith K.; Northern Illinois University; kmillis@niu.edu  
 Mohsen, Bader; University of Minnesota; mohs0035@umn.edu  
 Morishima, Yasunori; International Christian University; morishima@icu.ac.jp  
 Moss, Jarrod; Mississippi State University; jarrod.moss@psllab.org  
 Moxley, Kathleen; Central Michigan University; moxle1kd@cmich.edu  
 Muijselaar, Marloes M. L.; Lancaster University; M.M.L.Muijselaar@uva.nl  
 Muira, Kasie; University of Illinois at Chicago; kmiura2@uic.edu  
 Muldner, Kasia; Carleton University; kasia.muldner@carleton.ca  
 Neely, Daniel; Harding University; dneely@harding.edu  
 Ngo, Binh; University of Southern California; binhngo@usc.edu  
 Oakhill, Jane; University of Sussex; J.Oakhill@sussex.ac.uk  
 O'Brien, Edward; University of New Hampshire; edward.o'brien@unh.edu  
 Ocumpaugh, Jaclyn; University of Pennsylvania; jlocumpaugh@gmail.com  
 Okazawa, Hidehiko; Research Center for Child Mental Development, Biomedical Imaging Research Center, Division of Medical Imaging, University of Fukui; okazawa@u-fukui.ac.jp  
 Olkonemi, Henri; University of turku; hoolko@utu.fi  
 Olney, Andrew; University of Memphis; aolney@memphis.edu  
 O'Reilly, Tenaha; Educational Testing Service; toreilley@ets.org  
 Pander Maat, Henk; Universiteit Utrecht; h.l.w.pandermaat@uu.nl  
 Parker, Christopher P.; Northern Illinois University; cparker@niu.edu  
 Perfetti, Charles A.; University of Pittsburgh; perfetti@pitt.edu  
 Perret, Cecile; Arizona State University SoLET Lab; Cecile.Perret@asu.edu  
 Pexman, Penny M.; University of Calgary; pexman@ucalgary.ca  
 Pourcin, Laure; UTRPP, UFR LLSHS, Université Paris13-SPC; laure.pourcin@univ-paris13.fr  
 Prat, Chantel; University of Washinton; csprat@uw.edu

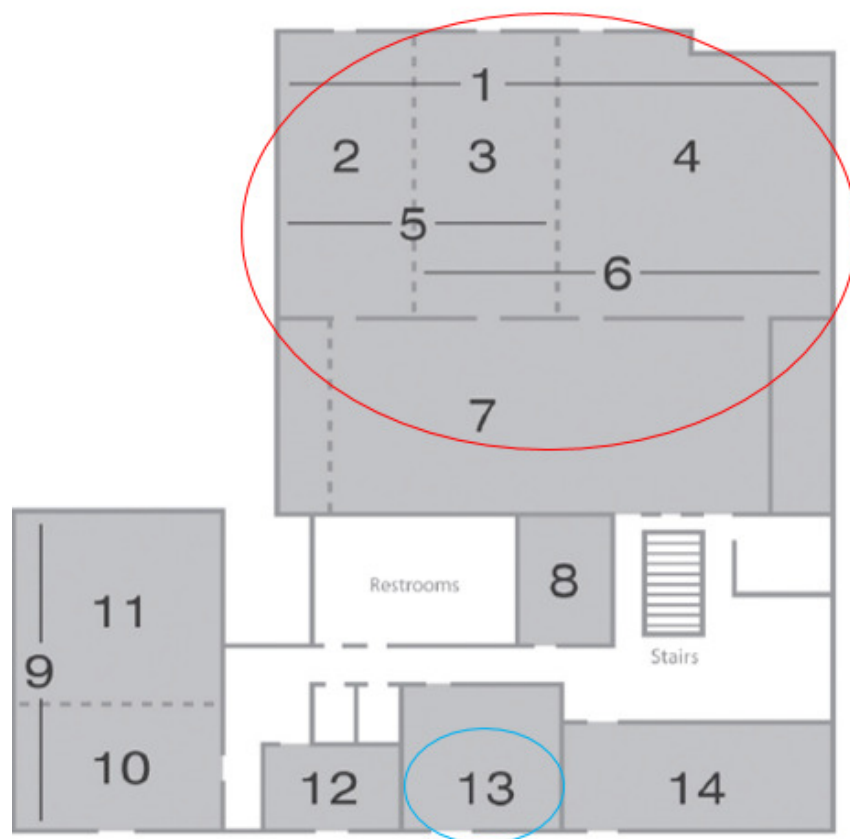
Prough, Sam; University of Wisconsin-Madison; sprough@wisc.edu  
 Radach, Ralph; University of Wuppertal; radach@uni-wuppertal.de  
 Raney, Gary; University of Illinois at Chicago; geraney@uic.edu  
 Raney, Gary E.; University of Illinois at Chicago; geraney@uic.edu  
 Rano, Jaqueline K.S.; Royal College of Surgeons in Ireland (Medical University of Bahrain); 15021114@rcsi-mub.com  
 Rapp, David N.; Northwestern University; rapp@northwestern.edu  
 Raudszus, Henriette; Radboud University; h.raudszus@bsi.ru.nl  
 Ray, Melissa; Northern Illinois University; mray4@niu.edu  
 Razmeh, Shakiba; Texas A&M University; shakiba@tamu.edu  
 Richter, Tobias; University of Würzburg; tobias.richter@uni-wuerzburg.de  
 Riddle, Hannah; Hamline University; h.l.riddle@gmail.com  
 Robbins, Jacob; Grand Valley State University; robbinja@mail.gvsu.edu  
 Roberts, Zoe; University of New England; zroberts@une.edu  
 Rohde, Hannah; University of Edinburgh; hannah.rohde@ed.ac.uk  
 Ros, Christine; CNRS - Université de Poitiers; christine.ros@univ-poitiers.fr  
 Rose, Carolyn; Carnegie Mellon University - LTI; cprose@cs.cmu.edu  
 Rosenfeld, Elizabeth; Tasso Partners LLC; Elizabeth.Rosenfeld@analyticmeasures.com  
 Rouet, Jean-Francois; CNRS - Université de Poitiers; jean-francois.rouet@univ-poitiers.fr  
 Rubio, Alba; ERI-Lectura, University of Valencia; Alba.Rubio@uv.es  
 Rupp, Kathryn E.; Northern Illinois University; krupp@niu.edu  
 Rus, Vasile; The University of Memphis; vrus@memphis.edu  
 Sabatini, John; Educational Testing Service; jsabatini@ets.org  
 Salmeron, Ladislao; University of Valencia; Ladislao.Salmeron@uv.es  
 Salomon, Meghan; Northwestern University; MeghanSalomon2013@u.northwestern.edu  
 Sandbank, Micheal; University of Texas at Austin; msandbank@austin.utexas.edu  
 Sanders, Ted J. M.; Universiteit Utrecht; T.J.M.Sanders@uu.nl  
 Sarmiento, David; University of Illinois at Chicago; dsarme2@uic.edu  
 Saux, Gaston; CONICET - Universidad Católica Argentina; gsaux@psi.uba.ar  
 Schmader, Chris; Northwestern University; c-schmader@northwestern.edu  
 Scholman, Merel; Saarland University; m.c.j.scholman@coli.uni-saarland.de  
 Schramm, Andreas; Hamline University; aschramm@hamline.edu  
 Schreiner, Constanze; University of Koblenz-Landau; schreiner@uni-landau.de  
 Segers, Eliane; Behavioural Science Institute - Radboud University; E.Segers@pwo.ru.nl  
 Seigneuric, Alix; University Paris 13 SPC; seigneuric@univ-paris13.fr  
 Shaffer, David Williamson; University of Wisconsin--Madison; dws@education.wisc.edu  
 Sheehan, Kathleen; Educational Testing Service; ksheehan@ets.org  
 Shipley, Thomas F.; Temple University; tshipley@temple.edu  
 Shore, Jane; Educational Testing Service; jshore@ets.org  
 Siao, Yi-Ting; National Kaohsiung University of Applied Sciences; 1104308110@gm.kuas.edu.tw  
 Sinatra, Gale; University of Southern California; gsinatra@usc.edu  
 Singer, Lauren; University of Maryland, College Park; lauren.singer21@gmail.com  
 Singer, Murray; University of Manitoba; murray.singer@umanitoba.ca  
 Skalicky, Stephen; Georgia State University; scskalicky@gmail.com  
 Slater, Stefan; Teachers College; slater.research@gmail.com

Smith, Emily; Siena College; esmith@siena.edu  
 Sommer, Christin; University of Kassel; christin\_sommer@t-online.de  
 Song, Kyong-Sook; Dongeui University; classicssongks@gmail.com  
 Song, Yi; Educational Testing Service; symarta@yahoo.com  
 Sparks, Jesse R.; Educational Testing Service; jsparks@ets.org  
 Spear, Jackie; University of Manitoba; singlarlab@umanitoba.ca  
 Stadtler, Marc; Westfälische Wilhelms-Universität Münster; stadtlm@uni-muenster.de  
 Stafura, Joseph Z.; University of Pittsburgh; jzs48@pitt.edu  
 Steinberg, Jonathan; Educational Testing Service; JSteinberg@ets.org  
 Stiegler-Balfour, Jennifer; University of New England; jstiegler@une.edu  
 Stouffer, Kari; University of Texas at Dallas; Kari.Stouffer@utdallas.edu  
 Strachota, Susanne; University of Wisconsin-Madison; sstrachota@gmail.com  
 Strømsø, Helge; University of Oslo; h.i.stromso@iped.uio.no  
 Sullins, Jeremiah; Harding University; jsullins@harding.edu  
 Sullivan, Susan; University of Sussex; S.r.Sullivan@sussex.ac.uk  
 Sung, Yao-Ting; National Taiwan Normal University; sungtc@ntnu.edu.tw  
 Swanson, Ladeanna; College of Saint Benedict - St. John's University; lmswanson@csbsju.edu  
 Swiecki, Zachari; University of Wisconsin--Madison; swiecki@wisc.edu  
 Tapley, Brent; University of Manitoba; btapley@pembinatrails.ca  
 Thacker, Ian; University of Southern California; ithacker@usc.edu  
 Thomas, Ruthann; Hendrix College; thomasr@hendrix.edu  
 Thoreson, Kelly; College of Saint Benedict - St. John's University; klthoreson@csbsju.edu  
 Tissier, Geoffrey; LUTIN laboratories; geoffrey.tissier@gmail.com  
 Tomkins, Blaine; DePaul University; btomkins@depaul.edu  
 Tonks, Stephen; Northern Illinois University; stonks@niu.edu  
 Trevors, Gregory; University of Minnesota; gtrevors@umn.edu  
 Tsitardis, Katina; University of New Haven; ktsit1@newhaven.edu  
 Umanath, Sharda; Claremont McKenna College; sharda.umanath@cmc.edu  
 Upadhyay, Sri Siddhi N.; Binghamton University; supadhy1@binghamton.edu  
 van den Bosch, Liza; Behavioural Science Institute - Radboud University; L.vandenBosch@pwo.ru.nl  
 van den Broek, Paul; Leiden University; p.vandenbroek@fsw.leidenuniv.nl  
 Van Gilder, Jessica; University of Minnesota; vang007@umn.edu  
 Van Meter, Peggy; Penn State University; pnv1@psu.edu  
 van Moort, Marloes; Leiden University; m.l.van.moort@fsw.leidenuniv.nl  
 van Rijn, Peter; Educational Testing Service; pvanrijn@ets.org  
 Veltri, Ranza; University of Wisconsin-Madison; rveltri@wisc.edu  
 Verhoeven, Ludo; Radboud University; l.verhoeven@pwo.ru.nl  
 Vibert, Nicolas; CNRS - Universite de Poitiers; nicolas.vibert@univ-poitiers.fr  
 Vidal-Abarca, Eduardo; University of Valencia; vidala@uv.es  
 Virtue, Sandra; DePaul University; svirtue@depaul.edu  
 von Davier, Alina; ACT; Alina.vonDavier@act.org  
 Wallace, Patricia S.; Northern Illinois University; pwallace@niu.edu  
 Wallace, Patty; Northern Illinois University; pwallace@niu.edu  
 Walsh, Erinn; University of New Hampshire; ewalsh@wildcats.unh.edu  
 Wang, Ting; Educational Testing Service; TWANG001@ets.org

Wang, Zuowei; Educational Testing Service; zwang@ets.org  
Weeks, Jonathan; Educational Testing Service; jweeks@ets.org  
Wei, Wei; university of utah; wei.wei@utah.edu  
Wiemer, Katja; Northern Illinois University; katja@niu.edu  
Wiley, Jennifer; University of Illinois at Chicago; jwiley@uic.edu  
Williams, Christopher; University of New Hampshire; crw10@wildcats.unh.edu  
Williams, Todd J.; Grand Valley State University; willitod@gvsu.edu  
Witt, Paul; Texas Christian University; p.witt@tcu.edu  
Wolfe, Michael; Grand Valley State University; wolfem@gvsu.edu  
Womeldorf, Samantha; College of Saint Benedict - St. John's University; sswomeldorf@csbsju.edu  
Wong, Aaron; Mississippi State University; aaron.wong@psllab.org  
Yamasaki, Brianna; University of Washington; bly4@uw.edu  
Zhang, Mo; Educational Testing Service; mzhang@ets.org  
Zhu, Mengxiao; Educational Testing Service; mzh@ets.org  
Ziegelstein, Kate; University of Valencia; Kate.Ziegelstein@uv.es

# Hotel Sonesta Map

## Level Two



## KEY

- |                              |                              |
|------------------------------|------------------------------|
| <b>1</b> Wyeth Ballroom      | <b>11</b> Whistler Gallery B |
| <b>2</b> Wyeth Gallery A     | <b>12</b> O'Keefe Room       |
| <b>3</b> Wyeth Gallery B     | <b>13</b> Hopper Room        |
| <b>4</b> Wyeth Gallery C     | <b>14</b> Homer Room         |
| <b>5</b> Wyeth Gallery A & B | <b>15</b> Warhol Room        |
| <b>6</b> Wyeth Gallery B & C | <b>16</b> Benton Room        |
| <b>7</b> Foyer/Prefunction   | <b>17</b> Rockwell Room      |
| <b>8</b> Eakins Room         | <b>18</b> Pollack Room*      |
| <b>9</b> Whistler Ballroom   | <b>19</b> Cassatt Room*      |
| <b>10</b> Whistler Gallery A | <b>20</b> Calder Room*       |