

# ST&D 2022: 2022 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

REGISTRATION PROGRAM INTRODUCTION AWARDS & KEYNOTES FLIPGRID INSTRUCTIONS PRESENTATION  
INFORMATION PREPRINT INSTRUCTIONS AUTHOR EMAILS TAYLOR & FRANCIS DISCOURSE  
PROCESSES PROGRAM AUTHORS KEYWORDS

## Program Introduction



## 32nd Annual Meeting of the Society for Text & Discourse Online Program

**July 19 - 21, 2022; Online**

**Online Program:** <https://easychair.org/smart-program/STD2022/index.html>

**Website:** <http://www.societyfortextanddiscourse.org/>

**Follow us on Twitter / Facebook:** [@TextDiscourse](#)

## 32nd Annual Meeting of the Society for Text & Discourse

### Conference Chair

Daphne Greenberg, Georgia State University

### Program Co-Chairs

Jason L. G. Braasch, Georgia State University

Elizabeth Tighe, Georgia State University

### Conference Advisory Committee

Scott Hinze, Middle Georgia State University

Joe Magliano, Georgia State University

Mike Mensink, University of Wisconsin-Stout

Emily Smith, Siena College

### Program Review Committee

Laura Allen, University of Minnesota  
Sarah Carlson, Georgia State University  
Srikanth Dandotkar, University of Southern Indiana  
Irene-Anna Diakidoy, University of Cyprus  
Peter Dixon, University of Alberta  
Andrew Elfenbein, University of Minnesota  
Jacqueline Evers-Vermeul, Utrecht University  
Yuko Hijikata, University of Tsukuba  
W. Sid Horton, Northwestern University  
W. Sid Horton, Northwestern University  
Allison Jaeger, St. John's University  
Johanna Kaakinen, University of Turku  
Celia Klin, Binghamton University  
William Levine, University of Arkansas

Alexandra List, The Pennsylvania State University  
Kathryn McCarthy, Georgia State University  
Matt McCrudden, The Pennsylvania State University  
Gregory Mills, University of Groningen, Netherlands  
Caitlin Mills, University of New Hampshire  
Shingo Nahatame, University of Tsukuba  
Tobias Richter, University of Würzburg  
Andreas Schramm, Hamline University  
Stephen Skalicky, Victoria University of Wellington  
Jennifer Wiley, University of Illinois Chicago  
Michael Wolfe, Grand Valley State University  
Marloes van Moort, Leiden University  
Caitlin Mills, University of New Hampshire

---

## **Welcome to the 32nd Annual Conference of the Society for Text & Discourse!**

The Georgia State University team is excited to welcome you to the 2022 ST&D conference. Although it would have been great to see all of you in person, and show-off our city, we have faith that our presenters will provide all of us with a stimulating remote couple of days. One upside to a remote conference is that we can attend sessions in our comfy slippers!

These past few years have been quite challenging, and we would like to take a moment to honor those we know personally or through the news who have died and/or suffered due to disease, civil unrest, war, police brutality, or other challenges. If we had met in person, we would have taken a moment of silence, so instead we are asking you to take a moment to reflect on these past few years.

The theme of our conference this year is diversity. Diversity in terms of populations (such as age, race, culture, gender), language modalities (such as vocal speech, sign language, gestures), settings (such as medical, school) content areas (such as reading, writing, text, picture), and digital modalities. Reflecting our theme, we are thrilled that Dr. Julie Washington will be presenting our Keynote Presentation, and we encourage you to read information about her and her talk later in this document.

A special congratulations are extended to Richard Gerrig and Laura Allen who were awarded the Distinguished Scientific Contribution Award (DSCA) and the Tom Trabasso Young Investigator Award in 2022. We will have wonderful presentations from Dr. Gerrig on his program of research, as well as Alex List, who was the 2021 Trabasso award winner. You can learn more about the amazing work conducted by these scholars by reading about them in this document, and by attending their keynote presentations.

As you know, planning for an online conference takes many people (even an online one), and I would like to thank the following people for all their help and support: Elizabeth Tighe, Jason Braasch, Scott Hinze, Jessica Scott, Joseph Magliano, Katie McCarthy, Sarah Carlson, and Mike Mensink. Please read in this document about the different tasks and roles people took on in order to make this conference a success!

Daphne Greenberg

Chair of the 2022 Conference

---

## **Society for Text & Discourse Leadership**

### **Chair**



**Joseph P. Magliano**, Georgia State University

2019-2022

### **Governing Board**

<b>Jason L. G. Braasch</b> , U. of Memphis	2016-2022
<b>Chantel S. Prat</b> , University of Washington	2016-2022
<b>Jane Oakhill</b> , University of Sussex	2017-2023
<b>Gale M. Sinatra</b> , University of Southern California	2017-2023
<b>M. Anne Britt</b> , Northern Illinois University	2018-2024
<b>Panayiota Kendeou</b> , University of Minnesota	2018-2024
<b>Kate Cain</b> , Lancaster University	2019-2025
<b>Michael B. Wolfe</b> , Grand Valley State University	2019-2025
<b>Catherine M. Bohn-Gettler</b> , College of Saint Benedict-Saint John's University	2020-2026
<b>Matthew T. McCrudden</b> , Pennsylvania State University	2020-2026
<b>Laura K. Allen</b> , University of Minnesota	2021-2027
<b>Jean-François Rouet</b> , University of Poitiers	2021-2027
<b>Sarah Carlson</b> , Georgia State University	2022-2028
<b>Jennifer Wiley</b> , University of Illinois at Chicago	2021-2027

### **Officers**

<b>Emily Smith</b> , Siena College	Treasurer (2020-2023)
<b>Michael C. Mensink</b> , University of Wisconsin-Stout	Secretary (2017-2022)
<b>Scott R. Hinze</b> , Middle Georgia State University	Secretary-elect (2022-2025)

### **Editors-in-Chief of *Discourse Processes***

Catherine M. Bohn-Gettler, College of Saint Benedict-Saint John's University  
 Johanna K. Kaakinen, University of Turku

## Special ST&D 2022 Conference Issue

*Discourse Processes* (<https://www.tandfonline.com/toc/hdsp20/current>) is the official journal of the Society for Text & Discourse, and publishes an annual special issue focused on presentations given during the annual Society for Text & Discourse conference.

We are extremely pleased to announce that a special issue, to appear in 2023, will be published representing work from both enhanced and standard sessions from the 2022 Society for Text & Discourse online meeting. 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 Discourse Processes manuscript guidelines found here.](#)

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 submitted for consideration in the "ST&D 2022 Special Issue."

The firm deadline for submissions is **September 15, 2022**: <https://www.editorialmanager.com/dp/default.aspx>



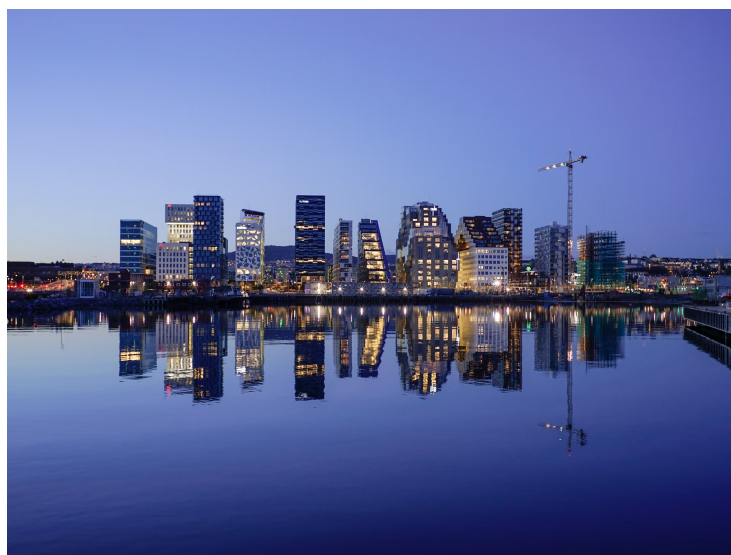
Please consider submitting your exciting conference presentations to *Discourse Processes*. Remember: *Discourse Processes* is the official journal of the Society for Text & Discourse. If you have any questions about the suitability of your conference presentation for the issue, e-mail the special issue editors:

- Daphne Greenberg ([dgreenberg@gsu.edu](mailto:dgreenberg@gsu.edu))
- Jason Braasch ([jbraasch@gsu.edu](mailto:jbraasch@gsu.edu))
- Liz Tighe ([etighe@gsu.edu](mailto:etighe@gsu.edu))

We look forward to your submissions!

## 33rd Annual Meeting of the Society for Text & Discourse

Oslo, Norway; June 28-30, 2023



## 34th Annual Meeting of the Society for Text & Discourse

Chicago, USA; Summer 2024



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

---

[Disclaimer](#) | [Powered by EasyChair Smart Program](#)



# ST&D 2022: 2022 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

REGISTRATION PROGRAM INTRODUCTION AWARDS &  
KEYNOTES FLIPGRID INSTRUCTIONS PRESENTATION  
INFORMATION PREPRINT INSTRUCTIONS AUTHOR  
EMAILS TAYLOR & FRANCIS DISCOURSE  
PROCESSES PROGRAM AUTHORS KEYWORDS

## Awards & Keynote Speakers

---

### 2022 Fellow of the Society for Text and Discourse

[Daphne Greenberg, Georgia State University](#)



**Dr. Daphne Greenberg** is a Distinguished University Professor in the Educational Psychology program at Georgia State University. Her current research focuses on adult literacy learners as well as English as Second Language learners on topics such as writing, civics, and reading. She has published on various aspects of adult literacy including health literacy, family literacy, reading components, and reading interventions. Funding for her research has come from diverse local, foundation, university, and federal funding sources, such as the National Institute of Child Health and Human Development, US Department of Education, Institute of Educational Sciences, Centers of Disease Control and Prevention, the Komen Foundation, Pfizer Foundation, and

the Department of Defense. She has served on numerous expert panels such as the National Institutes of Health Learning Disabilities Innovation Hubs, the National Center for Education Research/Institute of Education Sciences Panel on Advancing Adult Education Research, the National Center for Education Statistics Focus Group on Adult Education and Training Data Collection, and the American Institutes for Research Adult ESL Explicit Literacy Study Technical Working Group. She has tutored native and nonnative English-speaking adult nonreaders, organized literacy advocacy groups and has helped communities develop community-based adult literacy programs.

**2022 Fellows Selection Committee:** *Matt McCrudden (Chair), M. Anne Britt, Jane Oakhill, & Jean-François Rouet.* 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. The official list of current ST&D fellows can be found at <https://www.societyfortextanddiscourse.org/fellows/>

---

## **2022 Distinguished Scientific Contribution Award Keynote Address**

[Richard J. Gerrig, Stony Brook University](#)



**Dr. Richard Gerrig** is a Professor of Psychology at Stony Brook University. He is a Fellow of the Society for Text and Discourse, the American Association for the Advancement of Science, the Association for Psychological Science, and the Society for the Psychology of Aesthetics, Creativity and the Arts (of the American Psychological Association). Gerrig has published widely on topics related to language use including metaphor, contextual expressions, common ground, and audience design. His book, *Experiencing Narrative Worlds*, reached across disciplines to provide a broad theoretical perspective on aspects of narrative processing. That theoretical perspective has informed a range of empirical projects. Gerrig served as the Editor-in-Chief of the *Journal of Memory and Language*. He will also be co-editor, with Alice Bell and Ralf Schneider, of an upcoming book series from Routledge called *Dialogues in Cognitive Literary Studies*.

***Transportation and Participation as Foundations of Narrative Experiences***

This talk asserts that important aspects of people's rich experiences of narratives arise from processes of

transportation and participation. Transportation refers to people's sense that they have become cognitively and emotionally immersed in a narrative world. I review empirical research that demonstrates how transportation varies as narratives unfold. I also discuss how transportation may occur in the context of even very brief narratives. Participation refers to the concept that people's cognitive and emotional responses to narrative events parallel those they would have as side-participants to real-world events. I review empirical research demonstrating the range of people's participatory responses (i.e., the mental content they encode as a function of participation) as well as some consequences of those responses. The talk concludes with a discussion of people's emotional responses to narratives. The discussion of emotions will indicate how transportation and participation reciprocally support narrative experiences. Taken as a whole, the talk suggests that models of narrative processing would do well to include processes of transportation and participation within their scope.

[The ST&D 2022 Distinguished Scientific Contribution Award Address will take place on Tuesday July 19, 10:00-11:15 AM EST as a live Zoom session.](#)

**2022 Distinguished Scientific Contributions Award**  
**Committee:** *M. Anne Britt (Chair), Jean-François Rouet, Jane Oakhill, & Danielle McNamara.* This 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, and (3) Meritorious contributions to the advancement of the field through leadership as a theorist or spokesperson for the discipline. The list of past winners of the Distinguished Scientific Contribution Award can be found at <http://www.societyfortextanddiscourse.org/awards/>

---

## **2022 Tom Trabasso Young Investigator Award Address**

[Alexandra List, Pennsylvania State University](#)





**Dr. Alexandra List** is an Associate Professor in the Department of Educational Psychology, Counseling, and Special Education at the Pennsylvania State University. Her work focuses on students' learning about complex social issues using multiple sources of information, particularly online. She is especially interested in the higher-order, cognitive processes – critical thinking, evaluation, integration – involved. Her work has appeared in leading journals including *Educational Psychologist*, *Computers & Education*, *Reading Research Quarterly*, and *Discourse Processes*. She is the co-editor of the *Handbook of Learning from Multiple Representations and Perspectives*. Dr. List received her Ph.D. in Educational Psychology from the University of Maryland, College Park.

***Source, Perspective and Representation: Reimagining Multiple Text Tasks to Promote Equity***

A key feature of the literature on learning from multiple texts has been its persistent drive to characterize and analyze the complexity of everyday reading – including examining students' navigation of a multitude of sources, simultaneously presented, but of varying quality and potentially inconsistent or in conflict with one another, typical of reading on the Internet. Still, a critical aspect of everyday reading that the literature of multiple text learning has largely failed to address is how students use (multiple) texts to understand and take action on complex social issues – including issues of social justice and systematic inequity. This talk will draw on the literatures on culturally relevant pedagogy, media and digital literacy, and learning from



multiple texts to examine how introducing students to multiple texts can be used as a means of fostering reasoning about issues of equity. Additionally, data will be presented demonstrating that students are both capable of and challenged by such reasoning, suggesting areas for future inquiry.

[The ST&D 2022 Tom Trabasso Award Keynote Address for the 2021 Award will take place on Wednesday, July 20, 2022 at 10:00-11:15 AM ET as a live Zoom session.](#)

---

## 2022 Society for Text & Discourse Keynote Address

[Julie A. Washington, University of California - Irvine](#)



**Dr. Julie A. Washington** is a Professor in the School of Education at the University of California – Irvine (UCI). She is a Speech-Language Pathologist and is a Fellow of the American Speech Language Hearing Association. Dr. Washington directs the California Learning Disabilities Research Innovation Hub at UCI. She is also director of the *Dialect, Poverty and Academic Success* lab. Her research is focused on the intersection of literacy, language variation, and poverty in African American children from preschool through fifth grades. In particular, her work focuses on understanding the role of cultural dialect in assessment outcomes, identification of reading disabilities in school-aged

African American children, and on disentangling the relationship between language production and comprehension in development of early reading and language skills for children growing up in poverty. Dr. Washington brings to this work a deep understanding of the impact of within language differences on development of early reading, writing and language skills of African American children. She has led several large projects funded by the National Institute of Child Health and Human Development focused on literacy and language variation.

Currently, she is working on development of assessment protocols for use with high density dialect speakers that are designed to improve our ability to measure their linguistic competence. This work is funded by the National Institute on Deafness and other Communication Disorders at the NIH.

### ***Power of the Spoken Word***

Language is power. Language is access. What happens when the language of your community impedes your access... to education ... to literacy ... to employment? The disparities created by language differences have a significant impact on both children and adults whose community language does not adhere to the mainstream standard. For African American children longstanding disparities in the development of reading skills have been linked to the use of nonmainstream dialects, which negatively impact access to educational content. For adults the inability to code switch from the community standard to the mainstream standard impacts employment and opportunity. This talk will address the power of language to impact lives both positively and negatively among minority language and dialect users.

[The ST&D 2022 Keynote Address will take place on Thursday, July 21, 2022 at 10:00-11:15 AM ET as a live Zoom session.](#)

---

### **2022 Tom Trabasso Young Investigator Award**

[Laura K. Allen, University of Minnesota](#)



**Dr. Laura K. Allen** is an Assistant Professor of Educational Psychology at University of Minnesota. She earned a B.A. in English Literature and Foreign Languages from Mississippi State University (2010), followed by a M.A. (2015) and Ph.D. in Psychology (Cognitive Science) from Arizona State University (2017). The primary aim of her research is to examine how individuals learn and communicate with text and to apply those insights to educational practice through the development of interventions and educational technologies. Much of her work involves the development and use of natural language processing tools (NLP) to provide a more nuanced understanding of the cognitive processes that are involved in text-based learning and communication. She then applies this research to educational technologies through the development of assessments and feedback that tap into the on-line cognitive and affective processes of individual system users.

Dr. Allen will give the 2023 Award Address for the 2022 Tom Trabasso Young Investigator Award at the 33rd annual meeting of the Society for Text & Discourse in Oslo, Norway, to be held in June of 2023.

### **2022 Tom Trabasso Young Investigator Award**

**Committee:** *Panayiota Kendeou (Chair), Jason Braasch, Anne Britt, & Matt McCrudden.* 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. The list of past winners of the Tom Trabasso Young

Investigator Award can be found at  
<http://www.societyfortextanddiscourse.org/awards/>

---

## 2022 Jason Albrecht Outstanding Young Scientist Award

[Marloes van Moort, Leiden University / Utrecht University](#)



***Familiar false facts vs. novel truths: The influence of readers' background knowledge on processing and acquiring false information*** with Anne Helder & Charles Perfetti)

The current study investigates how conceptual knowledge supports comprehension and learning (i.e., a familiarity effect) and protects against accepting false information (i.e., false information effect) both during learning and during later memory retrieval. We combine behavioral measures that provide information on whether the (in)accurate information is consolidated in memory with event-related potentials (ERPs) that provide complementary information on how knowledge affects readers' moment-by-moment processing of texts containing false information during learning.

## 2022 Graduate Student Research Award

[Arielle Elliott, Northwestern University](#)



[\*Access to Real-time Typing Shapes Perception of Collaborator's Work Quality\*](#) (with Sid Horton)

Online shared workspaces provide real-time access to others' work as it's being written. Given that typing patterns have been shown to indicate one's stress level and cognitive load, access to typing dynamics could inform collaborator's perceptions of each other's contributions. Participants completed an editing task with a "partner" whose edits were pre-recorded to be delivered fluently or disfluently. Participants then rated these edits sentences. Our results show that typing dynamics influence perception of writing quality.

---

## 2022 Undergraduate Student Research Award

[Lamorej Roberts, University of Illinois at Chicago](#)





**Testing the Effects of Refutations and Summaries on Understanding** (with Lena Hildenbrand, Tricia A. Guerrero, and Jennifer Wiley)

Student comprehension of expository science text is dependent on many factors including prior knowledge or misconceptions. Further, the composition of a text can have a large effect on how well students understand it. The present study explored the independent effects of refutations and summaries on comprehension of an introductory psychology text. No differences were found in comprehension between refutation and non-refutation versions, but adding a final summary paragraph improved learning from both versions.

---

## **2022 Research Awards Committee & Award Descriptions**

*Kate Cain (Chair), Laura Allen, Jason Braasch, & Mike Wolfe*

**The Jason Albrecht Outstanding Young Scientist 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. **The Graduate Student Research Award** (formally called the Outstanding Student Paper Award) recognizes quality in predissertation work that is predominantly that of a graduate student. The **Undergraduate Student Research Award** recognizes quality in work that is predominantly that of an undergraduate graduate student, or research to which the

undergraduate student contributed a significant amount of effort and support. Further details and previous winners of each award can be found at <https://www.societyfortextanddiscourse.org/awards/>

---

[Disclaimer](#) | [Powered by EasyChair Smart Program](#)

# ST&D 2022: 2022 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

REGISTRATION PROGRAM INTRODUCTION AWARDS &  
KEYNOTES FLIPGRID INSTRUCTIONS PRESENTATION  
INFORMATION PREPRINT INSTRUCTIONS AUTHOR  
EMAILS TAYLOR & FRANCIS DISCOURSE  
PROCESSES PROGRAM AUTHORS KEYWORDS

## PROGRAM

---

Days: [Tuesday, July 19th](#) [Wednesday, July 20th](#)  
[Thursday, July 21st](#) [Friday, July 22nd](#)

Tuesday, July 19th

View this program: [with abstracts](#) [session overview](#) [talk overview](#)

**08:00-09:00** ALL TIMES FOR LIVE ZOOM EVENTS ARE IN US EASTERN TIME (ET). FLIPGRID PRESENTATIONS ARE LISTED ON FRIDAY, JULY 22

**09:30-10:00** Session 1: ST&D 2022 Opening Ceremonies

CHAIR: [Joe Magliano](#)

LOCATION: [Zoom Room S1 - Opening Ceremonies](#)

**10:00-11:15** Session 2: 2022 Distinguished Scientific Contribution Award Address - Dr. Richard Gerrig

CHAIR: [David Rapp](#)

LOCATION: [Zoom Room S2 - Distinguished Scientific Contribution Award Address](#)

10:00 [Richard J. Gerrig](#)

**Transportation and Participation as  
Foundations of Narrative Experiences**  
([abstract](#))

**11:15-11:30** Break

**11:30-12:30** Session 3: Roundtable I: Discourse Processes Roundtable on Open Science: Preregistration and Replication Studies

**Organizers:** [Catherine Bohn Gettler \(College of St. Benedict | St. John's University\)](#) & [Johanna Kaakinen \(University of Turku\)](#)

**Discussants:** [Kat Chia \(Florida State University\)](#); [Anita Eerland \(Radboud University\)](#); [Nick Fox \(Center for Open Science\)](#); [Michael Kaschak \(Florida State University\)](#); & [Priya Silverstein \(Center for Open Science\)](#);

CHAIR: [Catherine Bohn-Gettler](#)

LOCATION: [Zoom Room S3 - Roundtable I](#)

**12:30-12:45** Break

**12:45-13:45** Session 4: Symposium I: Deaf and Hard of Hearing Readers

Flipgrid Page: <https://flip.com/3ea230d0>

CHAIR: [Jessica Scott](#)

LOCATION: [Zoom Room S4 - Symposium I](#)

12:45 [Michael Skyer](#)

**Multimodal Transduction in Deaf Pedagogy**  
([abstract](#))

12:50 [Jessica Scott](#)

**Definitions Writing and Multilingual Deaf Students: Building on Linguistic Strengths**  
([abstract](#))

12:55 [Betsy Beckert](#)

**Sharpening the Analytic Lens to Explore Representations of Deaf People in Comics**  
([abstract](#))

13:00 [Scott Cohen](#)

**The Potential of Scientific Discourse for Deaf Students: A Systemic Functional Linguistic Analysis into a Scientific Translation Between English and American Sign Language**  
([abstract](#))

13:05 [Leala Holcomb](#) and [Hannah Dostal](#)

**Deaf Emergent Writers** ([abstract](#))  
PRESENTER: [Hannah Dostal](#)

**13:45-14:00** Break

**14:00-15:00** Session 5: Enhanced I: Comprehending Textual Inconsistencies

Flipgrid Page: <https://flip.com/66fa734d>

CHAIR: [Laura Allen](#)

LOCATION: [Zoom Room S5 - Enhanced I](#)

14:00 [Pauline Frick](#) and [Anne Schüler](#)

**Does the RI-Val Model Also Apply to Illustrated Texts?** ([abstract](#))  
PRESENTER: [Pauline Frick](#)

14:05 [Murray Singer](#), [Jackie Spear](#) and [Maria Rodrigo-Tamarit](#)

**Reader Awareness in the Consistency Effect**  
([abstract](#))  
PRESENTER: [Murray Singer](#)

14:10 [Allison Sonia](#), [Edward J. O'Brien](#), [Sarah D. Creer](#) and [Laura K. Allen](#)

**A Memory-Based Approach to Multiple Document Comprehension** ([abstract](#))  
PRESENTER: [Allison Sonia](#)

14:15 [Kathryn Rupp](#), [Alyssa Baum](#), [Karyn Higgs](#), [Brent Steffens](#), [Keith Millis](#) and [M. Anne Britt](#)

## How Does Drawing Affect Inconsistency Detection in Science Texts? ([abstract](#))

PRESENTER: [Kathryn Rupp](#)

**15:00-15:15** Break

**15:15-16:30** Session 6: Social Hour I

LOCATION: [ST&D 2022 Gather Space](#)

Wednesday, July 20th

View this program: [with abstracts](#) [session overview](#) [talk overview](#)

**10:00-11:15** Session 7: Tom Trabasso Young Investigator Award Address - Dr. Alexandra List

CHAIR: [Patricia Alexander](#)

LOCATION: [Zoom Room S7 - Trabasso Award Address](#)

10:00 [Alexandra List](#)

**Source, Perspective, and Representation: Reimaging Multiple Text Tasks to Promote Equity ([abstract](#))**

**11:15-11:30** Break

**11:30-12:30** Session 8: Enhanced II: Expository Text Processing

Flipgrid Page: <https://flip.com/114bfbd5>

CHAIR: [Matt McCrudden](#)

LOCATION: [Zoom Room S8 - Enhanced II](#)

11:30 [Virginia Clinton-Lisell](#)

**Investigating Reading from Screens in the Context of Standards of Coherence ([abstract](#))**

11:35 [Tricia Guerrero](#) and [Jennifer Wiley](#)

**Identifying the Sources of Difficulty in Reasoning Beyond the Text ([abstract](#))**

PRESENTER: [Tricia Guerrero](#)

11:40 [Reese Butterfuss](#), [Katerina Christhilf](#), [Natalie Newton](#), [Kathryn McCarthy](#), [Joe Magliano](#), [Laura Allen](#) and [Danielle McNamara](#)

**Understanding Flexible Use of Comprehension Strategies: A Cluster Approach ([abstract](#))** 

PRESENTER: [Kathryn McCarthy](#)

11:45 [Liam Hart](#), [Michael Wolfe](#), [Greg Russell](#) and [Todd Williams](#)

**Belief Change After Reading Predicts Argumentative Essay Content ([abstract](#))**

PRESENTER: [Liam Hart](#)

11:50 [Bailing Lyu](#), [Matthew McCrudden](#) and [Catherine Bohn-Gettler](#)

**The Effects of Task Instructions on Text Processing and Learning ([abstract](#))**

PRESENTER: [Bailing Lyu](#)



**12:30-12:45** Break

**12:45-13:45** Session 9: Roundtable II: Promoting Research on Diversity, Equity, and Inclusion in the Society for Text and Discourse

**Chair:** [Joe Magliano](#) (Georgia State University)

**Discussants:** [Sherice Clarke](#) (University of California, San Diego); [Peter Crume](#) (Georgia State University); [Maria Goldshtein](#) (Arizona State University); [Yiwen Lin](#) (University of California, Irvine); [Michael Skyer](#) (University of Tennessee, Knoxville); [Brianna Yamasaki](#) (Emory University)

**Abstract & Discussion**

**Questions:** <https://easychair.org/smart-program/STD2022/std-2022-dei-session.pdf>

**CHAIR:** [Joe Magliano](#)

**LOCATION:** [Zoom Room S9 - Roundtable II](#)

**13:45-14:00** Break

**14:00-15:00** Session 10: Enhanced III: Misinformation & Misconceptions

Flipgrid Page: <https://flip.com/f9e20a95>

**CHAIR:** [Scott Hinze](#)

**LOCATION:** [Zoom Room S10 - Enhanced III](#)

14:00 [Lamorej Roberts](#), [Lena Hildenbrand](#), [Tricia A. Guerrero](#) and [Jennifer Wiley](#)

**Testing the Effects of Refutations and Summaries on Understanding** ([abstract](#))

**PRESENTER:** [Lamorej Roberts](#)

14:05 [Carly Mastrian](#), [Catherine M. Bohn-Gettler](#) and [Diana Fenton](#)

**The Influence of Emotions and Beliefs on the Comprehension of Texts About Climate Change** ([abstract](#))

**PRESENTER:** [Carly Mastrian](#)

14:10 [Marloes van Moort](#), [Anne Helder](#) and [Charles Perfetti](#)

**Familiar False Facts vs. Novel Truths: The Influence of Readers' Background Knowledge on Processing and Acquiring False Information** ([abstract](#))

**PRESENTER:** [Marloes van Moort](#)

14:15 [Victoria Johnson](#), [Reese Butterfuss](#) and [Panayiota Kendeou](#)

**The Dynamic Nature of Source Credibility and Impacts on Knowledge Revision** ([abstract](#))

**PRESENTER:** [Victoria Johnson](#)

14:20 [Nikita Salovich](#) and [David Rapp](#)

**How Susceptible Are You? The Effects of Feedback and Monitoring on the Influence of False Information** ([abstract](#))

**PRESENTER:** [Nikita Salovich](#)

**15:00-15:15** Break

**15:15-16:30** Session 11: Social Hour II

LOCATION: [ST&D 2022 Gather Space](#)

Thursday, July 21st

View this program: [with abstracts](#) [session overview](#) [talk overview](#)

**10:00-11:15** Session 12: ST&D 2022 Keynote Address  
- Dr. Julie Washington

CHAIR: [Daphne Greenberg](#)

LOCATION: [Zoom Room S12 - ST&D Keynote Address](#)

10:00 [Julie A. Washington](#)

**Power of the Spoken Word** ([abstract](#))

**11:15-11:30** Break

**11:30-12:30** Session 13: Enhanced IV: Assessment  
and Individual Differences

Flipgrid Page: <https://flip.com/2ac50ead>

CHAIR: [Sarah Carlson](#)

LOCATION: [Zoom Room S13 - Enhanced IV](#)

11:30 [Amanda Dahl](#), [Heather Ness-Maddox](#), [Ben Seipel](#), [Sarah Carlson](#), [Virginia Clinton-Lisell](#) and [Mark Davison](#)

**Exploring Narrative and Expository Elaborative Inferences with MOCCA-College**  
([abstract](#))

PRESENTER: [Amanda Dahl](#)

11:35 [John Sabatini](#), [John Hollander](#), [Arthur Graesser](#) and [Tenaha O'Reilly](#)

**How Lexical Properties of Test Items Impact Adolescent and Adult Learner Text Processing** ([abstract](#))

PRESENTER: [John Sabatini](#)

11:40 [Sarit Barzilai](#), [Eynav Tzadok](#) and [Yoram Eshet-Alkalai](#)

**Tracing the Locus of Gender-Related Differences in Sourcing** ([abstract](#))

PRESENTER: [Sarit Barzilai](#)

11:45 [Merel Scholman](#), [Marian Marchal](#) and [Vera Demberg](#)

**The Influence of Individual Differences and Connective Features on Connective Comprehension** ([abstract](#))

PRESENTER: [Merel Scholman](#)

11:50 [John Hollander](#), [John Sabatini](#), [Art Graesser](#), [Daphne Greenberg](#), [Tenaha O'Reilly](#) and [Jan Frijters](#)

**Foundational Reading Skills and Learner Characteristics in an Adult Literacy Intervention** ([abstract](#))

PRESENTER: [John Hollander](#)

**12:30-12:45** Break

**12:45-13:45** Session 14: Symposium II: Health Literacy

Flipgrid Page: <https://flip.com/45c6f31a>

CHAIR: [Iris Feinberg](#)

LOCATION: [Zoom Room S14 - Symposium II](#)

12:45 [Iris Feinberg](#), [Elizabeth Tighe](#), [Daphne Greenberg](#) and [Michelle Ogrodnick](#)

**Health Literacy and Adults with Low Basic Skills** ([abstract](#))

PRESENTER: [Iris Feinberg](#)

12:50 [Regena Spratling](#), [Iris Feinberg](#), [Melissa Faulkner](#) and [Matt Hayat](#)

**Addressing Health Literacy in an Intervention for Caregivers of Children with Medical Technology** ([abstract](#))

PRESENTER: [Regena Spratling](#)

12:55 [Iris Feinberg](#), [Michelle Mavreles Ogrodnick](#), [Robert Hendrick](#), [Kimberly Bates](#), [Kevin Johnson](#) and [Binyan Wang](#)

**Perception Vs Reality: The Use of Teach-Back by Medical Residents** ([abstract](#))

PRESENTER: [Michelle Mavreles Ogrodnick](#)

13:00 [Mary Helen O'Connor](#) and [Iris Feinberg](#)

**Culturally Competent and Health Literate Communications Training for Nursing Students** ([abstract](#))

PRESENTER: [Mary Helen O'Connor](#)

13:05 [Jamie Bernhardt](#), [Michelle Ogrodnick](#) and [Iris Feinberg](#)

**Actionability, Understandability and Quality of COVID-19 Vaccine YouTube Videos: Health Literacy Considerations** ([abstract](#))

PRESENTER: [Jamie Bernhardt](#)

**13:45-14:00** Break

**14:00-15:00** Session 15: Enhanced V: Multiple Document Comprehension

Flipgrid Page: <https://flip.com/8933becb>

CHAIR: [Jason Braasch](#)

LOCATION: [Zoom Room S15 - Enhanced V](#)

14:00 [Lidia Casado-Ledesma](#), [Christian Tarchi](#), [Margherita Conti](#) and [Giulia Sanna](#)

**The Relationship Between ToM and Multiple Document Comprehension in University Students** ([abstract](#))

PRESENTER: [Lidia Casado-Ledesma](#)

14:05 [Alexandra List](#) and [Gala Campos Oaxaca](#)

**Comprehension and Critique: An Examination of Students' Evaluations of Information in Texts** ([abstract](#))

PRESENTER: [Gala Campos Oaxaca](#)

14:10 [Lena Hildenbrand](#), [Tricia A. Guerrero](#) and [Jennifer Wiley](#)

**Working Memory Capacity as a Predictor of Single and Multiple Text Comprehension**  
([abstract](#))

PRESENTER: [Lena Hildenbrand](#)

14:15 [Christian Tarchi](#)

**Improving Multiple-Document Integration by Supporting Thinking Dispositions: a Randomized Control Trial** ([abstract](#))

14:20 [Liron Primor](#) and [Sarit Barzilai](#)

**Language Teachers' Intertextual Integration Skills: Different Manifestations of Integration**  
([abstract](#))

PRESENTER: [Liron Primor](#)

**15:00-15:15** Break

**15:15-16:30** Session 16: ST&D Business Meeting & Closing Toast

2022 ST&D Business Meeting Agenda: <https://bit.ly/2022std-business>

CHAIR: [Joe Magliano](#)

LOCATION: [Zoom Room S16 - Business Meeting & Closing Toast](#)

Friday, July 22nd

View this program: [with abstracts](#) [session overview](#) [talk overview](#)

**07:00-08:00** IMPORTANT INFORMATION ABOUT STANDARD SESSIONS ON JULY 22, 2022. ALL STANDARD SESSION PRESENTATIONS ARE AVAILABLE ON FLIPGRID.

July 22, 2022 is simply a placeholder for our online program: **There are no synchronous presentations on this date.** Please view the ST&D flipgrid page at <https://flipgrid.com/386d34f2> to view the asynchronous Flipgrid presentations using the code: **ST&D2022!** Participants will need to use or create a free Google or Microsoft account.

**08:00-09:00** Session 17: Standard I: Assessment

LOCATION: [Flipgrid 17](#)

[Kyle Stagnaro](#), [Jasmine Kim](#), [Kristen McMaster](#), [Panayiota Kendeou](#) and [Andrew Zieffler](#)

**Assessing Inference Making with the Minnesota Inference Assessment (MIA)** ([abstract](#))

PRESENTER: [Kyle Stagnaro](#)

[Zuowei Wang](#), [John Sabatini](#), [Beata Beigman Klebanov](#) and [Tenaha O'Reilly](#)

**Oral reading fluency changes captured in electronic shared book reading** ([abstract](#))

PRESENTER: [Zuowei Wang](#)

[Omer Ari](#), [Stephanie Gutzler](#) and [Jessica Scott](#)

**Using the Cloze Test to Create Assessments of Interdisciplinary Semantic Spaces** ([abstract](#))

PRESENTER: [Omer Ari](#)

[Ju-Ling Chen](#), [Pang-Tsung Chien](#) and [Chi-Shun Lien](#)

**Development of the ASOIM Reading Strategy Performance Assessment** ([abstract](#))

PRESENTER: [Ju-Ling Chen](#)

[Elizabeth Tighe](#), [Qiwei He](#), [Gal Kaldes](#) and [Marcia Davidson](#)

**Examining Time-Related Behavioral Patterns for Low-Skilled Adults on a Digital Literacy Assessment** ([abstract](#))

PRESENTER: [Elizabeth Tighe](#)

**10:00-11:00** Session 18: Standard II: Conversation & Discourse

LOCATION: [Flipgrid 18](#)

[Ekaterina Tskhovrebova](#), [Sandrine Zufferey](#) and [Pascal Gyga](#)

**Exploring the Sensitivity to Alternative Signals of Coherence Relations: The Case of French Speaking Teenagers** ([abstract](#))

PRESENTER: [Ekaterina Tskhovrebova](#)

[Allison M. Arp](#), [Nicklas C. Phillips](#), [Sri Siddhi N. Upadhyay](#), [Danielle N. Gunraj](#), [Emily Brayton](#), [Lauren Love](#), [Olivia Neddermeyer](#), [Courtney West](#), [Brighton Wilson](#), [Ana Biondo](#) and [Hailey Rossi](#)

**This Dude Sent Me a Trumpet Emoji: On the Relationship Between Non-Face Emoji and Text Valence** ([abstract](#))

PRESENTER: [Allison M. Arp](#)

[Tomoko Sakita](#)

**On the usage of stance marker "well" in self-repair** ([abstract](#))

[Hoa Vo](#) and [Martin Van Boekel](#)

**Virtual Reality + Think-aloud: Assessing User Perceptions of the Interior Spaces** ([abstract](#))

PRESENTER: [Hoa Vo](#)

[Karen Acosta Buralli](#) and [Jazmín Cevalco](#)

**The Role of Causal Connectivity and Note-taking Condition in the Comprehension of Spoken and Written Discourse about the Importance of Comprehensive Sex Education by Argentine College Students** ([abstract](#))

PRESENTER: [Jazmín Cevalco](#)

[Patrick Healey](#), [Mladen Karan](#) and [Matthew Purver](#)

**Do people repeat themselves more in monologue or dialogue?** ([abstract](#))

PRESENTER: [Patrick Healey](#)

[Grace Qiyuan Miao](#), [Rick Dale](#) and [Alexia Galati](#)

**A Simple Linear Model for Exploring Synchrony and Complementarity in Interpersonal Coordination**



(abstract) 

PRESENTER: [Grace Qiyuan Miao](#)

[Lauren Flynn](#) and [Laura Allen](#)

**Conversational Cohesion Across Contexts** (abstract)

PRESENTER: [Lauren Flynn](#)

**11:00-12:00** Session 19: Standard III: Digital Reading & Writing

LOCATION: [Flipgrid 19](#)

[Taylor Clark](#) and [Jason Braasch](#)

**Potential Impact of Intellectual Humility and Implicit Bias when Reading on the Internet** (abstract)

PRESENTER: [Taylor Clark](#)

[Arielle Elliott](#) and [William Horton](#)

**Access to Real-time Typing Shapes Perception of a Collaborator's Work Quality** (abstract) 

PRESENTER: [Arielle Elliott](#)

[Helge Strømsø](#)

**Do university students' leisure time reading of printed and digital texts predict text comprehension?** (abstract)

[Vishal Kuvar](#), [Lauren Flynn](#), [Laura Allen](#) and [Caitlin Mills](#)

**Partner keystrokes predict task-unrelated thought during computer-mediated conversations** (abstract)

PRESENTER: [Vishal Kuvar](#)

[Lidia Altamura](#), [Ladislao Salmeron](#) and [Yvonne Kammerer](#)

**Instant messaging multitasking while reading: a pilot eye-tracking study** (abstract)

PRESENTER: [Lidia Altamura](#)

**12:00-13:00** Session 20: Standard IV: Emotions & Moral Judgements

LOCATION: [Flipgrid 20](#)

[Heather Ness-Maddox](#), [Amanda C. Dahl](#), [Meghan Tadeo](#), [Virginia Troemel](#), [Jayla Berry](#), [Sarah E. Carlson](#) and [Joseph P. Magliano](#)

**Emotional Inferences Due to Framing and Composition During Think-Aloud Task with Non-Linguistic Graphic Narratives** (abstract)

PRESENTER: [Heather Ness-Maddox](#)

[Federico Martin Gonzalez](#) and [Debora I Burin](#)

**Visual art: The effect of verbal information on judgments of understanding, epistemic and aesthetic emotions.** (abstract)

PRESENTER: [Federico Martin Gonzalez](#)

[Zachary Brustman](#) and [William Horton](#)

**Up Close & Personal: The Effects of Psychological Distance on Moral Judgments** (abstract) 

PRESENTER: [Zachary Brustman](#)

[Giulia Scapin](#) and [Frank Hakemulder](#)

**The effects of foregrounding processing on empathic reactions in literary reading: preliminary**

**results** ([abstract](#))

PRESENTER: [Giulia Scapin](#)

**13:00-14:00** Session 21: Standard V: Inferences

LOCATION: [Flipgrid 21](#)

[Hyejin Hwang](#), [Jasmine Kim](#), [Joseph Burey](#), [Panayiota Kendeou](#) and [Kristen McMaster](#)

**Does scaffolding support inference-making in primary-grade students?** ([abstract](#))

PRESENTER: [Hyejin Hwang](#)

[Yann Dyoniziak](#), [Potocki Anna](#), [Mônica Macedo-Rouet](#), [Jean Pylouster](#) and [Jean-François Rouet](#)

**Advanced theory of mind and teenagers' sourcing skills: specific role in intention attribution** ([abstract](#))

PRESENTER: [Yann Dyoniziak](#)

[Stephen Skalicky](#)

**Recognising Satirical Intent in Satirical New Discourse: Effects Of Reading Behaviour And Need For Cognition** ([abstract](#))

[Marian Marchal](#), [Merel Scholman](#) and [Vera Demberg](#)

**Clause structure as an alternative cue for discourse relations** ([abstract](#))

PRESENTER: [Marian Marchal](#)

[Sarah E. Carlson](#), [Amanda C. Dahl](#), [Patrick Kennedy](#), [Heather Ness-Maddox](#), [Ben Seipel](#), [Virginia Clinton-Lisell](#) and [Mark L. Davison](#)

**Exploring Good and Poor Comprehenders' Local and Global Bridging Inference Generation to Causal Text** ([abstract](#))

PRESENTER: [Sarah E. Carlson](#)

**14:00-15:00** Session 22: Standard VI: Learning & Instruction

LOCATION: [Flipgrid 22](#)

[Julia Schindler](#) and [Tobias Richter](#)

**Does Generation Benefit Learning With Texts? A Meta-Analytic Review** ([abstract](#))

PRESENTER: [Julia Schindler](#)

[Vivian Zohery](#), [Nancy Gans](#) and [Doug Lombardi](#)

**Scientific Reflection in Writing Tools** ([abstract](#))

PRESENTER: [Vivian Zohery](#)

[Hongcui Du](#) and [Alexandra List](#)

**Improving Evidence-Based Reasoning: Results from an Intervention** ([abstract](#))

PRESENTER: [Hongcui Du](#)

[Shelby Weisen](#), [Christopher Steadman](#), [Ashley Hufnagle](#), [Devina Christianti](#), [Alexandra Troy](#), [Indah Wahyuni](#), [Changyoon Byun](#), [Jaclyn Stewart](#) and [Martin Van Boekel](#)

**"I can't tell if I did something good.": Understanding Student Processing of Academic Feedback** ([abstract](#))

PRESENTER: [Shelby Weisen](#)

[Jennifer Wiley](#), [Tricia A. Guerrero](#), [Lena Hildenbrand](#)  
and [Thomas D. Griffin](#)

**Exploring the Boundaries: When Explanation Activities do not Improve Comprehension** ([abstract](#))

PRESENTER: [Jennifer Wiley](#)

[James Malloy](#), [Amanda Dahl](#), [Adeola Phillips](#), [Kathryn McCarthy](#) and [Scott Hinze](#)

**Does Combining Study Strategies Support Comprehension on Immediate Tests?** ([abstract](#))

PRESENTER: [James Malloy](#)

[Ju-Ling Chen](#), [Kai-Ting Kao](#), [Chien-Ting Hao](#), [Min-Ying Tsai](#) and [Chi-Shun Lien](#)

**An experimental study of multiple reading strategies for self-direct reading in a digital learning environment** ([abstract](#))

PRESENTER: [Ju-Ling Chen](#)

**15:00-16:00** Session 23: Standard VII: Inconsistencies & Misinformation

LOCATION: [Flipgrid 23](#)

[Jason Braasch](#), [Ymkje Haverkamp](#), [Natalia Latini](#), [Sabriyya Shaw](#), [Muhammad Arshad](#) and [Ivar Bråten](#)

**Belief Bias when Adolescents Read to Comprehend Multiple Conflicting Texts** ([abstract](#))

PRESENTER: [Jason Braasch](#)

[Maria Zimmermann](#) and [Elisabeth Mayweg](#)

**University Students' Dialogues about Online COVID-19 Information** ([abstract](#))

PRESENTER: [Maria Zimmermann](#)

[Virginia Troemel](#), [Erica Kessler](#), [Jason Braasch](#) and [Joseph Magliano](#)

**Text processing patterns for those who do or do not gain misinformation from multiple controversial texts about childhood vaccinations: A contrasting case studies approach** ([abstract](#))

PRESENTER: [Virginia Troemel](#)

[Amanda Withall](#), [Michael Mensink](#) and [David Rapp](#)

**Can Warnings Affect the Confidence Derived from Reading Explanatory Texts?** ([abstract](#))

PRESENTER: [Amanda Withall](#)

[Ryuya Komuro](#), [Yoshinobu Mori](#), [Masaya Hosoda](#), [Ryo Mizugaki](#), [Keiya Tando](#), [Yosuke Mikami](#) and [Yuji Ushiro](#)

**The effects of reading instruction on temporal coherence maintenance: Focusing on second language learners** ([abstract](#))

PRESENTER: [Ryuya Komuro](#)

**16:00-17:00** Session 24: Standard VIII: Multiple Text Processing

LOCATION: [Flipgrid 24](#)

[Bailing Lyu](#), [Emily Peterson](#) and [Alexandra List](#)

**Using PowerPoint to Assess Students' Learning from Multiple Texts** ([abstract](#))

PRESENTER: [Bailing Lyu](#)

[Gaston Saux](#), [Franco Londra](#), [Magalí Martínez](#), [Jean-François Rouet](#) and [M. Anne Britt](#)

**To evaluate or to justify: Do readers become less likely to construct a documents model after choosing a side among conflicting science texts?** ([abstract](#))

PRESENTER: [Gaston Saux](#)

[Raquel Cerdan Otero](#), [Fatima Rahim](#), [Ignacio Mañez](#) and [Jason Braasch](#)

**Integrating information from multiple documents in primary school: An exploratory study** ([abstract](#))

PRESENTER: [Raquel Cerdan Otero](#)

[Carlie Cope](#), [Xinle Hong](#), [Kathryn McCarthy](#) and [Jason Braasch](#)

**College Students' Source Monitoring Errors When Remembering Multiple Texts on a Controversial Socio-scientific Issue** ([abstract](#))

PRESENTER: [Carlie Cope](#)

[Ali Fulsher](#), [Jeffrey Bye](#) and [Panayiota Kendeou](#)

**In-text citations: Burden, benefit, or irrelevant for multiple text comprehension?** ([abstract](#))

PRESENTER: [Ali Fulsher](#)

[Catherine McGrath](#), [Jason Braasch](#), [Laura Allen](#) and [Erica Kessler](#)

**The Role of Topic Beliefs and Reading Skill When Evaluating Questionably Reliable Search Results** ([abstract](#))

PRESENTER: [Catherine McGrath](#)

**17:00-18:00** Session 25: Standard IX: Narrative Experiences

LOCATION: [Flipgrid 25](#)

[Lena Wimmer](#), [Layla El-Salahi](#), [Hon Wang Jeremy Lee](#) and [Heather Jane Ferguson](#)

**Determinants of the Aesthetic Attitude during Reading** ([abstract](#))

PRESENTER: [Lena Wimmer](#)

[Alexandra D. Brind](#) and [Michelle L. Rizzella](#)

**How Character Knowledge Influences Comprehension Processing** ([abstract](#))

PRESENTER: [Alexandra D. Brind](#)

[Tabitha Stickel](#), [Joe Magliano](#), [Daphne Greenberg](#), [Katie McCarthy](#) and [Liz Tighe](#)

**Adult readers making sense of picture stories: A contrastive case study** ([abstract](#))

PRESENTER: [Tabitha Stickel](#)

[Trinity Walker](#) and [William Levine](#)

**The effect of reading literary and popular fiction on different aspects of theory of mind** ([abstract](#))

PRESENTER: [William Levine](#)

[Püren Öncel](#), [Sarah D. Creer](#), [Andrew Lagos](#), [Kathryn S. McCarthy](#) and [Laura K. Allen](#)

**An Examination of Multilingual Readers' Experiences of Transportation in Narratives** ([abstract](#))

PRESENTER: [Püren Öncel](#)

**18:00-19:00** Session 26: Standard X: Natural Language Processing & Corpus Analysis

LOCATION: [Flipgrid 26](#)

[Stephanie Diaz](#), [Jeffrey Malins](#) and [Julie Washington](#)

**Comprehension of Collocations In English and Spanish** ([abstract](#))

PRESENTER: [Stephanie Diaz](#)

[Scott Crossley](#), [Yanisa Scherber](#), [Joon Suh Choi](#), [Mathis Lucka](#) and [Youngmeen Kim](#)

**Using sentence embeddings to predict text readability: A comparison** ([abstract](#))

PRESENTER: [Scott Crossley](#)

[Beata Beigman Klebanov](#) and [David Kaufer](#)

**Narrative Writing from Users-in-the-Wild: A Computational Rhetorical Analysis** ([abstract](#))

PRESENTER: [Beata Beigman Klebanov](#)

[Joon Suh Choi](#) and [Scott Crossley](#)

**Local and Global Referential Overlap in Texts Grounded in Readability Formulas** ([abstract](#))

PRESENTER: [Joon Suh Choi](#)

[Meghan Davidson](#)

**Examining Text Socialness of Children's Books Using LIWC** ([abstract](#))

[Youngmeen Kim](#) and [Scott Crossley](#)

**The relationship between POS tag and human judgment-based text readability score** ([abstract](#))

PRESENTER: [Youngmeen Kim](#)

[Michelle Banawan](#), [Kathryn McCarthy](#), [Laura Allen](#), [Joseph Magliano](#) and [Danielle Mcnamara](#)

**Linguistic Indicators of Sourcing Strategies in Students' Constructed Responses** ([abstract](#))

PRESENTER: [Michelle Banawan](#)

**19:00-20:00** Session 27: Standard XI: Strategic Reading

LOCATION: [Flipgrid 27](#)

[Marina Klimovich](#), [Simon Tiffin-Richards](#) and [Tobias Richter](#)

**Does speed-reading training work, and if so, why? Impact of speed-reading training and metacognitive training on reading speed, comprehension, and eye-movements** ([abstract](#))

PRESENTER: [Marina Klimovich](#)


[José David Moreno](#), [José Ángel Martínez-Huertas](#) and [José Antonio León](#)

**Comparing metacomprehension in expository and informative narrative texts** ([abstract](#))

PRESENTER: [José David Moreno](#)

[Natalie N. Newton](#), [Katerina Christliff](#), [Reese Butterfuss](#), [Kathryn McCarthy](#), [Laura Allen](#), [Joseph Magliano](#) and [Danielle McNamara](#)

**Comprehension strategy use: Differences across instructional prompts and education levels**

(abstract) 

PRESENTER: [Natalie N. Newton](#)

[Sabine Févin](#), [Christine Ros](#), [Delphine Oger](#) and [Nicolas Vibert](#)

**Impact of induction tasks on visual search for answer to questions in short texts by children aged 9-11 years** (abstract)

PRESENTER: [Sabine Févin](#)

[Scott Hinze](#), [Victoria Byars](#) and [Aqil Izadysadr](#)

**Learning from Expository and Informative Narrative Texts under Different Reading Goals** (abstract)

PRESENTER: [Scott Hinze](#)

[Noemi Skrobiszewska](#), [Marian Serrano-Mendizábal](#), [Eduardo Vidal-Abarca](#) and [Paul van den Broek](#)

**Coherence building processes while answering low and high-level questions from expository texts** (abstract)

PRESENTER: [Noemi Skrobiszewska](#)

[Marian Serrano-Mendizábal](#), [Ruth Villalón](#), [Ángeles Melero](#) and [Belén Izquierdo-Magaldi](#)

**Improving deep reading comprehension through an intelligent tutoring system: does the role of strategy instruction matter?** (abstract)

PRESENTER: [Marian Serrano-Mendizábal](#)

**20:00-21:00** Session 28: Standard XII: Text Comprehension & Representation

LOCATION: [Flipgrid 28](#)

[Lisa Zacharski](#), [Sarah Kapp](#) and [Evelyn Ferstl](#)

**Beyond the male-female dichotomy – How the non-binary asterisk influences gendered representations of persons** (abstract)

PRESENTER: [Lisa Zacharski](#)

[Marcus Friedrich](#), [Katja Hagenberg](#) and [Elke Heise](#)

**Does the gender asterisk ("Gendersternchen") as a special form of gender-fair language impair comprehensibility?** (abstract)

PRESENTER: [Marcus Friedrich](#)

[Franco Londra](#), [Gastón Saux](#) and [Magalí Martínez](#)

**The effect of document sources on the evaluation of embedded sources and their claims when reading health information** (abstract)

PRESENTER: [Franco Londra](#)

[Chanyuan Gu](#) and [Ping Li](#)

**The Neurocognitive Bases of Word Identification and Word-to-Text Integration: Expository Text Reading in L1 and L2** (abstract)

PRESENTER: [Chanyuan Gu](#)

[Yuko Hijikata](#) and [Joanne Ingram](#)

**Scalar implicature and acceptance rating by first- and second-language speakers** (abstract)

PRESENTER: [Yuko Hijikata](#)

[\*Elsi Kaiser\*](#), [\*Haley Hsu\*](#) and [\*Madeline Rouse\*](#)

**Comparative constructions and COVID-19:  
Investigating comprehension and production**

([abstract](#))

PRESENTER: [\*Elsi Kaiser\*](#)

[\*Elsi Kaiser\*](#)

**Persuasiveness of COVID vaccine messages:  
Consequences of pronominal form and personal  
opinion** ([abstract](#))

---

[Disclaimer](#) | [Powered by EasyChair Smart Program](#)