Society for Text & Discourse
31st Conference Program and Abstracts

August 2 – August 4, 2021
Online Meeting

Online Program: https://easychair.org/smart-program/STD2021/index.html
Flipgrid: https://flipgrid.com/a331620f
Flipgrid code: ST&D2020!

Website: http://www.societyfortextanddiscourse.org/
Twitter / Facebook: @TextDiscourse

Downloadable Program: http://www.societyfortextanddiscourse.org/conferences/past-conferences/

31ˢᵗ Annual Meeting of the Society for Text & Discourse

Conference Chairs

Keith Millis, Northern Illinois University
Joe Magliano, Georgia State University

Conference Organizing Committee

Srikanth Dandotkar, University of Southern Indiana
Alexandra List, Pennsylvania State University
Matt McCrudden, Pennsylvania State University
Mike Mensink, University of Wisconsin-Stout (Conference Webmaster)
Caitlin Mills, University of New Hampshire
Emily Smith, Siena College (Conference Treasurer)

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Jennifer Wiley, University of Illinois Chicago
Michael Wolfe, Grand Valley State University

Welcome to the 31ˢᵗ Annual Conference of the Society for Text and Discourse!

Before you start conferencing, we wanted to steal a moment of your time to say a few words.

We are very excited and proud of this year's conference. The presentations are amazing, and because of the challenge of accommodating many time zones, we hope that you can easily view all of the synchronous events. The format of the conference was based on feedback as to how best to come together as a research community during a pandemic. We came up with a structure that is both familiar ("we did this virtual thing last year") and newish ("Enhanced Sessions" "Roundtables"), and has small blessings ("You have up to 10 minutes for Flipgrid presentations!").

This conference would not have happened without the efforts of several groups of people that deserve our deep-felt thanks:

First, a thank you goes out for all if you who submitted a paper. We received many submissions, all of which were excellent, making a rich program that speaks to many interests, perspectives, and facets of research relevant to text and discourse.

Second, we would like to thank members of the Governing Board for shaping the direction of the society in regards to social equity issues. At this conference, members will continue conversations regarding racial equity in science that were started at last year's conference. We are pleased that Rod Roscoe will give a keynote on social justice in STEM education. His address will be followed by the discussion on how to increase diversity in our research community.

Third, we would like to thank members of the society for feedback and suggestions regarding the conference's format. Based on that feedback, we are introducing *Enhanced* and *Round Table Discussion* formats for discussion-based sessions. We want to thank presenters and the moderators of these sessions for their bravery of doing something new in our venue.

Fourth, we would like to acknowledge our members and their scholarship. Jean-Francois Rouet and Anne Britt will share the Distinguished Scientific Contributor Award for their 25 years researching how people comprehend and learn from multiple texts. As the recipient of the Tom Trabasso Young Investigator Award, Doug Lombardi will give a talk on science literacy. As mentioned earlier, Rod Roscoe will give a keynote on equity in science. And congratulations to Anne Cook, Scott Crossley, and Celia Klin who are now Fellows of the Society for Text and Discourse.

Lastly, we would like to thank everyone who worked on this conference. It takes a village, and thankfully, we have hard-working and thoughtful individuals in ours. A big thank you goes out to each member of the Program Review Committee, members of the Conference Organizing Committee, the Emily Smith (Treasurer) and especially, Mike Mensink (Secretary/Webmaster).

Here is to an awesome conference!

Keith Millis, Chair of the 2021 Virtual Conference
Joe Magliano, Chair of the Governing Board, and Co-chair of the 2021 Virtual Conference

Society for Text & Discourse Leadership

Chair

Joseph P. Magliano, Georgia State University   2019-2022

Governing Board

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Jane Oakhill, University of Sussex	2017-2023
Gale M. Sinatra, University of Southern California	2017-2023
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Kate Cain, Lancaster University	2019-2025
Michael B. Wolfe, Grand Valley State University	2019-2025
Catherine M. Bohn-Gettler, College of St. Benedict-St. John's University	2020-2026
Matthew T. McCrudden, Pennsylvania State University	2020-2026
Laura K. Allen, University of New Hampshire	2021-2027
Jean-François Rouet, University of Poitiers	2021-2027

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Editors-in-Chief of *Discourse Processes*

Catherine M. Bohn-Gettler, College of St. Benedict-St. John's University
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2021 Fellows of the Society for Text & Discourse

Anne E. Cook, University of Utah

Celia M. Klin, Binghamton University

Scott A. Crossley, Georgia State University

Current Fellows of the Society for Text & Discourse

Patricia A. Alexander, University of Maryland
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M. Anne Britt, Northern Illinois University
Kate Cain, Lancaster University
Herbert H. Clark, Stanford University
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Murray Singer, University of Manitoba
Tanya Stivers, University of California, Los Angeles
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

2021 Fellows Selection Committee
M. Anne Britt (Chair), Matt McCrudden, Jane Oakhill, & 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.

2021 Distinguished Scientific Contribution Award

Anne Britt, *Northern Illinois University*

Anne Britt is a Board of Trustee Professor at Northern Illinois University. She is a cognitive psychologist researching disciplinary reading. She has published almost 100 journal articles and book chapters, and has co-authored or edited four books. Her work has been published in top-tier journals such as Discourse Processes, Cognition, Educational Psychologist, Journal of Memory and Language, and Learning & Instruction. Most recently she has published a book presenting a framework and model for understanding reading as a purposeful activity (RESOLV, Reading as Problem Solving). She has worked to understand how students represent and use texts, identifying malleable factors that can be supported by short tutorials. Britt has received multiple grants (about $6,400,000) related to disciplinary reading. She is the director of the Center for the Interdisciplinary Study Language and Literacy (CISLL) at NIU and currently a member of the governing board of the society.

Jean-François Rouet, *University of Poitiers*

Jean-François Rouet is a Senior research scientist with the French National Center for Scientific Research (CNRS). He has published extensively on the cognitive underpinnings of reading literacy and information technology use. He is the author of "The Skills of Document Use" (Erlbaum, 2006) and a co-author of "Literacy beyond text comprehension" (with Britt and Durik, Taylor & Francis, 2018). He serves as chair of international expert groups as part of the Organization for Economic Cooperation and Development's studies of teenage and adult literacy. He is the cofounder and former director of the Center for Research on Cognition and Learning (CeRCA, CNRS and University of Poitiers, France). Jean-François has collaborations with scholars from various countries including Argentina, Germany, Norway, Spain and the USA. He is a Fulbright foundation alumnus, serves on the editorial board of several major academic journals and is a second-term member of the ST&D governing board.

2021 Distinguished Scientific Contribution Award Keynote

Reasoning With and About Documents 25 Years Later

Anne Britt, Northern Illinois University &
Jean-François Rouet, University of Poitiers

The "information society", once hyped as ushering in a post-industrial nirvana, has instead created a monster--and educational systems now face the challenge of preparing students to cope with information overload, unreliability, and manipulation. In this talk, we revisit 25 years of research into readers' comprehension of multiple documents. We recount how some early observations led us to propose new assumptions regarding what readers represent in long-term memory when they engage with multiple texts that offer various perspectives on a situation. We present the core features of the Documents Model framework and the various kinds of evidence that have supported its provisions across two decades of research, highlighting the critical role of information sources in readers' integration of inconsistent contents. We then turn to the theoretical issue of modeling readers' decisions as they handle purposeful reading tasks involving multiple sources of information. The massive variability of readers' behavior with its seeming dependence on the task context and the readers' domain expertise led us to propose RESOLV, a theory of purposeful reading. We introduce some new conjectures and prospects offered by the theory, and we present emerging evidence that support the view of reading as a situated, adaptive and goal-driven behavior. We discuss the implications of our work for reading instruction throughout the curriculum.

The **2021 Distinguished Scientific Contribution Award Keynote** will take place on Monday, August 2 at 10:00-11:15 AM EDT via emailed Zoom link to registered conference attendees.

Previous Recipients of the Distinguished Scientific Contribution Award

2020: Danielle S. McNamara	2013: Morton Ann Gernsbacher
2019: Jane Oakhill	2012: Marcel Adam Just
2018: Murray Singer	2011: Simon Garrod & Anthony Sanford
2017: Susan R. Goldman	2010: Arthur C. Graesser
2016: Paul van den Broek	2009: Herbert Clark
2015: Jerome L. Meyers & Edward J. O'Brien	2008: Walter Kintsch
2014: Charles A. Perfetti	

2021 Distinguished Scientific Contributions Award Committee

Paul van den Broek (Chair), Jane Oakhill, Danielle McNamara, Gale Sinatra, & Mike Wolfe

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.

2021 Society for Text & Discourse Keynote Address

Rod D. Roscoe, *Arizona State University*

Rod D. Roscoe is an Associate Professor of Human Systems Engineering in The Polytechnic School of the Ira A. Fulton Schools of Engineering at Arizona State University. His research draws upon learning science, computer science, and human-centered design to inform the development and implementation of equitable educational technologies (e.g., automated writing evaluation, intelligent tutoring systems, virtual reality, and educational games). His research and teaching also bridge psychology, engineering, and inclusion principles within engineering education. He participates in a number of inclusion and equity advocacy activities at ASU (e.g., Committee for Campus Inclusion; Diversity and Inclusion Initiative @ the Fulton Schools of Engineering) and academic societies (e.g., Human Factors and Ergonomics Society; International Society of the Learning Sciences). With Drs. Erin Chiou and Abigail Wooldridge, he co-edited the award-winning volume, *Advancing Diversity, Inclusion, and Social Justice through Human Systems Engineering* (CRC Press). Dr. Roscoe earned his PhD in Cognitive Psychology from the University of Pittsburgh in 2007 at the Learning Research and Development Center.

2021 Society for Text & Discourse Keynote Address

Please Join Me/Us/Them on My/Our/Their Journey to Justice in STEM

Rod D. Roscoe, Arizona State University

Despite decades of effort to 'broaden participation' in science, technology, engineering, and mathematics (STEM), many fields remain frustratingly demographically skewed. Marginalized and minoritized people and communities are still 'underrepresented' in and 'underserved' by the sciences. Recent events, however, have inspired an expanded interest in these problems along with new and renewed commitments to change. This momentum needs to be nurtured, sustained, and held accountable.

In this talk, Dr. Roscoe will discuss his personal journey, and will celebrate the work of diverse scholars, to reflect on the overarching question: 'How do we improve representation in STEM?' These reflections will touch upon threats such as imposter syndrome, the myth of meritocracy, and student debt, along with inclusive themes of decentering, political clarity, systems mapping, mentorship, and coalitions. Importantly, 'underrepresentation' is not a mysterious happenstance but rather a predictable outcome of systemic inequity and systematic exclusion. By attending to the mechanisms of oppression, we can enact changes and interventions that address root causes instead of symptoms. Systemic problems require systemic solutions.

Scholar-activists have an important role to play in these endeavors—there are multiple ways that our research, teaching, and practice can change 'the system.' First, people can make inclusion and equity the focus of their work, such as conducting research that specifically studies inequities or tests interventions. Second, people can embrace inclusion and equity principles as a lens for deepening research questions, (re)interpreting findings, and conceptualizing impact. Finally, everyone can and should adopt methodologies (e.g., sampling and analysis) and practices (e.g., collaboration, reviewing, hiring, and conferences) that are inclusive and equitable.

The **2021 Society for Text & Discourse Keynote Address** will take place on Wednesday, August 4, at 12:30-1:30 PM EST via emailed Zoom link to registered conference attendees.

2020 Tom Trabasso Young Investigator Award

Doug Lombardi, *University of Maryland*
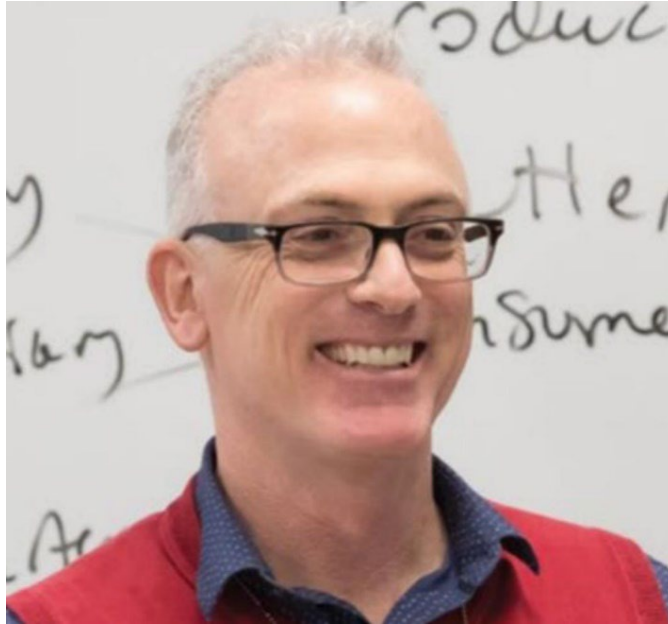
Doug Lombardi holds a PhD in Educational Psychology from the University of Nevada, Las Vegas, and is an Associate Professor in the Department of Human Development and Quantitative Methodology at the University of Maryland. As the head of the Science Learning Research Group (http://sciencelearning.net), he conducts research examining discourse and reasoning about knowledge claims. Much of this research is situated within the context of formal classroom settings and focuses on effective teaching tools and strategies to support deep learning and understanding, particularly about socio-scientific topics that pose local, regional, and global challenges (e.g., causes of current climate change, availability of freshwater resources). Doug's empirical research and theoretical positions have been published in journals such as *Educational Psychologist*, *Discourse Processes*, *Learning & Instruction, Science Education*, and *Contemporary Educational Psychology*.

2021 Tom Trabasso Young Investigator Award Address

Scaffolding Scientific Reasoning and Discourse
Doug Lombardi, University of Maryland

Science literacy involves both (a) knowing what scientists know and (b) knowing how scientists know what they know. Yet, it is often challenging for learners to reasonably integrate the what and how of science in a way that deepens understanding. Scientists' explanations undergo certain evaluative processes that increase their perceived truthfulness, but teachers should not assume that students fully engage and are agents in these scientific processes without instructional support. Over the past decade, my research has examined how instructional scaffolding can facilitate scientific thinking when learning about controversial and complex socio-scientific topics (e.g., the current climate crisis and availability of freshwater resources). Results from my collaborative lab—the Science Learning Research Group—suggest that early and late adolescents, as well as adults, can scientifically evaluate connections between evidence and explanations about certain phenomena, especially when these socio-scientific topics have a large gap in what learners and experts find plausible. When considering scientific evidence and explanations, learners should reflect on their own knowledge by engaging in collaborative critique and negotiation during classroom discourse. I will present several studies reflecting these findings and suggest some meaningful ways for educators to scaffold the process of evaluation and reasoned judgments as essential elements of scientific thinking.

The **2021 Keynote for the 2020 Tom Trabasso Young Investigator Award** will take place on Tuesday, August 3, at 11:15-12:15 PM EST via emailed Zoom link to registered attendees.

2021 Tom Trabasso Young Investigator Award

Alexandra List, *Pennsylvania State University*

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.

Previous Recipients of the Tom Trabasso Young Investigator Award

2020: Doug Lombardi	2014: Katherine Rawson
2019: Jason L. G. Braasch	2013: Tobias Richter
2018: Sidney D'Mello	2012: Panayiota Kendeou
2017: Catherine Bohn-Gettler	2011: Chantel Prat
2016: Raymond Mar	2010: David N. Rapp
2015: Scott Crossley	2009: Michael Kaschak

2021 Tom Trabasso Young Investigator Award Committee
Panayiota Kendeou (chair), Jason Braasch, M. Anne Britt, & Chantel Prat

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.

2021 ST&D – FABBS Early Career Impact Award

Greg Trevors, *University of South Carolina*

This award is presented to early career scientists of FABBS member societies during the first 10 years post-PhD and recognizes scientists who have made major contributions to the sciences of mind, brain, and behavior. The goal is to enhance public visibility of these sciences and research through the dissemination efforts of the FABBS in collaboration with the member societies and award winners.

More information about Dr. Trevors' award can be found at https://fabbs.org/honoring-our-scientists/impact-award-winners/former/2021-impact-award-winners/

2021 Jason Albrecht Outstanding Young Scientist Award

Pablo Delgado, *ERI Lectura, University of Valencia*

Reading in Print vs. on Computer Screen: Paper Fosters On-task Attention (with Ladislao Salmerón)

We investigated the effects of reading medium and reading time-frame on readers' attention, metacognitive calibration, and comprehension. We asked 140 undergraduates to read an expository text in print or on a computer under self-paced or constrained reading time. We probed their generation of task-unrelated thoughts (mindwandering) while reading. After reading, they predicted their performance on a subsequent test about the text content and completed the test. Under time pressure, on-screen readers mindwandered more than in-print readers, and they scored lower on the comprehension test. No differences in calibration appeared. Reading on screen hindered readers' attention and comprehension under time pressure.

2021 Graduate Student Research Award

Marloes van Moort, *Leiden University*

Purposeful Validation: Are Validation Processes and the Construction of a Mental Representation Influenced by Reading Goal? (with Arnout Koorneef and Paul van den Broek)

We investigated whether and how reading goals affect text-based and knowledge-based validation processes and the resulting memory representation. We employed a self-paced sentence-by-sentence contradiction paradigm. Participants read for general comprehension or for study. Memory for text information was assessed the next day. Results show that goals affect readers' general processing, but they do not affect online validation processes. They did differentially affect readers' memory for inconsistent target information - depending on the source of the inconsistency. Thus, goals may not influence validation processes themselves, but they may affect the processes that take place after online validation is completed.

Graduate Student Research Award Committee
Kate Cain (Chair), Jason Braasch, Matt McCrudden, & Mike Wolfe

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.

2021 Undergraduate Student Research Award

Johanna Xemaire, *Leibniz-Institut für Wissensmedien*

Educating About the Misinformation Effect Prior to Reading Does not Seem to Reduce it
(with Steffen Gottschling and Yvonne Kammerer)
Readers' engagement with false information is a topic of growing importance. In two experiments, we investigated whether the misinformation effect can be reduced by educating participants about it prior to reading. In both experiments (N = 84 and N = 133), no reduction of the misinformation effect through psychoeducation was observed. Participants in both groups (control and psychoeducation) referenced a similar amount of misinformation after reading false information on items they previously answered correctly. Both reading false and reading neutral information did not change the confidence participants had in answers they previously knew, while reading correct information increased confidence.

Undergraduate Student Research Award Committee
Kate Cain (Chair), Jason Braasch, Matt McCrudden, & Mike Wolfe
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.

The Society for Text & Discourse thanks the Sponsor of the 31st Annual Meeting:

Taylor & Francis Group
an **informa** business

30th Anniversary of the Society for Text & Discourse
Stainless Steel Tumbler

We are pleased to again offer a special 15 oz (.44 l) stainless steel tumbler that was designed in 2020 for the 30th anniversary of the Society for Text & Discourse! Fill it with your favorite beverage, hot or cold - this stainless-steel mug will keep drinks at the right temperature for hours on the go.

Proceeds from our sales will go to support the ST&D Student Travel Awards. **$30.00 Price includes free US / International shipping.**

Orders can be placed at
https://societyfortextanddiscourse.wildapricot.org/Sys/Store/Products/73393

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.

2019 Impact Factor: 1.61; 5-year Impact Factor: 2.05

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 informaiton visit **www.tandfonline.com/HDSP** .

Discourse Processes Call for Papers:
Special ST&D 2021 Conference Issue

Discourse Processes (https://www.tandfonline.com/toc/hdsp20/current) publishes an annual special issue focused on presentations (both enhanced and standard) at the annual Society for Text & Discourse conference.

We are extremely pleased to announce that a special issue, to appear in 2022, will be published representing work from the 2021 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 2021 Special Issue."

The firm deadline for submissions is **September 15, 2021**.
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:

- Matt McCrudden (matt.mccrudden@psu.edu)
- Alex List (azl261@psu.edu)
- Caitlin Mills (caitlin.mills@unh.edu)
- Mike Mensink (mensinkm@uwstout.edu)

We look forward to your submissions!

32nd Annual Meeting of the Society for Text & Discourse
July 19-21, 2022 in Atlanta, USA

33rd Annual Meeting of the Society for Text & Discourse
June 2023 in Oslo, Norway

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

ST&D 2021: 2021 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

REGISTRATION PROGRAM INTRODUCTION AWARDS & KEYNOTES TAYLOR & FRANCIS FLIPGRID INSTRUCTIONS PREPRINT INSTRUCTIONS AUTHOR EMAILS PROGRAM AUTHORS KEYWORDS SLIDES

PROGRAM

Days: Monday, August 2nd   Tuesday, August 3rd Wednesday, August 4th   Thursday, August 5th

Monday, August 2nd

View this program: with abstracts   session overview   talk overview

08:00-09:00   ALL LISTED TIMES FOR SYNCHRONOUS SESSIONS ARE IN US EASTERN TIME (ET).

09:30-10:00   Session 1: ST&D 2021 Opening Ceremonies
CHAIR: *Joseph Magliano*
LOCATION: Zoom Room 1: Opening Ceremonies and DSCA

10:00-11:15   Session 2: ST&D 2021 Distinguished Scientific Contribution Award Keynote
CHAIR: *Matt McCrudden*
LOCATION: Zoom Room 1: Opening Ceremonies and DSCA
> 10:00 *M. Anne Britt* and *Jean-François Rouet*
> **Reasoning With and About Documents 25 Years Later** (abstract)
> PRESENTER: *M. Anne Britt*

11:15-11:30   Break

11:30-12:30   Session 3: Roundtable I: Using Verbal Protocols in Text and Discourse Research: Reflecting on the Past and Thinking Aloud

> In this roundtable, the moderators will prepare a set of questions to prompt discussion. We have invited some ST&D members who have conducted verbal protocol research including Laura Allen, Virginia Clinton-Lisell, Josefine Karlsson, Matthew McCrudden, and Panayiota Kendeou. These panelists will not be asked to present but will have previewed the questions and be prepared to engage in discussion. We aim to use this one-hour discussion as a catalyst for further in-depth conversations

aboutverbal protocol methodologies that can be continued in a future ST&D workshop and/or could be fleshed out in a special issue for Discourse Processes.

CHAIRS:
Laura Allen, *Sarah Carlson*, *Virginia Clinton-Lisell*, *Amanda C. Dahl*, *Josefine Karlsson*, *Panayiota Kendeou*, *Kathryn McCarthy*, *Matt McCrudden* and *Paul van den Broek*
LOCATION: Zoom Room 2: Roundtable 1

12:30-12:45   Break

12:45-13:45   Session 4: Symposia: MOCCA-College: Year 2 Results and Related Projects

This symposium will report the results from the second year of a three-year grant to develop and refine the MOCCA reading assessment for use with college students. Papers include test development (i.e., form & items), item coding/qualitative analysis, and assessment results.

CHAIR: *Ben Seipel*
LOCATION: Zoom Room 3: Symposium

12:45 *Ben Seipel*
MOCCA-College: Year 2 Results and Revisions (abstract)

12:57 *Sarah Carlson*
How does Text Cohesion Explain Causal Processing? Findings from an Exploratory Examination of MOCCA-College Response Patterns (abstract)

13:09 *Virginia Clinton-Lisell*
College Readers' Cognitive Profiles by Genre (abstract)

13:21 *Heather Ness-Maddox*
A Coding Scheme to Describe Emotional Dimensions in Narrative and Expository Texts (abstract)

13:33 *Virginia Clinton-Lisell*
Meta-Analysis on College Reading Assessments and GPA (abstract)

13:45-14:00   Break

14:00-15:00   Session 5: Enhanced Session I: Processing Misinformation in Text & Media

CHAIR: *Reese Butterfuss*
LOCATION: Zoom Room 4: Enhanced Session I

14:00 *Johanna Xemaire*, *Steffen Gottschling* and *Yvonne Kammerer*
Educating About the Misinformation Effect Prior to Reading Does not Seem to Reduce it (abstract) 📄

14:12 *Lisa Scharrer*, *Vanessa Pape* and *Marc Stadtler*
Watch Out: Fake! How Warning of Misinformation Affects Non-Experts'

Acceptance of Simplified Science Information
([abstract](#))

14:24 *Nikita Salovich*, *Anya Kirsch* and *David Rapp*
Evaluation Reduces the Influence of False Information ([abstract](#))

14:36 *Luqman Ellythy*, *Alyssa Blair* and *Susan Goldman*
Evaluating Health Misinformation Trustworthiness Across Social Media Platforms and Trust in the Medical Establishment ([abstract](#))

14:48 *Greg Trevors*
Gamifying Refutation Texts to Enhance Public Engagement with Health Promotion Messages ([abstract](#))

15:00-16:30   ST&D Social Hour I

LOCATION: [Gathertown: ST&D Room](#)

Tuesday, August 3rd

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

08:00-09:00   ALL LISTED TIMES FOR SYNCHRONOUS SESSIONS ARE IN EASTERN TIME (ET).

10:00-11:00   Session 6: Enhanced Session II: Comprehension & Assessment of Multiple Documents

CHAIR: *Jennifer Wiley*

LOCATION: [Zoom Room 5: Enhanced Session 2](#)

10:00 *Tenaha O'Reilly*, *Zuowei Wang* and *John Sabatini*
Learning in a multiple-text reading environment: roles of reading ability, knowledge, comprehension, and effort ([abstract](#))

10:12 *Liron Primor* and *Sarit Barzilai*
What Is Multiple-Text Integration All About? Teachers' Perceptions of the Aims and Assessment of Multiple-Text Integration ([abstract](#))

10:24 *Christian Tarchi* and *Ruth Villalon*
The Influence of Thinking Dispositions on Integration and Recall of Multiple Texts ([abstract](#))   🗒
PRESENTER: *Christian Tarchi*

10:36 *Matthew T. McCrudden*, *Jonna M. Kulikowich*, *Bailing Lyu* and *Linh Huynh*
Text Presentation Order and Intertext Inferences Between Complementary Texts ([abstract](#))

10:48 *Sarit Barzilai*, *Danna Tal-Savir*, *Fayez Abed*, *Shiri Mor-Hagani* and *Asnat R. Zohar*

Scaffolding Multiple Document Literacy: Relationships Between Document Mapping and Argumentative Writing (abstract)

11:00-11:15   Break

11:15-12:45   Session 7: Tom Trabasso Young Investigator Award Keynote

CHAIR: *Matt McCrudden*

LOCATION: Zoom Room 6: Trabasso Award Keynote

> 11:15 *Doug Lombardi*
> **Scaffolding Scientific Reasoning and Discourse** (abstract)

12:45-13:00   Break

13:00-14:00   Session 8: Roundtable II: Considerations Related to Open Science Practices in Discourse Processes

In this roundtable facilitated by the editors of *Discourse Processes*, researchers will consider the advantages and challenges associated with adopting open science practices. With panelists who have experience in open science, this roundtable will begin with an overview of the big questions and topics related to open science. For example, this will include discussion of pre-registered reports; badging systems; the sharing of materials, datasets, and analysis scripts; open access. Following this overview, there will be time for open conversation among the panelists and participants to discuss the advantages and the potential problems with adopting particular open science practices. We will consider what open science is and why it matters, as well as discuss potential implications for the journal Discourse Processes.

CHAIRS:
Catherine Bohn-Gettler, *Anita Eerland*, *Nick Fox*, *Alexia Galati*, *Johanna Kaakinen* and *Tobias Richter*
LOCATION: Zoom Room 7: Roundtable 2

13:45-14:00   Break

14:00-15:00   Session 9: Enhanced Session III: Investigating the Role of Beliefs, Attitudes, & Goals in Discourse

CHAIR: *Matt McCrudden*
LOCATION: Zoom Room 8: Enhanced Session 3

> 14:00 *Marloes van Moort*, *Arnout Koornneef* and *Paul van den Broek*
> **Purposeful Validation: Are Validation Processes and the Construction of a Mental Representation Influenced by Reading Goal?** (abstract)
>
> 14:12 *Mohammad Karimi* and *Tobias Richter*
> **Text-Belief Consistency Effects in Bilingual Reading Contexts** (abstract)
>
> 14:24 *Reese Butterfuss*, *Tracy Arner*, *Claire Hsu*, *Connor O'Loughlin*, *Danielle McNamara* and

Laura Allen
Attitude-Inconsistent Tweets Reduce Memory for Subsequent Information (abstract)

14:36 *Victoria Johnson*, *Reese Butterfuss* and *Panayiota Kendeou*
Partisan Patterns of Vaccine Beliefs and Trust in News Sources (abstract)

14:48 *Alexia Galati*, *Camila Alviar*, *Rick Dale* and *Moreno Coco*
Task Goals Modulate the Alignment of Eye-Movements and Linguistic Strategies (abstract)

15:00-16:30   ST&D Social Hour II

LOCATION: Gathertown: ST&D Room

Wednesday, August 4th

View this program: with abstracts   session overview   talk overview

08:00-09:00   ALL LISTED TIMES FOR SYNCHRONOUS SESSIONS ARE IN EASTERN TIME (ET).

10:00-11:00   Session 10: Roundtable III: Narrative Comprehension & Emotions in Television Serial Fiction

Serialized TV is a popular form of contemporary fiction, conveying continuing and complex plots that unfold episode by episode. These narrative forms have been of interest to the field of cognitive narratology with researchers identifying critical components of serializedplot. However, relatively little work specifically in discourse psychology has examined the effects of this fictional form on cognitive and affective processes. This roundtable discussion, which includes researchers in cognitive narratology and discourse psychology, will highlight interesting aspects of serialized TV worthy of interdisciplinary study. The goal is to build a foundation for productive research collaborations that enhance theoretical accounts of experiences with serialized narratives.

CHAIRS:
Catherine Bohn-Gettler, *Alberto Hermida*, *Víctor Hernández-Santaolalla*, *Jesús Jiménez-Varea*, *Joseph Magliano*, *Héctor J. Pérez* and *David Rapp*
LOCATION: Zoom Room 9: Roundtable 3

11:00-11:15   Break

11:15-12:15   Session 11: Enhanced Session IV: Exploring Identity & Culture through Discourse

CHAIRS: *Laura Allen* and *Jason Braasch*
LOCATION: Zoom Room 10: Enhanced Session 4

11:15 *Lynn S. Eekhof*, *Kobie van Krieken*, *José Sanders* and *Roel M. Willems*

Reading Minds, Reading Stories: Social-Cognitive Abilities are Related to Linguistic Processing of Narrative Viewpoint (abstract)

11:27 *Raquel Coelho* and *Alden McCollum*
What Can Automated Analysis of Large-Scale Textual Data Teach Us about the Cultural Resources that Students Bring to Learning? (abstract)

11:39 *Teresa Sosa*
Small Stories and the Narrative Construction of a Student's Identities of Contention (abstract)

11:51 *Marcus Friedrich* and *Elke Heise*
Does Writing in Gender-Fair Language Increase Cognitive Load? (abstract)

12:03 *Daniel Feller*, *Ann Kruger* and *Joseph Magliano*
The Reading Gap in College: Proficiency, inferencing, and self-identified race (abstract)

12:15-12:30   Break

12:30-13:45   Session 12: ST&D 2021 Keynote Address
CHAIR: *Joseph Magliano*
LOCATION: Zoom Room 11: ST&D 2021 Keynote

12:30 *Rod D. Roscoe*
Please Join Me/Us/Them on My/Our/Their Journey to Justice in STEM (abstract)

13:45-14:00   Break

14:00-15:00   Session 13: ST&D 2021 Special Topics Discussion: Equity & Representation in the Society

Discussion Moderators

- Akua Nkansah-Amankra (they/them)
- Aireale Rodgers (she/her)
- Josh Schuschke (he/him)

Format

There will be three concurrent breakout rooms in Zoom, one for each moderator. Zoom breakout sessions will not be recorded, but a notetaker in each session will take general notes on the discussion and record points made. Discussion contributions of participants will remain anonymous.

Reflection Questions for Discussion

- What did you learn from last year's discussion?
- What is the value of increasing compositional diversity in our field and in our Society?

- What are the ways that the Society's current practices shape (e.g., hinder or facilitate) the level of compositional diversity (e.g.,aka hinder or facilitate)? How can we change them?
- What are the ways that the Society can increase its compositional diversity?

Important Considerations

During this discussion session, it will be important to recognize the following aspects:

- The moderators will be assisting in moving the conversation forward - they will not be there to provide judgment or validation.
- Members should trust the moderators to lead the conversation in ways that ensure that people are comfortable sharing their thoughts, but there will also be space allowed for other members to have reactions.
- These discussions can be uncomfortable/emotional to work through, and that is a normal part of this process.
- All members will have different experiences, understanding, and actions as part of this process.
- Using "I" statements will be an important and helpful behavior for the discussions.

Important Definitions

Racism is defined as a system of dominance, power and privilege based on racial group designations: rooted in the historical oppression of a group defined or perceived by dominant-group members as inferior, deviant, or undesirable; and occurring in circumstances where dominant group members create or accept societal privilege by maintaining structures, ideologies, values, and behavior that have the intent or effect of leaving nondominant group members relatively excluded from power, esteem, status, and/or equal access to societal resources (p.43).

Harrell, S. P. (2000). A multidimensional conceptualization of racism-related stress: Implications for the well-being of people of color. American Journal of Orthopsychiatry, 70(1), 42-57.

Research demonstrates that there is neither a singular way to define nor operationalize a commitment to *diversity*. While we recognize that there are multiple dimensions of people's social identities that can confer privilege or marginalization (e.g., sexual orientation, gender identity, dis/ability), our Society's focus is on increasing structural, or compositional, diversity, which is defined as "the numerical representation of various

racial/ethnic groups," which have historically and persistently been underrepresented in academia (p. 279).

Hurtado, S., Clayton-Pedersen, A. R., Allen, W. R., & Milem, J. F. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. The Review of Higher Education, 21(3), 279-302.

CHAIR: *Joseph Magliano*
LOCATION: Zoom Room 12: Equity & Representation Discussion

15:00-15:15   Break

15:15-16:30   Session 14: ST&D Business Meeting & Closing Toast

CHAIR: *Joseph Magliano*
LOCATION: Zoom Room 13: Buisiness Meeting & Closing

Thursday, August 5th

View this program: with abstracts   session overview   talk overview

07:00-08:00   IMPORTANT INFORMATION ABOUT STANDARD SESSIONS ON AUGUST 5. ALL PRESENTATIONS ARE AVAILABLE ON FLIPGRID.

August 5 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/a331620f to view the asynchronous Flipgrid presentations using the code: **ST&D2020!**

08:00-09:00   Session 15: Standard Session I: Assessment

LOCATION: ST&D 2021 Flipgrid Page

José David Moreno, *José Ángel Martínez-Huertas*, *Ricardo Olmos*, *Guillermo Jorge-Botana* and *Juan Botella*
Using written language as indicator of personality: A meta-analytic study on computational models of language (abstract) 📑

Joshua Jaffe, *Donald Bolger*, *Shari Nudelman* and *Troy Gharibani*
"2" vs. "Two": Does the Presentation of Numbers Matter? (abstract)

John Sabatini, *John Hollander*, *Joe Magliano* and *Amani Talwar*
Relation of Reading Motivation to Reading Comprehension Performance (abstract)

Kelsey Dreier, *Zuowei Wang* and *Tenaha O'Reilly*
Inconsistent Students' Reading Comprehension in Traditional and Scenario-Based Assessments (abstract)

Joon Suh Choi and *Scott Crossley*
Readability Assessment Tool for English Texts (abstract)

John Hollander, *John Sabatini*, *Amani Talwar* and *Joe Magliano*

Component Skill and Metacognitive Differences Between Traditional and Scenario-Based Comprehension Assessments (abstract)

Hongyang Zhao and *Patricia Alexander*
Development of a Novel Assessment of Quality of Word Knowledge (abstract)

09:00-10:00   Session 16: Standard Session II: Conversation, Writing, & Language Production

LOCATION: ST&D 2021 Flipgrid Page

Anne-Marie Butzek, *Jean-Marc Quaranta* and *Marie-Laure Barbier*
Processes in Literary Writing (abstract) 📄

Dominique Knutsen, *Elisabeth Germanier*, *Gilles Col*, *Julie Brosy* and *Adrian Bangerter*
Okay as a Marker for coordinating Transitions in Joint Actions: A cross-linguistic Comparison (abstract) 📄

Cléo Bangoura, *Sandrine Gil*, *Dominique Knutsen* and *Ludovic Le Bigot*
How collaboration shapes conversational memory effects (abstract)

Evelyn Hugo, *Maximiliano Montenegro*, *Fernanda Rojas*, *Alejandra Rubio* and *Javiera Figueroa*
Holistic or Analytic Evaluation? Comparison between Comparative Judgment and Analytical Rubrics Assessment (abstract)

George Wright and *Matthew Purver*
Parsing Text in a Workspace for Language Generation (abstract) 📄

Allison N. Sonia, *Joseph P. Magliano*, *Kathryn S. McCarthy*, *Sarah D. Creer*, *Danielle S. McNamara* and *Laura K. Allen*
Cohesion and Coherence-Building in Multiple Document Comprehension (abstract) 📄

Julianne van Meerten, *Eric Schoute* and *Patricia Alexander*
Unfolding the Stages of a Multiple Source Use Task: ⌷SEP⌷ Testing a Moderated Mediation Model (abstract)

Qian Wan, *Scott Crossley*, *Laura Allen* and *Danielle McNamara*
A Differential N-gram Use Measure for Automated Essay Scoring (abstract)

Na Hu, *Aoju Chen*, *Hugo Quené*, *Fang Li* and *Ted T.J.M. Sanders*
A Trade-off Relationship between Lexical and Prosodic Means in Expressing Subjective and Objective Causality (abstract)

10:00-11:00   Session 17: Standard Session III: Developmental & Individual Differences

LOCATION: ST&D 2021 Flipgrid Page

Young-Suk Kim and *Yaacov Petscher*

The Influence of Child, Text, and Assessment Factors on Comprehension: A longitudinal Investigation ([abstract](#))

Valencia Perry, *Ovetta Harris* and *Marilyn Nippold*
Processing Past Tense Counterfactual Sentences in Text: Examining Young Adults from Diverse Backgrounds ([abstract](#))

Meni Yeari
Centrality Skills of Poor Comprehenders ([abstract](#))

Rurik Tywoniw
Exploring Text-level Inferencing in Advanced Second Language Reading Comprehension Assessment Tasks ([abstract](#))

Yuji Ushiro, *Ryuya Komuro*, *Masaya Hosoda*, *Yoshinobu Mori* and *Takeru Nishi*
How Do Japanese L2 Readers Maintain Causal Coherence: Online and Offline Protocol Analyses ([abstract](#))

Wienke Wannagat, *Catharina Tibken* and *Gerhild Nieding*
Same Topic, Different Genre: Elementary School Children's Mental Representations of Information Embedded in Narrative and Expository Texts ([abstract](#))

Zuowei Wang, *Kelly Bruce*, *Tenaha O'Reilly*, *Beata Beigman Klebanov* and *John Sabatini*
An exploration of word learning opportunities in children's books ([abstract](#))

Catharina Tibken, *Sandra Schmiedeler*, *Nicole von der Linden*, *Wolfgang Schneider* and *Tobias Richter*
Measuring Metacognitive Competence with the Inconsistency Task in Adolescents: Stability and Predictors of Age-related Differences ([abstract](#))

Anna Potocki and *Lucette Toussaint*
Just the Imagination? Mental Imagery Abilities in Specific Less Skilled Comprehenders ([abstract](#))

Yu Tian, *Minkyung Kim* and *Scott Crossley*
Classifying Discourse Elements in L2 Argumentative Essays Using Writing Fluency Measures ([abstract](#))

Lauren Flynn, *Joseph Magliano*, *Kathryn McCarthy*, *Danielle McNamara* and *Laura Allen*
Predicting Cohesive Comprehension Based on Individual Differences and Genre Effects ([abstract](#)) 📄

Jerae Kelly and *Kelli Cummings*
Theory of Mind and Reading Comprehension: What Do We Know and Where Do We Go from Here? ([abstract](#))

11:00-12:00   Session 18: Standard Session IV: Discourse Analysis, Cohesion, & Readability

LOCATION: ST&D 2021 Flipgrid Page

Ellen Carter

Hercule Poirot, Mon (Faux) Ami: a Corpus Study on Agatha Christie's Use of Language to Develop Character ([abstract]) 📃

Scott Crossley, *Joon Suh Choi*, *Aron Heintz*, *Jordan Batchelor*, *Mehrnoush Karimi* and *Agnes Malatinszky*
A Large-Scale Corpus for Developing Readability Formulas ([abstract])

Scott Crossley, *Perpetual Baffour*, *Yu Tian*, *Aigner Picou*, *Meg Benner* and *Ulrich Boser*
A Large-Scale Corpus for Assessing Discourse Elements in Writing ([abstract])

Kole Norberg, *Charles Perfettti* and *Anne Helder*
Word-to-Text Integration and Antecedent Accessibility: Eye-Tracking Evidence Extends Results of ERPs ([abstract])

Julieta de Simone and *Jazmín Cevasco*
The Role of the Establishment of Causal Connections and the Modality of Presentation of Discourse in the Generation of Emotion Inferences by Argentine College Students ([abstract])

Marije Bent, *Erick Velazquez-Godinez* and *Frank De Jong*
Acquiring Expert's Vocabulary: Analyzing Students Textual Feedback on Video Recordings. ([abstract]) 📃

Jisu Ryu and *Moongee Jeon*
A Corpus Stylistic Approach to Literature: Focusing on James Joyce's Dubliners and A Portrait of the Artist as a Young Man ([abstract])

Laura Carter-Stone
Living, Languages, Relations: A Contrastive Eco-Discourse Analysis of Lakota and English Language Writing ([abstract])

Benjamin Brummernhenrich and *Regina Jucks*
Face Threats and Argument Dialogicity in Primary and Secondary School Students ([abstract])

Ivan Loginov
Critical Discourse Analysis of the Image of Foreign Political Protests in Czech Mass Media and Political Communication of Czech Politicians ([abstract])

12:00-13:00   Session 19: Standard Session V: Mind-wandering & Engagement

LOCATION: ST&D 2021 Flipgrid Page

Pablo Delgado and *Ladislao Salmerón*
Reading in print vs. on computer screen: Paper fosters on-task attention ([abstract])

Alexander Colby, *Laura Allen*, *Vishal Kuvar*, *Nate Blanchard* and *Caitlin Mills*
Topic constraints influence divergence of task-unrelated thoughts but not overall rates in conversations ([abstract])

Püren Öncel, *Sarah D. Creer*, *Caitlin S. Mills* and *Laura K. Allen*

Examining the Effects of Visual and Verbal Thoughts on Reading Outcomes (abstract) 📄

Shelby Smith, *Püren Öncel*, *Caitlin Mills* and *Laura Allen*

Predicting Readers' Online Thought Characteristics using Natural Language Processing Analyses (abstract)

Johanna Kaakinen, *Emilia Ranta* and *Jaana Simola*

Mind wandering during reading of a novel: Evidence from multidimensional experience sampling and eye movements (abstract)

13:00-14:00   Session 20: Standard Session VI: Misconceptions & Refutational Texts

LOCATION: ST&D 2021 Flipgrid Page

Megan Imundo, *Nikita Salovich* and *David Rapp*

A Corpus of Stories For Use in Examining The Effects of Reading Inaccurate and Accurate Assertions (abstract)

Michael Spikes

Analyzing Discourses and Instructional Practices in News Media Literacy: Shifts in Co-Constructionism & Instructionism (abstract)

Micah Watanabe and *Danielle McNamara*

Examining the Effects of Self-explanation on Students' Inference Generation and Conceptual Change (abstract)

14:00-15:00   Session 21: Standard Session VII: Multiple Documents, Representation, & Text Features

LOCATION: ST&D 2021 Flipgrid Page

Andriana Christofalos, *Felix Pambuccian* and *Gary Raney*

Too Depleted to Comprehend: The Effect of Resource Depletion on Reading Comprehension (abstract)

Liron Primor, *Raquel Cerdán* and *Menahem Yeari*

Predicting multiple text integration across tasks: The role of single text reading comprehension related variables (abstract)

Stephen Skalicky

Comparing Sentence Reading Times for Satirical and Non-Satirical News Texts (abstract)

John Hutson, *Daniel Feller*, *Aidan Osterby*, *Joseph Magliano*, *Lester Loschky* and *Neil Cohn*

Multimodal sequence processing in visual narratives: The contribution of verbal and visual information on comprehension (abstract)

Aaron Wong, *Shelby Smith*, *Myrthe Faber*, *Tyler Stetson* and *Caitlin Mills*

Text Genre Effects on Task-Unrelated and Personally-Connective Thought (abstract)

Sarah K. C. Dygert, *Sarah D. Creer*, *Andrew F. Jarosz* and *Laura K. Allen*

The Interaction of Working Memory and Prior Knowledge in Text Comprehension (abstract)

Monika Tschense and *Sebastian Wallot*
Disentangling Text Comprehension (abstract)

Victoria Radke and *William Levine*
The effect of paragraph length on the processing and enjoyment of journalistic text (abstract)

15:00-16:00   Session 22: Standard Session VIII: Narratives

LOCATION: ST&D 2021 Flipgrid Page

Sri Siddhi N. Upadhyay, *Rachel C. Poirier*, *Kenneth J. Houghton* and *Celia M. Klin*
How Do Positive Natural Language Quantifiers Convey Shortfall? (abstract)

Michelle L. Rizzella, *Kayla M. McEachern*, *Samantha R. Buckenmaier* and *Edward J. O'Brien*
The Effects of Context on the Comprehension of Semantic Anomalies (abstract)

Junyuan Gu, *Hannah Rohde* and *Patrick Sturt*
Effects of Consciousness Presentation and Narrative Voice on Referential Expressions (abstract)

Gemma López Canicio
Artistic-narrative communication from a neurocognitive perspective (abstract)

Dianne Venneker, *Anne Helder* and *Paul van den Broek*
Narrative Comprehension across Text, Audio, and Video in Elementary School Children (abstract)

Allison N. Sonia, *Sarah D. Creer* and *Michelle L. Rizzella*
The Impact of Perspective Taking and Preference Formation on Narrative Comprehension (abstract)

16:00-17:00   Session 23: Standard Session IX: Reading & Study Strategies

LOCATION: ST&D 2021 Flipgrid Page

Jennifer Wiley, *Tricia Guerrero*, *Lena Hildenbrand* and *Thomas Griffin*
Improving Comprehension of Science Textbook Excerpts with Judgments of Comprehension (abstract)

Lena Hildenbrand and *Jennifer Wiley*
Closed-ended Practice Testing Can Improve Understanding From Text (abstract)

Allison Jaeger and *Logan Fiorella*
Instructional Visuals Affect Students' Judgments of Drawing When Learning from Science Text (abstract) 📄

Meni Yeari
The Role of Time Constraints and Domain Knowledge in Reading Comprehension Tests: The

Case of Text-First versus Questions-First Strategies ([abstract](#))

Anke Schmitz and *Wiebke Dannecker*
A Multi-method Insight into Students' Strategic Processing of Expository and Narrative Texts ([abstract](#))

Cristiana Lardi and *Claudia Leopold*
Effects of Interactive Teacher-Generated Drawings on Students' Understanding of Plate Tectonics ([abstract](#))

Grace Li, *Tricia Guerrero* and *Jennifer Wiley*
Effects of Question-Type Training in Preparation for the MCAT CARS ([abstract](#))

Keith Millis and *Gabrielle Welch*
Learning More by Reading or Writing? Comparing Two Collaborative Learning Pedagogies ([abstract](#))

Kathryn Rupp, *Andrew Wojick*, *Matthew Schumacher*, *Keith Millis* and *M. Anne Britt*
Does Reasoning about Scenarios Depend on Explicit, Task-Specific Strategy Use? ([abstract](#))

Karyn Higgs, *Taneisha Vilma*, *Darnisha Crockett*, *Amanda Durik* and *Anne Britt*
Disciplinary reading strategies predict learning from psychology textbooks ([abstract](#))

Rina Harsch, *Panayiota Kendeou* and *Danielle McNamara*
Adult Categorization of Questions about a Text by Source of Answer and Importance to Main Ideas ([abstract](#))

17:00-18:00   Session 24: Standard Session X: Science Understanding

LOCATION: [ST&D 2021 Flipgrid Page](#)

Josh Medrano, *Svetha Mohan*, *Joshua Jaffe* and *Doug Lombardi*
Executive function skills in making scientific evaluations and plausibility judgments ([abstract](#))

Inse Janssen, *Friederike Hendriks* and *Regina Jucks*
Communicating Scientific Uncertainty in the Context of the Corona Pandemic: How does the Use of Lexical Hedges Affect the Perceived Trustworthiness of Scientists and Politicians? ([abstract](#))

Marc Stadtler, *Lisa Scharrer* and *Katharina Bauer*
It Seems so Easy! Popularized Language in YouTube Videos Affects Laypeople's Evaluation of the Content ([abstract](#))

Alejandra Meneses, *Daniela Acevedo*, *Felipe Baeza*, *Silvana Arriagada* and *Valentina Basso*
Academic Language Development in Written Scientific Explanations by Fourth Graders throughout a Learning Sequence ([abstract](#))

Thalia Stogianos, *Doug Lombardi*, *Svetha Mohan*, *Josh Jaffe* and *Donna Governor*

Instructional Scaffolds to Facilitate Scientific and Critical Comparisons of Geological Phenomena (abstract)

Hilde S. Kooiker-den Boer, *Ted J.M. Sanders* and *Jacqueline Evers-Vermeul*
Text Structure in Science Teaching Materials for Primary Education (abstract)

Tricia Guerrero and *Jennifer Wiley*
Access to the Textbase as a Source of Difficulty in Expository Text Comprehension (abstract)

Lexi Bandemer and *Kathryn S. McCarthy*
Supporting Comprehension in Computer-Based Science Simulations (abstract)

18:00-19:00   Session 25: Standard Session XI: Sourcing

LOCATION: ST&D 2021 Flipgrid Page

Erica Kessler and *Jason Braasch*
Sourcing Through the Grapevine: Comprehending Multiple Perspectives in Texts Reflecting Gossip (abstract) 📄

Victoria Johnson, *Reese Butterfuss* and *Panayiota Kendeou*
Credibility Lost and Credibility Gained: Updating Source Credibility During Knowledge Revision (abstract)

Lisa Scharrer, *Eva Thomm*, *Marc Stadtler* and *Rainer Bromme*
What is a good source? How a scientific source's characteristics shape laypersons' evaluation of source and claim credibility (abstract)

Alexandra List, *Anna Kim*, *Bailing Lyu*, *Gala Campos*, *Hye Yeon Lee* and *Hongcui Du*
Sourcing in Pre-Service Teachers' Evaluations of Technology Applications for Classroom Use (abstract)

Steffen Gottschling, *Yvonne Kammerer* and *Peter Gerjets*
Investigating Differences in Experts' and Laypersons' Evaluation of a Scientific Conflict with Eye-Tracking and Cued-Retrospective Thinking Aloud (abstract)

Sarah D. Creer, *Donovan C. Kelley*, *Ellen S. Cohn* and *Laura K. Allen*
Inadmissible Evidence: Integrating Irrelevant Information in a Multiple Source Scenario (abstract) 📄

Yann Dyoniziak, *Anna Potocki* and *Jean-François Rouet*
The Role of Advanced Theory of Mind in Adolescents' Sourcing while Reading Multiple Documents (abstract)

19:00-20:00   Session 26: Standard Session XII:
Technology, Discourse, & Learning

LOCATION: ST&D 2021 Flipgrid Page

Allison M. Arp, *Sri Siddhi N. Upadhyay*, *Danielle N.
Gunraj*, *Jacob Akers*, *Demitri Boyce*, *Emily Brayton* and
Sharon Christensen
**How Does Emoji Valence Impact Text Message
Interpretation?** (abstract)

Joy Zheng and *William Horton*
**Emojis and the interpretation of text messages
between friends and between acquaintances**
(abstract)   📄

Rachel Dickler, *Janice Gobert*, *Amy Adair* and *Joe
Olsen*
**Using a Teacher Dashboard to Support Students
Remotely on Science Inquiry** (abstract)   📄

Yi Song, *Ralph P. Ferretti*, *John Sabatini*, *Wenju Cui*
and *Kelsey Dreier*
**Designing an Online, Collaborative Environment to
Facilitate Argumentative Discourse** (abstract)

Jeremy Lee, *Amy Adair*, *Janice Gobert* and *Rachel
Dickler*
**Can Text Features of Investigative Questions in
Science Predict Students' Inquiry Competencies?**
(abstract)

Jasmine Kim and *Panayiota Kendeou*
**Toward Field Advancement: An Effort to
Conceptualize Collaborative Reading
Comprehension** (abstract)

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