

ST&D 2023: 2023 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

REGISTRATION PROGRAM INTRODUCTION AWARDS AND KEYNOTES POSTER LOCATIONS PRESENTATION
INSTRUCTIONS PREPRINT INSTRUCTIONS DISCOURSE PROCESSES TAYLOR &
FRANCIS PRECONFERENCE PROGRAM AUTHORS KEYWORDS

Program Introduction



33rd Annual Meeting of the Society for Text & Discourse Online Program

June 28-30, 2023; Oslo, Norway, and Online

Online Program: <https://easychair.org/smart-program/STD2023/index.html>

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

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33rd Annual Meeting of the Society for Text & Discourse

Conference Chairs

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Helge Strømsø, University of Oslo

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Ymkje Haverkamp, University of Oslo
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 Annika Svedholm-Häkkinen, Tampere University
 Catharina Tibken, University of Würzburg
 Jennifer Wiley, University of Illinois Chicago
 Michael Wolfe, Grand Valley State University

Welcome to the 33rd Annual Conference of the Society for Text & Discourse!

The University of Oslo team is excited to welcome you to the 2023 ST&D conference. A main theme of our conference this year is multiple source processing and comprehension in digital contexts. We are thrilled that Dr. Stephan Lewandowsky will be giving our Keynote Presentation, and we encourage you to read information about him and his talk later in this document.

The 2023 Distinguished Scientific Contribution Award (DSCA) is awarded to Rolf Zwaan and Ivar Bråten, and we will have an exciting presentation from Dr. Zwaan on his program of research. We also congratulate Caitlin Mills as the winner of the 2023 Tom Trabasso Young Investigator Award. Laura K. Allen, who was the 2022 Trabasso award winner, will present her keynote in this year's conference. You can learn more about the work conducted by these award winners by reading about them in this document, and by attending their keynote presentations.

Planning for a conference like this takes many people, and we would like to thank the following people for all their help and support: Øistein Anmarkrud, Carita Kiili, Ymkje Haverkamp, Natalia Latini, Christian Brandmo, Lalo Salmerón, Leila Ferguson, Scott Hinze, Joseph Magliano, and Emily Smith. Finally, we would like to thank our Norwegian sponsors, the Faculty of Educational Sciences, University of Oslo, and the Initiative fund for educational and special needs educational research.

Ivar Bråten and Helge I. Strømso

Chairs of the 2023 Conference

Society for Text & Discourse Leadership

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Special ST&D 2023 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 2023 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 2023 Special Issue."

The firm deadline for submissions is **September 15, 2023**: <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:

- Ivar Bråten (ivar.braten@iped.uio.no)
- Helge I. Strømsø (h.i.stromso@iped.uio.no)
- Ladislao Salmerón (Ladislao.Salmeron@uv.es)

We look forward to your submissions!



34th Annual Meeting of the Society for Text & Discourse

Chicago, USA; July 17-19 2024



Lewis Towers on Loyola Water Tower Campus

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

Organizing Committee: Jenny Wiley, Anne Britt, Perla Gamez, Tricia Guerrero, and Mike Wolfe

35th Annual Meeting of the Society for Text & Discourse

University of Padova, Italy; July 9-11, 2025



Co-chairs: Barbara Carretti and Lucia Mason

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

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Award and Keynotes

2023 Fellows of the Society for Text and Discourse

The following members have been selected to be fellows of the Society for Text and Discourse, and will be honored during the opening ceremonies on Wednesday, June 28, 2023.

- [Peter Dixon](#), University of Alberta, Canada
- [William Sid Horton](#), Northwestern University, USA
- [Johanna Kaakinen](#), University of Turku, Finland
- [Lucia Mason](#), University of Padova, Italy
- [Tobias Richter](#), University of Wurzburg, Germany

2023 Fellows Selection Committee: *Jean-François Rouet (Chair), M. Anne Britt, Jane Oakhill, & Gale Sinatra.* 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/>

2023 Distinguished Scientific Contribution Awards

[Rolf Zwaan](#), Erasmus University Rotterdam



Dr. Rolf Zwaan is a Professor of Psychology at Erasmus University Rotterdam. He is a Fellow of the Society for Text and Discourse and the Association for Psychological Science. Zwaan has published widely on topics related to comprehension such as narrative comprehension, embodiment, memory, grammatical aspect, and conspiracy thinking. In addition, he has published on topics related to open science and replication. Zwaan served as editor-in-chief of *Acta Psychologica* and as senior editor of *Collabra: Psychology*.

Dr. Zwaan will be delivering a keynote address at this year's conference on Wednesday, June 28th, 12:00-13:00 Oslo time. The title and abstract for this talk is below.

Comprehension: From Clause to Conspiracy Theory

Comprehension involves the creation of a meaningful mental representation, called a situation model, which represents a state of affairs either in the real world or within a fictional realm. Throughout my research, I have explored comprehension across various levels of abstraction. These levels range from how we process clauses to uncover the underlying structure of events to how we (some of us at least) integrate information from multiple sources to form conspiracy theories. In this overview, I will tie together the key findings of my research and offer insights into potential future avenues of investigation.

[Ivar Bråten](#), University of Oslo



Dr. Ivar Bråten is an emeritus professor of educational psychology in the Department of Education at the University of Oslo, Norway. He is a Fellow of the Society for Text and Discourse and the American Educational Research Association, and he is an elected member of the Reading Hall of Fame. During the last 20 years, his research has focused on epistemic cognition and multiple document literacy, and he has published widely and given a large number of conference presentations on these topics. Ivar is a co-editor of the *Handbook of Epistemic Cognition* (Routledge, 2016) and the *Handbook of Multiple Source Use* (Routledge, 2018). He currently serves on the editorial review boards of nine international journals in literacy and educational psychology, including *Discourse Processes*, *Reading Research Quarterly*, *Contemporary Educational Psychology*, and *Journal of Educational Psychology*.

Dr. Bråten will be delivering a keynote address at next year's conference in Chicago.

2023 Distinguished Scientific Contributions Award Committee: *M. Anne Britt (Chair), Jean-François Rouet, Jane Oakhill, & Richard Gerrig.* 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/>

2023 Tom Trabasso Young Investigator Award Address (2022 winner)

[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.

The ST&D 2023 Tom Trabasso Award Keynote address for the 2022 Award will take place on Thursday, June 29, 2023 at 10:50-12:00, Oslo Time. The title and abstract are below.

Leveraging Dynamic Systems to Understand the Multidimensional and Dynamic Nature of Discourse Processing

Discourse plays a critical role in the learning process as it allows us to effectively comprehend and disseminate new information about the world. Critically, the processes involved in discourse production and processing unfold over multiple temporal and spatial scales, which often interact in complex ways. In this talk, I will advocate that conceptualizing discourse as a complex, dynamic system can provide critical insights into the ways in which we communicate and learn. I will provide examples from recent research that examine the dynamic and multidimensional nature of discourse. I will then discuss ideas for future interdisciplinary work in this area.

2023 Society for Text & Discourse Keynote Address

[Stephan Lewandowsky, University of Bristol](#)



Professor Stephan Lewandowsky is a cognitive scientist at the University of Bristol whose main interest is in the pressure points between the architecture of online information technologies and human cognition, and the consequences for democracy that arise from those pressure points.

He is the recipient of numerous awards and honours, including a Discovery Outstanding Researcher Award from the Australian Research Council, a Wolfson Research Merit Fellowship from the Royal Society, and a Humboldt Research Award from the Humboldt Foundation in Germany. He is a Fellow of the Academy of Social Science (UK) and a Fellow of the Association of Psychological Science. He was appointed a fellow of the Committee for Skeptical Inquiry for his commitment to science, rational inquiry and public education. He was elected to the Leopoldina (the German national academy of sciences) in 2022. Professor Lewandowsky also holds a Guest Professorship at the University of Potsdam in Germany. He was identified as a highly cited researcher in 2022 by Clarivate, a distinction that is awarded to fewer than 0.1% of researchers worldwide.

His research examines the consequences of the clash between social media architectures and human cognition, for example by researching countermeasures to the persistence of misinformation and spread of “fake news” in society, including conspiracy theories, and how platform algorithms may contribute to the prevalence of misinformation. He is also interested in the variables that determine whether or not people accept scientific evidence, for example surrounding vaccinations or climate science.

The ST&D 2023 Keynote Address will take place on Thursday June 29, 2023 at 15:20-16:30 Oslo time. The title and abstract are below.

When Liars are Considered Honest: From Alternative Conceptions of Honesty to Alternative Facts in Communications by American Politicians

The spread of online misinformation in social media is increasingly perceived as a problem for societal cohesion and democracy. The role of political leaders has attracted less research attention, even though politicians who “speak their mind” are perceived by segments of the public as authentic and honest even if their statements are unsupported by evidence or facts. Analyzing communications by members of the U.S. Congress on Twitter between 2011 and 2022, we show that politicians’ conception of truth has undergone a distinct shift, with authentic but evidence-free belief-speaking becoming more prominent and more differentiated from evidence-based truth-seeking. For Republicans—but not Democrats—an increase of belief-speaking of 10% is associated with a decrease of 12.8 points of quality (using the NewsGuard scoring system) in the sources shared in a tweet. An increase in truth-seeking language is associated with an increase in the quality of sources for both parties. We also show that the conception of truth expressed by politicians sets the tone of the ensuing conversation with members of the public on Twitter. The results support the hypothesis that the current dissemination of misinformation in political discourse is in part driven by a new understanding of truth and honesty that has replaced reliance on evidence with the invocation of subjective belief.

[Caitlin Mills, University of Minnesota](#)



Dr. Caitlin Mills is an Assistant Professor of Educational Psychology and Co-Director of the Learning Informatics Lab at the University of Minnesota. She received BA from Christian Brothers University in Memphis, TN, followed by her MA and PhD from the University of Notre Dame. She then completed a two-year postdoc at the University of British Columbia, followed by four years as an Assistant Professor at the University of New Hampshire. Much of her research to date has focused on the antecedents and consequences of mind wandering, affective states, and engagement/disengagement across multiple complex scenarios, including reading, problem solving, and everyday life.

Dr. Mills will give the 2024 Award Address for the 2023 Tom Trabasso Young Investigator Award at the 34th annual meeting of the Society for Text & Discourse in Chicago, Illinois, USA to be held in July of 2024.

2023 Tom Trabasso Young Investigator Award Committee: *Panayiota Kendeou (Chair), Anne Britt, Matt McCrudden & Laura Allen (recused)*. 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/>

2023 Jason Albrecht Outstanding Young Scientist Award

Chu-Hsuan Kuo, University of Washington



[Reading Code for Comprehension: Expert Programmers Show Language-Related Brain Responses to Meaning and Form](#) (with Chantel Prat)

Event-related potentials were used to examine the neural responses of expert Python programmers when reading well-formed code vs. ill-formed code with two violation types: 1) meaning (semantically implausible) or 2) form (structurally invalid). Semantic implausibility elicited an N400 effect compared to well-formed code, whereas structural violations elicited a P600 effect compared to well-formed code. These patterns suggest that expert programmers show distinct brain responses to meaning and form violations when reading Python code.

2023 Graduate Student Research Award

Philipp Marten, Ruhr University Bochum



[Can evaluation strategies make the difference in a post-truth world? Fostering adolescents' resilience against online misinformation](#) (with Sandra Aßmann and Marc Stadler)

We examined the effectiveness of a comprehensive evaluation strategy training teaching sourcing and corroboration skills to young adolescents. It was compared to a control group receiving a declarative knowledge training on online misinformation. Data were collected at three points of measurement. Teaching evaluation strategies led to more discerning consumers of information who improved in distinguishing between sources of higher and lower trustworthiness, debunking false reports, and their knowledge of evaluation strategies.

2023 Undergraduate Student Research Award

Emily Buchner, Julius-Maximilians-Universität Würzburg



[The Functional Role of Perceptual Simulations in Reading Comprehension](#) (with Wolfgang Lenhard, Sebastian Suggate, and Tobias Richter)

Perceptual simulations are considered crucial for text comprehension. We present two experiments, in which short videos, taxing visuo-spatial working memory, were used to interfere with visual-perceptual simulations during reading. Outcomes were measured on two levels of comprehension, the propositional textbase and visuo-spatial mental models. Comprehension was specifically impaired for questions tapping into visuo-spatial models after interference (in contrast to propositional questions), suggesting a causal role of visuo-perceptual simulations for comprehension.

2023 Research Awards Committee & Award Descriptions

Kate Cain (Chair), Sarah Carlson, Rod Roscoe, & 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 pre-dissertation 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 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/>

2023 Diversity and Equity Travel Award

Magali A. Martínez, University of Buenos Aires



[Effects of a source evaluation intervention on sourcing skills: Replication and extension](#) (with Franco Londra, Gastón Saux, and Debora I. Burin)

This pre-registered study assessed the effects of a college intervention on sourcing skills using an experimental design. Participants were 266 Latin American students who received either the intervention or regular classes and completed a website-rating task before, after, and 6-8 weeks post-intervention. Trained students gave lower ratings to websites with bad quality sources in both post-intervention assessments; good quality links had similar ratings across all testing phases. Therefore, the intervention improved student's sourcing skills.

2023 Diversity and Equity Travel Award Committee & Award Descriptions

Sarah Carlson (chair), Laura Allen, Kate Cain, Jane Oakhill, & Rod Roscoe

The purpose of the Equity and Diversity in Text and Discourse Award is to promote diversity within the Society for Text and Discourse by supporting research on Text and Discourse related to diversity as well as research by individuals from underrepresented groups. Projects are eligible for consideration for this award if they feature diversity-related variables (e.g., race/ethnicity, gender, culture, sexual orientation, language differences, socioeconomic status and/or religiosity. Other aspects of diversity may be considered), or if the Lead Author is a member of an underrepresented group, including but not limited to racial and ethnic minorities, first-generation college students, LGBTQ+ individuals, and individuals with disabilities. These awards are intended to facilitate the research of individuals from groups that are underrepresented in our field, as well as research about issues of potential interest and importance to such groups. [More information can be seen here.](#)

2023 Student Travel Awards

The following students and recent graduates received travel awards to support their in-person attendance at ST&D 2023

Michael Bolz	Ayah Issa	Andrew Potter
Ella Cullen	Elvira Jeldrez	Indigo Rudduck
Corina De La Torre	Amanda Jensen	Elena Savinova
Lauren Flynn	Victoria Johnson	Justine Scattarelli
Ali Fulsher	Yewon Kang	Yu Tian
Rina Harsch	Jasmine Kim	Mya Urena

Valerie Hemeon	Chu-Hsua Kuo	Jiayi Zhang
Junfei Hu	Puren Oncel	

2023 Diversity and Equity Travel Award Committee & Award Descriptions

Sarah Carlson (chair), Laura Allen, Kate Cain, Jane Oakhill, & Rod Roscoe

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Discourse Processes



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.

2021 Impact Factor: 2.44; 5-year Impact Factor: 2.67



Co-Editors of Discourse Processes:
Catherine Bohn-Gettler
College of St. Benedict-St. John's University
Johanna Karkinen
University of Turku

Full editorial board can be found at
tandfonline.com/hdsp

Manuscript Submission

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

Reviewer of the Year Award

The Editors of *Discourse Processes* are happy to announce a new award for 2023: Reviewer of the Year. The award winner(s) are selected based on the quality and quantity of their reviews, constructive feedback for authors, and clear identification of important issues. This award recognizes the editors' appreciation for the work of reviewers, and their continued willingness to serve the journal.

The winners for the first annual award are:

Johanna Abendroth, Universität Würzburg



Michael Wolfe, Grand Valley State University



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Preconference Information

Preconference in Honor of Ivar Bråten

An Open Seminar in honor of Professor Ivar Bråten will be held at the University of Oslo on Tuesday, June 27 (one day prior to ST&D 2023). All are welcome.

Anyone interested in attending the seminar should register using the following link, to allow the organizers to properly anticipate attendance: <https://nettskjema.no/a/328948>

Reading in a digital age

Open seminar in honor of Professor Ivar Bråten

University of Oslo, Tuesday, June 27

On the occasion of Professor Ivar Bråten's formal retirement to become an emeritus professor we invite to a seminar at the University of Oslo, Tuesday, June 27. Professor Bråten is a fellow of the ST&D and he was awarded the 2023 Distinguished Scientific Contribution Award of the Society for Text and Discourse together with Professor Rolf Swaan. The topic of the seminar is "Reading in a digital age". Some of Ivar's international collaborators will present research on different aspects of that topic followed by discussions.

The seminar is open, but we need those interested to register in order to plan for a suitable location.

10:00-10:45	Ladislao Salmerón, Lidia Altamura, Pablo Delgado, Anastasia Karagiorgi, Cristina Vargas: Reading comprehension on handheld devices vs. on paper: A narrative review and meta-analysis of the medium effect and its moderators.
11:00-11:45	Lucia Mason & Sara Scrimin Emotion in Multiple-Text Comprehension: Outcomes of a Research Program
12:00-12:45	Jason L. G. Braasch, Catherine McGrath, Xinle Hong, Laura Allen, Erica D. Kessler, Danielle McNamara Establishing coherent memory representations about controversial information: Examining roles for reader characteristics and depth of engagement
12:45-13:30	Lunch
13:30-14:15	Matthew T. McCrudden & Rod Roscoe Diversity, Equity, and Inclusion in Digital Reading
14:30-15:45	Carita Kiili, Riikka Anttonen & Kristian Kiili Supporting Credibility Evaluation with Multimedia Learning: Non-Storified vs. Storified Materials
15:30-16:00	Ivar Bråten Comments and reflections

Organizers:

Øistein Anmarkrud, University of Oslo

Christian Brandmo, University of Oslo

Helge I. Strømso, University of Oslo

Reading comprehension on handheld devices vs. on paper: A narrative review and meta-analysis of the medium effect and its moderators.

Ladislao Salmerón¹, Lidia Altamura¹, Pablo Delgado¹, Anastasia Karagiorgi², Cristina Vargas¹

¹ *University of Valencia, Valencia (Spain)*

² *Julius-Maximilians-Universität Würzburg (Germany)*

Abstract

As tablets become a common device in schools, a critical and urgent question for the research community is to assess its potential impact on educational outcomes. Previous meta-analytic research has evidenced the ‘screen inferiority effect’: readers tend to understand texts slightly worse when reading on-screen than when reading the same text in print. Most primary studies from those meta-analyses used desktop or laptop computers as on-screen devices. Accordingly, the extent to which tablets, that provide a reading experience closer to books than computers, are affected by the ‘screen inferiority effect’, remains an open question. To address this issue, we reviewed relevant literature that has analyzed potential moderating factors for the screen inferiority effect in tablets, including context, textual, interaction, and individual factors. Such review guided the development of two meta-analyses aimed to analyze the differences on reading comprehension when reading on tablets or e-readers, as compared to print reading. Results from the two multilevel random-effects meta-analyses, that included primary studies that used either between-participants ($k = 38$, $n = 161,469$, $g = -.113$) or within-participants ($k = 21$, $n = 1,379$, $g = -.103$) designs, consistently showed a significant small size effect favoring print text comprehension. Moderator analyses help to partially clarify the results, indicating higher ‘screen inferiority effect’ for undergraduate students (as compared to Primary and Secondary school) and for participants that were assessed individually (as opposed to in group). We discuss the need to continue using printed materials at schools for now, until effective ways to incorporate tablets for reading purposes are identified.

Emotion in Multiple-Text Comprehension: Outcomes of a Research Program

Lucia Mason & Sara Scrimin

University of Padova, Italy

Abstract

This contribution presents the evidence from a research program of four studies that investigated the role of emotion in reading and comprehension of conflicting texts by relying on different methods. In three studies physiological measures were used involving 7th graders in pre-reading, webpage reading, and post-reading tasks. Webpages had some emotional content about two debated topics and were balanced for position and reliability. In Study 1 dispositional emotion reactivity was measured using electrodermal activity. In Study 2 emotional reactivity and regulation while reading multiple online sources were examined using heart rate and heart rate variability, respectively. In study 3 arousal while reading was measured by electrodermal activity and eye movements as first-pass and look-back fixation times were also considered as process data. A consistent result across the three studies is that arousal is a negative predictor of multiple-text comprehension in short essay tasks, or source evaluation in reliability judgments: the higher students’ physiological arousal, the lower their cognitive performance. In contrast, physiological self-regulation is a positive predictor: the higher the readers’ ability to self-regulate processes and focus on the task, the greater their performance related to multiple sources evaluation and comprehension. Finally, self-reports were used in Study 4 that involved 4th and 5th graders and focused on the neglected emotion of boredom related to reading. Findings showed the mediating role of this emotion in the relationship between control-value appraisals and multiple-text comprehension, as well as the moderating role of word-reading fluency in such relation. The relevance of methods for measuring emotions during complex reading tasks is discussed.

Establishing coherent memory representations about controversial information: Examining roles for reader characteristics and depth of engagement

Jason L. G. Braasch¹, Catherine McGrath¹, Xinle Hong¹, Laura Allen², Erica D. Kessler³,

Danielle McNamara⁴

¹ *Georgia State University*

² *University of Minnesota*

³ *University of Memphis*

⁴ *Arizona State University*

Abstract

This study examined the contributions of several individual reader characteristics and reading engagement to constructing more complete, coherent understandings about a controversial socio-scientific topic: whether children should or should not receive vaccinations against common diseases. One-hundred and nineteen college undergraduates completed assessments of general vocabulary knowledge, and specific topic knowledge and beliefs. After reading two texts conveying misconceptions that vaccines are unnecessary, and two conveying that vaccines successfully guard children against infectious diseases, they wrote essays from memory. Regarding completeness in understandings of what was read, although there were no unique predictors for accurate ideas, extent of general vocabulary knowledge and depth of engagement predicted representation of the opposing inaccurate ideas. Vocabulary knowledge and depth of engagement predicted explicit evaluations of accuracy and inaccuracy for the different ideas. Finally, depth of engagement predicted acknowledgement that people hold opposing viewpoints, and memory for the source features associated with the conflicting ideas. Limitations of the current work and future directions for further theory development and empirical testing are discussed.

Diversity, Equity, and Inclusion in Digital Reading

Matthew T. McCrudden¹ & Rod Roscoe²

¹*Pennsylvania State University*

²*Arizona State University*

Abstract

In his keynote presentation at the 31st Annual Meeting of the Society for Text & Discourse in 2021, Rod Roscoe identified three ways to promote equity in research: (1) Make inclusion and equity the focus of our work, such as conducting research that specifically studies inequities or tests interventions; (2) Embrace inclusion and equity principles as a lens for deepening research questions, (re)interpreting findings, and conceptualizing impact; and (3) adopt methodologies (e.g., sampling and analysis) and practices (e.g., collaboration, reviewing, and conferences) that are inclusive and equitable. As complement to cutting edge research on digital reading, the purpose of this participatory session on equity is two-fold. The first is to generate dialogue among members of the Society on diversity, equity, and inclusion in research on digital reading. The second is to encourage members of the Society to reflect on practical ways that we can incorporate diversity, equity, and inclusion in our own specific programs of research. The session will begin with an overview of key concepts and illustrative examples (10-15 minutes), followed by small-group discussions about how we use or could use a diversity, equity, and inclusion lens for our research (20 minutes), and idea-sharing as a large group (15 minutes). A document of ideas will be collated and made available to members of the Society.

Supporting Credibility Evaluation with Multimedia Learning:**Non-Storified vs. Storified Materials**

Carita Kiili, Riikka Anttonen & Kristian Kiili

Faculty of Education and Culture, Tampere University

Abstract

In this presentation, we describe a teacher-led intervention designed to support sixth graders' credibility evaluation of online texts. The multimedia learning materials used in the intervention consisted of instructional videos and related workbook assignments. We applied well-established instructional design principles (segmenting, signaling, positivity, personalization) and gamification (badges) in producing multimedia materials. We designed two versions of materials: non-storified and storified materials. The learning content of the materials was the same, and they differed only in terms of storification. In the storified version, students joined a detective school specialized in credibility evaluation of online texts. Two distinctive detectives taught students in the school by discussing the credibility evaluation of online texts and motivating students to complete the workbook assignments. The non-storified videos displayed an instructor lecturing about credibility evaluation of online texts. The main instruction was given through the videos, where instructors highlighted the essential content of the videos. The instructors displayed mainly positive emotions through voice, facial expressions, and gestures, and they used conversational language. Learning content was divided into segments that each focused on a specific credibility evaluation practice (evaluation of author's expertise, author's benevolence, and quality of evidence) and application of the learned practices (practicum). All assignments in the workbooks were tied to the videos. After each assignment, the teacher read aloud feedback from the instructors. Altogether six badges were available that reflected students' progress. After completing all assignments, students earned a diploma. Students' learning of credibility evaluation skills were measured with a web-based evaluation task (Kiili et al., 2023) before and after the intervention. The learning outcomes of non-storified and storified intervention groups were compared to a control group. In the presentation, we will share the preliminary results of the study.

ST&D 2023: 2023 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

REGISTRATION PROGRAM INTRODUCTION AWARDS AND KEYNOTES POSTER LOCATIONS PRESENTATION
INSTRUCTIONS PREPRINT INSTRUCTIONS DISCOURSE PROCESSES TAYLOR &
FRANCIS PRECONFERENCE PROGRAM AUTHORS KEYWORDS

PROGRAM FOR WEDNESDAY, JUNE 28TH

Days: [next day](#) [all days](#)

View: [session overview](#) [talk overview](#)

09:00-16:30 Session 1: Registration Opens

11:00-12:00 Session 2: Opening Ceremony

CHAIR: [Joe Magliano](#)

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

12:00-13:00 Session 3: Distinguished Scientific Contribution Award Presentation: Dr. Rolf Zwaan

CHAIR: [Joe Magliano](#)

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

12:00 [Rolf Zwaan](#)

Comprehension: From Clause to Conspiracy Theory

ABSTRACT. Comprehension involves the creation of a meaningful mental representation, called a situation model, which represents a state of affairs either in the real world or within a fictional realm. Throughout my research, I have explored comprehension across various levels of abstraction. These levels range from how we process clauses to uncover the underlying structure of events to how we (some of us at least) integrate information from multiple sources to form conspiracy theories. In this overview, I will tie together the key findings of my research and offer insights into potential future avenues of investigation.

13:00-14:30 Lunch Break (Mentorship Meeting Lunch)

14:30-16:10 Session 4A: Narrative Processes

CHAIR: [Tobias Richter](#)

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

14:30 [Marie-Luise C. R. Schmidt](#), [Julia R. Winkler](#), [Markus Appel](#) and [Tobias Richter](#)

The Influence of Event-Congruent Emotions and Narrative Transportation on the Persuasiveness of Stories with Emotional Shifts

PRESENTER: [Marie-Luise C. R. Schmidt](#)

ABSTRACT. Emotional shifts are assumed to facilitate narrative transportation and thereby persuasion. This effect might depend on the congruence of audiences' emotions to the emotions implied by the story. In our study, we compared the persuasive effect of a story with valence shifts to a continuously positive story and examined moderating influences of subjective valence and transportation. The persuasive effect of the shifting story, but not the non-shifting story, was moderated by event-congruent valence and transportation.

14:50 [Püren Öncel](#), [Andrew R. Lagos](#) and [Laura K. Allen](#)

Hearing the Words while Reading: An Investigation of Different Types of Verbal Thoughts and their Relation to Narrative Transportation

PRESENTER: [Püren Öncel](#)

ABSTRACT. The current study examined how participants' ratings of their thought characteristics (i.e., visualizing, hearing their own voice, characters' voices and/or narrator's voice in their mind) during reading related to transportation into the text. Participants (n=238) read a narrative silently while being periodically asked to rate their thought characteristics. Results indicated that thought ratings predicted 43% of their transportation reports; visual imagery and character's voices were positively and significantly predictive of transportation.

15:10 [Lauren Flynn](#) and [Laura Allen](#)

How Did I Get Here? The Dynamics of Reflection Across Genres

PRESENTER: [Lauren Flynn](#)

ABSTRACT. We examined differences in how reflective language is expressed over the course of nonfiction (n=10) and fiction (n=10) books. We used a dictionary-based approach to code words in each text as being reflective or not. The overall presence of reflective language and their dynamic temporal patterns were calculated for each book using recurrence quantification analysis. Results suggest that dynamic measures of linguistic indices may provide more fine-grained insights into text-related characteristics.

15:30 [Marianna Pagkratidou](#), [Alexia Galati](#) and [Marios Avraamides](#)

How do readers construct situation models when reading text vs. comics?

PRESENTER: [Marianna Pagkratidou](#)

ABSTRACT. In 2 experiments, participants memorized the locations of objects in building layouts. Then, while reading stories about a moving protagonist, via texts or comics, they responded to probes about whether objects came from same or different rooms. In Experiment 1 (but not 2) participants were instructed to attend to spatial relations. Participants monitored spatial shifts with texts and comics. However, with comics, participants monitored shifts even without instructions to attend to spatial relations.

15:50 [Tiana V. Simovic](#) and [Craig G. Chambers](#)

Evaluating the strength of perspective information in discourse processing: Evidence from pronoun resolution

PRESENTER: [Tiana V. Simovic](#)

ABSTRACT. Psycholinguistic accounts of pronoun resolution have emphasized the influence of certain discourse-level and lexical cues (e.g., order-of-mention/coherence relations/implicit causality). Less work considers situation-specific pragmatic reasoning effects, which we explore here using communicative perspective-taking in sentences like "Molly [asked Ana if]/[told Anna that] she remembers when lecture starts". Results from a series of antecedent judgment and self-paced reading tasks show that participants choose "perspectivally-congruent" antecedents 99.8% of the time and do not show an order-of-mention bias.

14:30-16:10 Session 4B: Reading and Writing from Multiple Sources

CHAIR: [Alexandra List](#)

LOCATION: [Auditorium 2 \(click for Zoom link\)](#)

14:30 [Lidia Casado Ledesma](#) and [Christian Tarchi](#)

The influence of textual genre in the comprehension of multiple texts

PRESENTER: [Lidia Casado Ledesma](#)

ABSTRACT. The aim of this study was to examine the effects of text genre on tenth graders' multiple text comprehension about an historical event, assessed through an argumentative writing task. The study sample comprised 166 students, who were randomly assigned to four experimental conditions based on text genre (expositive-expositive; narrative-narrative; expositive-narrative; narrative-expository). The results showed that students included a significantly greater number of arguments in their essays when the historical event was addressed in narrative texts.

14:50 [Corinna Schuster](#), [Maria Alef](#), [Marcel Mierwald](#), [Nicola Brauch](#) and [Marc Stadler](#)

Metacomprehension in multiple document reading – Does generating delayed summaries lead to improved judgment accuracy?

PRESENTER: [Marc Stadler](#)

ABSTRACT. We examined whether generating summaries after reading multiple documents fosters the accuracy of readers' metacognitive judgments. Young adults read multiple texts on a historical controversy and either (a) generated twitter-based summaries after a delay, (b) generated twitter-based summaries immediately, or (c) generated no tweets. Producing summaries after a delay, but not immediately after reading enhanced metacognitive accuracy for factual knowledge, but not for intertextual components of multiple text comprehension.

15:10 [Marloes van Moort](#), [Arnout Koornneef](#) and [Paul van den Broek](#)

Validation Processes and Reading Instructions: Is Validation Against Background Knowledge and Prior Text Influenced by Reading Instructions?

PRESENTER: [Marloes van Moort](#)

ABSTRACT. We investigated whether and how reading instructions affect text-based and knowledge-based validation processes and the resulting memory representation using a self-paced sentence-by-sentence contradiction paradigm. Participants were instructed to evaluate either the accuracy (fact-checking) or the congruency of text information (coherence-checking). Memory for text information was assessed the next day. Results show that instructions influence knowledge-based and text-based validation processes, but they had no differential effects on readers' memory for false or incongruent text information.

15:30 [Sarit Barzilaj](#), [Danna Tal-Savir](#), [Clark A. Chinn](#), [Shiri Mor-Hagani](#) and [Fayez Abed](#)

Learning to Draw Conclusions From Multiple Scientific Documents: Effects of Strategic and Metacognitive Epistemic Scaffolds

PRESENTER: [Sarit Barzilaj](#)

ABSTRACT. In a quasi-experimental study with 137 9th grade students, we examined the contribution of strategic and metacognitive epistemic scaffolds to growth in epistemic aims, criteria, and processes for evaluating and drawing conclusions from multiple documents. Learning with a document mapping scaffold that supported strategic processing led to growth in epistemic aims, criteria, and processes compared to a "business-as-usual" control. Supplementing the document mapping scaffold with metacognitive discussions about epistemic criteria enhanced some of these effects.

15:50 [Michael Bolz](#) and [Susan Goldman](#)

Students' Historical Reasoning in Process and Product: Distinctions across modes of production

PRESENTER: [Michael Bolz](#)

ABSTRACT. Much is assumed about students' ability to reason based on evidence in the form of their written essays. However, relatively little research has sought to understand the extent to which students' essays are an accurate approximation of their historical knowledge and reasoning. This study explores the differences among these forms of production through an investigation of the historical reasoning that students engage in during the composing process relative to what is inferable from the essay.

14:30-16:10 Session 4C: Dialogue & Discourse

CHAIR: [Leija Ferguson](#)

LOCATION: [Auditorium 3 \(click for Zoom link\)](#)

14:30 [Dominique Knutsen](#), [Amélie M. Achim](#) and [Marion Fossard](#)

The influence of theory of mind and perspective-taking on feedback production in dialogue

PRESENTER: [Dominique Knutsen](#)

ABSTRACT. We sought to determine whether dialogic feedback production depends on theory of mind (ToM) and perspective-taking (PT). An experiment was conducted in which pairs of participants played a collaborative puzzle game together. The main finding was that participants with higher PT scores produced more feedback markers, especially when their partner had a low PT score. This sheds light on how one's partner's dialogic needs are taken into account to improve interpersonal collaboration during dialogue.

14:50 [Elisabeth Mayweg-Paus](#), [Maria Zimmermann](#), [Françoise Détienne](#), [Michael Baker](#) and [Theresa Ruwe](#)

Discourses about teaching dialogue and argumentation in a Community of Practices

PRESENTER: [Theresa Ruwe](#)

ABSTRACT. Online Communities of Practice (CoPs) are promising space for teachers to exchange about their teaching practices with colleagues. We developed an online CoP for teaching dialogue and argumentation and investigated the aspects of transactivity and dialogue functions as indicators of the extent of collaboration between teachers and the nature of their reflective activities. Almost half of the communications were transactive and teachers mainly used the CoP for informing about their own teaching experiences.

15:10 [Allison Hall](#) and [Susan Goldman](#)

Agency and Authority in Classroom Discussion of Literary Texts

PRESENTER: [Allison Hall](#)

ABSTRACT. This study explores classroom ecologies as sites for student discussion, argumentation, and intellectual engagement in literary interpretation. Classroom discussions from two student cohorts taught by a teacher early (Year 1) and later (Year 3) in her efforts to engage students in literary interpretation were coded to capture agency and authority relations. Findings indicate how differences in texts, tasks, and teacher facilitation promote or discourage students taking agentive and authoritative ownership of the interpretive process.

15:30 [Kalypso Jordanou](#)

Developing Argument skills through engagement in Discourse: The Effect of Different Forms of Presentation of Information

ABSTRACT. In the present work we examined the effect of the form in which information is made available – questions and answers (Q&A) vs. text – on promoting argument skill. 112 middle-school students engaged in a dialog-based intervention. Results showed that the Q&A condition was superior in gains in argument skills, in weakening others position. In a second study, we extend the findings to a humanistic topic, and to different forms of presentation of information.

15:50 [Corina De La Torre](#), [Heysha Carrillo](#), [Samantha Marshall](#) and [Chrystal Chen Lee](#)

"I gave myself an actual voice": A Critical Discourse Analysis on Latinx Youth Activists

PRESENTER: [Corina De La Torre](#)

ABSTRACT. Critical Discourse Analysis is primarily used to understand how power is (re)produced through discourse. We adopt Gee's (2014) approach to discourse analysis to examine the underlying discursive functions of language and identity development among first and second generation Latinx youth literacy activists. We found these young Latinx activists used writing as a tool to counter dominant narratives and recognized their power in not only challenging institutional racism theoretically but through action.

16:30-18:00 Session 5: Poster Session A & Opening Reception

[Michael Wolfe](#) and [Todd Williams](#)

Comprehension as a Function of Belief Consistency: Null Results

PRESENTER: [Michael Wolfe](#)

ABSTRACT. In four experiments, subjects read text information that was consistent or inconsistent with beliefs about contentious topics. Comprehension measures included sentence recognition, short answer questions, and argument memory. In all experiments, there were no significant differences in performance as a function of belief consistency. These results call into question whether beliefs serve as schema that facilitate comprehension under normal reading circumstances.

[Hannes Münchow](#), [Simon P. Tiffin-Richards](#), [Lorena Fleischmann](#), [Stephanie Pieschl](#) and [Tobias Richter](#)

Promoting Students' Argument Comprehension and Evaluation Skills: Implementation of Two Training Interventions in Higher Education

PRESENTER: [Hannes Münchow](#)

ABSTRACT. We evaluated the effectiveness of two training programs to improve students' argument comprehension (identification of argument structure) and evaluation (distinguishing good vs. bad arguments) in higher education. The training programs were implemented as a voluntary online add-on to a regular course at a university. Results show that the trainings were generally effective. However, it is further indicated that students had problems integrating the different skills targeted in the two training interventions.

[Miriam Rivero-Contreras](#), [Pablo Delgado](#), [Nuria Calet](#), [Gema Erena-Guardia](#), [Gracia Jiménez-Fernández](#), [F. Javier Moreno-Pérez](#), [Isabel R. Rodríguez-Ortiz](#) and [David Saldaña](#)

The influence of task instructions and text structure on standards of coherence in adolescent readers with autism spectrum disorder and with typical development: An eye-tracking study

PRESENTER: [Pablo Delgado](#)

ABSTRACT. This on-going study explored whether adolescents with autism adapt their reading strategies to task goals and text structure as their normative-developing peers do. A sample of both populations participated in two experiments in which they read to understand a statement or to answer a question (Experiment 1) and read several texts with or without headings (Experiment 2). Their eye movements were tracked. Differences in strategic reading (eye movements) and comprehension outcomes are currently under analysis.

[Magali A. Martínez](#), [Franco Londra](#), [Gastón Saux](#) and [Debora I. Burin](#)

Effects of a source evaluation intervention on sourcing skills: Replication and extension

PRESENTER: [Magali A. Martínez](#)

ABSTRACT. This pre-registered study assessed the effects of a college intervention on sourcing skills using an experimental design. Participants were 266 Latin American students who received either the intervention or regular classes and completed a website-rating task before, after, and 6-8 weeks post-intervention. Trained students gave lower ratings to websites with bad quality sources in both post-intervention assessments; good quality links had similar ratings across all testing phases. Therefore, the intervention improved student's sourcing skills.

[Anne Helder](#), [Weiqi Wang](#), [Vivek Rajkumar](#) and [Charles Perfetti](#)

ERP indicators of word-to-text integration (WTI) during reading comprehension: Can engagement with the text influence the reader's situation model and override word meaning retrieval effects?

PRESENTER: [Anne Helder](#)

ABSTRACT. We examine if the reader's situation model (i.e., event structures) can overrule lexical-retrieval effects at the word level, by measuring ERPs. A recent study showed that the N400 reflects meaning priming, not integration. We test whether the N400 can reflect integration processing beyond meaning priming when more engaging texts are used, and priming is reduced. First results show the N400 is dominated by priming, but with two ongoing experiments we may finetune that conclusion.

[Annika Svedholm-Häkkinen](#) and [Carita Killi](#)

Critical reading skills and analytic thinking styles among upper secondary school students

PRESENTER: [Annika Svedholm-Häkkinen](#)

ABSTRACT. This ongoing study investigates critical reading skills (credibility evaluation of online texts and argument evaluation) among Finnish upper secondary school students representing three grade levels. Argument evaluation skills and questioning the credibility of less credible texts seem to differ between grade levels but confirming the credibility does not. Critical reading skills were positively associated with analytic thinking styles. These findings can be applied to develop instruction supporting critical reading skills.

[Kari Spjeldnæs](#)

The becoming of readers. An exploration of the reading habitus

ABSTRACT. The presentation explores readers' experiences of the origin of passion for reading, summoned in the research question: How do readers reason about becoming and being a reader? In the era of diminishing attention spans and worries about the reading capabilities, it is essential to bring forward new knowledge on the driving forces behind long form reading. The analysis builds on a qualitative study of adult leisure readers, scrutinized in the perspective of Bourdieu's habitus theory.

[F. Javier Moreno-Pérez](#), [Pablo Delgado](#), [Nuria Calet](#), [Damián Hervás](#), [Gracia Jiménez-Hernández](#), [Miriam Rivero-Contreras](#), [David Saldaña](#), [Adrián Solís-Campos](#) and [Isabel R. Rodríguez-Ortiz](#)

Do deaf students adapt their reading strategies to task goals and text structure as hearing readers do?

PRESENTER: [Pablo Delgado](#)

ABSTRACT. This on-going study examined whether deaf readers' strategic reading differs from that of their hearing peers. A sample of both populations completed two experimental tasks in which they read a set of texts varying in task instructions (Experiment 1) and a set of texts varying in the presence/absence of headings (Experiment 2) while getting their eye movements tracked. Possible differences in reading behavior (eye movements) and text comprehension outcomes are being analyzed.

[Scott Hinze](#)

Learning from Anecdotal Descriptions of Psychology: The Role of Prior Knowledge

ABSTRACT. This study explored the retention of psychological principles from narrative anecdotes, as compared to expository descriptions of research studies. In general, readers more accurately identified the principles presented in expository texts, as compared to anecdotes. Additionally, prior knowledge had a stronger relationship with performance for the anecdotes, as compared to expository texts. Learning information from anecdotal texts seems to present different challenges than learning from other narratives, including different patterns of prior knowledge effects.

[Angelica Ronconi](#), [Antonio Calcagni](#) and [Lucia Mason](#)

Highlighting in Printed and Digital Reading: Effects on Reading Time, Text Comprehension, and Metacognitive Calibration of Comprehension

PRESENTER: [Angelica Ronconi](#)

ABSTRACT. This study investigated the differences in the effects of text-highlighting when reading on print and digitally. Lower-secondary school students read two long scientific texts, one on paper and the other one on-screen. Half participants read and highlighted the texts, whereas the others just read. Significant interactions between medium and highlighting emerged for processing time, comprehension, and metacognitive calibration. That is, beneficial effects of highlighting were reduced when younger students read digitally, compared to paper.

[Justine Scattarelli](#) and [Panayiota Kendeou](#)

Automating Debunking: Can Chatbots Correct Misconceptions?

PRESENTER: [Justine Scattarelli](#)

ABSTRACT. Misinformation spreads rapidly online, making it difficult for public health officials to respond fast enough to prevent the proliferation of harmful misconceptions. This research sets out to determine whether misconceptions can be debunked through an interactive refutation text delivered via a chatbot. If found to be effective, this approach has the potential for more targeted and scalable responses to misinformation.

[Sarah Carlson](#), [Amanda Dahl](#), [Paul van den Broek](#), [Anne Helder](#), [Catherine Bohn-Gettler](#), [Amy Bruine](#) and [Anybel Guzman](#)

Does a Reader's Standards of Coherence Affect their Inference Activation During Reading? The Effects of Task Manipulation

PRESENTER: [Sarah Carlson](#)

ABSTRACT. The current study investigates whether task-related standards of coherence influence inferential processes when coherence gaps between sentences are present versus absent. To manipulate standards of coherence, participants answered deep/shallow comprehension questions about short narratives (inferential, neutral). Participants also completed a lexical-decision task. Results from Experiment 1 indicate the task did not influence inferential processing. Activities in Experiment 2 (replication, exploration) are ongoing. Findings from this study inform theories of cognitive processing during reading comprehension.

[Shlomit Okon](#), [Rebecca Dolgin](#) and [Michael Schober](#)

What is it about live video interaction that makes some people uncomfortable?

PRESENTER: [Shlomit Okon](#)

ABSTRACT. The present study examines reasons people give for feeling discomfort answering a sensitive question in live video relative to other modes (in person, phone, web, prerecorded video) in a hypothetical standardized survey interview. Coding of open-ended explanations shows that different participants can report the very same features to

lead to greater discomfort OR greater comfort, and that there are more nuanced distinctions between modes that have not been highlighted in prior featural analyses.

[Gerardo Pellegrino](#), [Tommaso Feraco](#), [Chiara Meneghetti](#) and [Barbara Carretti](#)

Do 21st century Soft Skills predict reading comprehension?

PRESENTER: [Gerardo Pellegrino](#)

ABSTRACT. Reading comprehension is influenced not only by cognitive abilities, but also by non-cognitive skills. In this study, we explore the role of adaptability, curiosity, initiative, perseverance, social and cultural awareness and leadership in predicting the performance in two reading comprehension tasks (a narrative and an expository text). A group of 333 secondary school students was involved. Results show that social and cultural awareness significantly predicts comprehension performance, after accounting for cognitive abilities.

[Rina Miyata Harsch](#) and [Panayiota Kendeou](#)

The role of source expertise on memory recognition: Accuracy and response times

PRESENTER: [Rina Miyata Harsch](#)

ABSTRACT. Research suggests that people often believe information they have seen before, regardless of its source's credibility. This might be because people are equally likely to remember information from credible and non-credible sources. We examined the effect of source attribution and credibility on recognition memory for information. We found that source attribution improves recognition accuracy and that people might not encode negation tags when reading explanations from sources varying in credibility.

[Elianna Knutson](#), [Abigail Nelson](#), [Catherine M. Bohn-Gettler](#) and [Blaine Tomkins](#)

Effects of Textual Constraint and Emojis on Emotion Inferences

PRESENTER: [Catherine M. Bohn-Gettler](#)

ABSTRACT. Participants generated emotion inferences for text message senders of strongly-constrained, weakly-constrained, or neutral messages with or without an emoji. Results showed an interaction between constraint and emoji. Emojis facilitated emotion inferences in the neutral and weakly-constrained texts, but not strongly-constrained texts. This pattern suggests emojis aid discourse processing by supplementing missing or ambiguous details in text messages. To examine this effect further, a second experiment will be conducted including a free-response format for emotion inferences.

[Elvira Jéldrez](#), [Macarena Silva](#) and [Karen Córdova](#)

Reading Value and Self-Concept in Students with Poor and Typical Reading Skills: A Mixed-Methods Study

PRESENTER: [Elvira Jéldrez](#)

ABSTRACT. This mixed-methods study explored reading self-concept and reading value in 75 students with poor and typical reading skills, who completed an interview and word reading test. Most students valued reading activities, had a low reading self-concept, and reported difficulties in word reading. Poor readers valued reading more, thought of themselves as worse readers, and stated more general difficulties. Findings are discussed regarding the differences in reading motivation of students with poor reading skills.

[Ella Cullen](#), [Patrick Healey](#) and [Paraskevi Argyriou](#)

The Structure of Common Experimental Dialogue Tasks: A Systematised Review & Taxonomy

PRESENTER: [Ella Cullen](#)

ABSTRACT. Dialogue tasks are a valuable tool for the experimental investigation of conversation by allowing researchers to manage the natural variability of dialogue for hypothesis testing. Increasing interest in the experimental investigation of human interaction has led to an expansion of the range of dialogue tasks in the literature. To guide task choice and identify gaps in coverage, a first overview of the principle dimensions of variation structuring the space of contemporary dialogue tasks is proposed.

[Stephen Hutt](#), [Ryan Baker](#), [Allison DePiro](#), [Joann Wang](#), [Samuel Rhodes](#), [Jaclyn Ocumpaugh](#) and [Caitlin Mills](#)

Feedback on Feedback: Automated Detection of Peer Feedback Quality

PRESENTER: [Caitlin Mills](#)

ABSTRACT. Peer feedback presents learning opportunities for both the learner receiving feedback and the learner providing feedback. Despite its utility, it can be difficult for students to learn what constitutes "good" feedback. To address this gap, we explore the eventual possibility of real-time "feedback on feedback" by using natural language processing to develop an automated detector of feedback quality. We show that the detector is accurate and explore key features in the decision process.

[Peter Crume](#), [Jessica Scott](#), [Justin Malone](#), [Christopher Kurby](#), [Virginia Troemel](#), [Haeli Patei](#) and [Joseph Magliano](#)

Learning a sign language as a second language: Exploring sensitivity to the situational structure of narratives.

PRESENTER: [Joseph Magliano](#)

ABSTRACT. Learning a sign language as a second language is challenging for individuals whose first language is a spoken language. We explored situation model construction when processing stories in a signed language or a spoken language in individuals that are learning a signed language. The results of the present studies show differences in sensitivity to changes situational information across a spoken and signed language. Implications for theory and practice will be discussed.

ST&D 2023: 2023 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

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PROGRAM FOR THURSDAY, JUNE 29TH

Days: [previous day](#) [next day](#) [all days](#)

View: [session overview](#) [talk overview](#)

09:00-10:40 Session 6A: Misinformation & Inconsistencies

CHAIR: [Matt McCrudden](#)

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

09:00 [Benedikt Seger](#), [Marlon Wandernoth](#), [Jessica Agirman](#), [Janina Schütz](#) and [Gerhild Nieding](#)

Retrieval of misinformation prior to debunking: How does it affect the continued influence effect?

PRESENTER: [Benedikt Seger](#)

ABSTRACT. We investigated how the continued influence of misinformation is affected by memory retrieval. After reading a news-like text that did or did not contain a false statement retracted later, participants performed either a free-recall test or a recognition test using either the false or true statement. The findings from two online experiments (total N = 597) indicate a small but significant continued influence effect that is not moderated by retrieval mode.

09:20 [Philipp Marten](#), [Sandra Aßmann](#) and [Marc Stadler](#)

Can evaluation strategies make the difference in a post-truth world? Fostering adolescents' resilience against online misinformation

PRESENTER: [Philipp Marten](#)

ABSTRACT. We examined the effectiveness of a comprehensive evaluation strategy training teaching sourcing and corroboration skills to young adolescents. It was compared to a control group receiving a declarative knowledge training on online misinformation. Data were collected at three points of measurement. Teaching evaluation strategies led to more discerning consumers of information who improved in distinguishing between sources of higher and lower trustworthiness, debunking false reports, and their knowledge of evaluation strategies.

09:40 [Steffen Gottschling](#), [Yvonne Kammerer](#) and [Peter Gerjets](#)

Illusion of truth? Effects of repeated exposure to textual misinformation on readers' knowledge and response confidence

PRESENTER: [Steffen Gottschling](#)

ABSTRACT. This online-experiment investigated whether the effect of misinformation on readers' subjective knowledge is affected by a repeated presentation of false facts within a text. Participants (N = 128), reproduced similar amounts of misinformation for facts that they had correct prior knowledge on, irrespective of whether the misinformation was presented once or twice within a fictional text. However, repeated presentation of misinformation did increase its negative effect on readers' confidence for items with prior knowledge.

10:00 [Lisa Pilotek](#), [Mohammad N. Karimi](#) and [Tobias Richter](#)

Controversial Information in a Bilingual Setting: Document Language as a Moderator of the Text-Belief Consistency Effect

PRESENTER: [Lisa Pilotek](#)

ABSTRACT. Recent research suggests a moderating effect of the document language on the text-belief-consistency effect when reading multiple texts about a controversy, due to the differences in the epistemic status of different languages. In this experiment we tested this hypothesis by examining German students reading controversial texts in their L1 German or in their L2 English. As expected, the text-belief-consistency effect occurred for the texts presented in German but not for those presented in English.

10:20 [William Horton](#), [Casey Riedmann](#), [Evan Anderson](#) and [David Rapp](#)

The influence of headlines and text structure on acceptance of false claims in news stories

PRESENTER: [William Horton](#)

ABSTRACT. We tested whether a "truth sandwich" (i.e., presenting accurate information before and after an inaccurate claim) is effective for reducing misinformation effects. We presented stories centering on false claims that had a sandwich or simple refutation structure. A headline also highlighted the claim or its refutation. Participants read blocks of stories with a delay before a claim judgment task. Agreement with false claims was not affected by text structure, but was affected by headline content.

09:00-10:40 Session 6B: Metacognition & Executive Functions in Reading

CHAIR: [Christian Tarchi](#)

LOCATION: [Auditorium 2 \(click for Zoom link\)](#)

09:00 [Aaron Wong](#), [Mya Urena](#) and [Caitlin Mills](#)

How does meta-awareness relate to metacomprehension accuracy during reading?

PRESENTER: [Mya Urena](#)

ABSTRACT. Research shows that evaluations of metacomprehension—one's awareness of their understanding of a text—are greater when readers use cues reflective of comprehension processes. Meta-awareness—awareness of one's own thoughts—could affect metacomprehension accuracy by influencing what cues are used when making metacomprehension judgments. The current study aims to examine the relationship between meta-awareness and metacomprehension. The findings suggest that readers that had greater metacomprehension accuracy were more likely to have more meta-aware, on-task thought.

09:20 [Ladislao Salmerón](#), [Lidia Altamura](#), [Cristina Vargas](#), [M. Carmen Blanco](#) and [Pablo Delgado](#)

Did screen reading habits steal children's focus?

PRESENTER: [Ladislao Salmerón](#)

ABSTRACT. The shallowing hypothesis suggest that leisure digital reading induces readers to develop a shallow mindset that hinders comprehension. In this study we analyse the potential mediating role of inhibitory control (ability to suppress irrelevant information) on the associations between print/digital reading habits and comprehension. We analyzed 2771 Primary school students (4-6th grade). The habit of reading texts on screen was negatively related to reading comprehension. Importantly, this relationship was fully mediated by inhibitory control.

09:40 [Costanza Ruffini](#), [Christian Tarchi](#) and [Chiara Pecini](#)

Paper and digital reading and writing in school-aged children: the role of Executive Functions

PRESENTER: [Chiara Pecini](#)

ABSTRACT. Literature on adults suggests a disadvantage of digital over paper in learning tasks. This study investigates the difference between digital and paper modes and the role of cognitive control processes, i.e. Executive Functions (EF), in text reading and text writing on 175 school-age children. The results support the usefulness of digital devices for children with poor learning abilities and the role played by performance levels and EF in predicting reading and writing in both modalities.

10:00 [Catharina Tibken](#), [Tobias Richter](#) and [Wienke Wannagat](#)

Comprehension Monitoring: Cognitive Abilities Explain Performance Differences Between Younger and Older Adults

PRESENTER: [Catharina Tibken](#)

ABSTRACT. To understand complex expository text, readers engage in metacognitive comprehension monitoring. Metacognitive monitoring is assumed to rely on cognitive abilities that decrease in later adulthood. We compared younger (n = 101; 18–29 years) and older adults (n = 108; 60–75 years) in their metacognitive monitoring with an inconsistency task. Younger adults reported more inconsistencies than older adults. These differences were mediated by differences in working memory updating, short-term memory, and verbal intelligence.

10:20 [Wienke Wannagat](#), [Gerhild Nieding](#) and [Catharina Tibken](#)

Comprehension Monitoring in Older Adults: Effects of Cognitive Abilities and Educational Attainment

PRESENTER: [Wienke Wannagat](#)

ABSTRACT. We examined age-related differences in comprehension monitoring in adults aged between 50 and 77 (N = 176; Mage = 63.81 years, SDage = 6.13). The number of detected inconsistencies in an inconsistency task served as an indicator of comprehension monitoring. Our findings indicate a moderate but steady decrease in comprehension monitoring, which was mediated via verbal intelligence. In addition to this negative effect of age, we found that educational attainment had a positive effect.

09:00-10:40 Session 6C: Corpus Analysis & Natural Language Processing

CHAIR: [Danielle McNamara](#)

LOCATION: [Auditorium 3 \(click for Zoom link\)](#)

09:00 [Elena Savinova](#) and [Jet Hoek](#)

Are news posts on social media more subjective than news articles online? A comparative study of four major English newspapers

PRESENTER: [Elena Savinova](#)

ABSTRACT. Recent research suggest that news adapts to social media by increasing subjectivity of the language. We investigated whether this is true by collecting and comparing Facebook posts and articles produced by major UK news sources. The data were analyzed using a newly developed machine learning subjectivity classifier trained on annotations of native speakers. The results show that Facebook news are more subjective than articles for popular sources, but for quality sources, the pattern is reversed.

09:20 [Patrick Healey](#), [Prashant Khare](#), [Ignacio Castro](#), [Gareth Tyson](#), [Mladen Karan](#), [Ravi Shekhar](#), [Stephen McQuistin](#), [Colin Perkins](#) and [Matthew Purver](#)

Power and Vulnerability: Managing Sensitive Language in Organisational Communication

PRESENTER: [Patrick Healey](#)

ABSTRACT. Organisational responsibilities can bring power but also a degree of vulnerability and exposure. This leads to divergent predictions about the use of potentially sensitive language: power might license it, exposure might inhibit it. Data from a large corpus of organisational emails shows that people in positions of relative power tend to avoid potentially sensitive words suggesting that, in at least some circumstances, vulnerability is a more significant influence than power in organisational language use.

09:40 [Scott Crossley](#), [Joon Suh Choi](#) and [Rurik Tywoniu](#)

The Tool for the Automatic Analysis of Morphological Information (TAMMI): A use case.

PRESENTER: [Scott Crossley](#)

ABSTRACT. This paper introduces and assesses the mature version of the open-source tool: Tool for Automatic Measurement of Morphological Information (TAMMI 2.0). TAMMI 2.0 automatically assesses texts for features related to basic morpheme counts, morphological variety, morphological complexity, morpheme type-token counts, and variables found in the MorphoLex database (Sánchez-Gutiérrez et al., 2017) including morpheme frequency/length, morpheme family size counts and frequency, and morpheme hapax counts. The variables in TAMMI are validated in a readability modeling task.

10:00 [Jessica A. Owens](#), [Amy Adair](#), [Ellie Segan](#) and [Janice Gobert](#)

Automated Analyses of Students' Difficulties with Explanations in Science Inquiry

PRESENTER: [Janice Gobert](#)

ABSTRACT. Students have difficulties constructing explanations and arguments in scientific inquiry. The current study made use of McNeill et al.'s (2006) claim, evidence, and reasoning framework to elicit students' competencies with constructing scientific explanations and engaging in argumentation and natural language

processing algorithms to score students' Claim-Evidence-Reasoning statements at a fine-grained level. The analysis showed that although students would benefit from greater support in all three components, they struggled the most with particular aspects of Reasoning.

- 10:20 [Andrew Potter](#), [Scott Crossley](#), [Michelle Banawan](#), [Laura Allen](#) and [Danielle McNamara](#)
Profiles of Persuasive Writing: Development of a Writing Analytics Tool
 PRESENTER: [Andrew Potter](#)

ABSTRACT. We describe the results of a principal component analysis applied to 1,364 (independent) persuasive essays. Our objective is to characterize writing in terms of linguist and semantic features extracted using Natural Language Processing. The analysis revealed 8 components related to word familiarity, word choice, varied sentence structure, and cohesion, which explained 55% of the variance between essays. A stepwise linear regression revealed the components collectively accounted for 39% of variance in essay quality scores.

- 10:50-12:00 Session 7: Tom Trabasso Young Investigator Award Presentation: Dr. Laura Allen

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

- 10:50 [Laura Allen](#)
Leveraging Dynamic Systems to Understand the Multidimensional and Dynamic Nature of Discourse Processing

ABSTRACT. Discourse plays a critical role in the learning process as it allows us to effectively comprehend and disseminate new information about the world. Critically, the processes involved in discourse production and processing unfold over multiple temporal and spatial scales, which often interact in complex ways. In this talk, I will advocate that conceptualizing discourse as a complex, dynamic system can provide critical insights into the ways in which we communicate and learn. I will provide examples from recent research that examine the dynamic and multidimensional nature of discourse. I will then discuss ideas for future interdisciplinary work in this area.

- 12:00-13:20 Lunch Break (DP Editorial Board Meeting)

- 13:20-15:00 Session 8A: Sourcing

CHAIR: [Marc Stadler](#)

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

- 13:20 [Yann Dyoniziak](#), [Anna Potocki](#), [Morgane Burnel](#) and [Jean-François Rouet](#)
Advanced Theory of Mind as a lens for detecting conflicts of interest?
 PRESENTER: [Yann Dyoniziak](#)

ABSTRACT. The proliferation of the Internet has emphasized the need to evaluate the information we read. Evaluating source dimensions is an effective way to achieve it. However, this process appears challenging for adolescents. We investigated which factors played a part in this "sourcing" ability: word reading, working memory manipulation, and Advanced Theory of Mind (AToM). The results obtained from 76 eighth graders indicated that the AToM level played a role, particularly in intent detection.

- 13:40 [Sarit Barzilai](#), [Eva Thomm](#), [Michael Weinstock](#) and [Johannes Bauer](#)
Flip-Flopping or Making Progress? Explaining Why Scientists Change Their Minds
 PRESENTER: [Sarit Barzilai](#)

ABSTRACT. We examined whether and how reading an explanation of reasons for change in scientific conclusions about COVID infection affects readers' acceptance of the novel claim, scientists' perceived trustworthiness, and the perceived positivity of the change. Results showed that explaining the change had positive effects on readers' claim agreement, claim correctness, and trustworthiness judgments, but not on the perceived positivity of the change. The effects of the change explanation were moderated by general trust in science.

- 14:00 [Victoria Johnson](#), [Rina Harsch](#) and [Panayjota Kendeou](#)
In Expert Scientists We Trust? Benevolence vs. Integrity
 PRESENTER: [Victoria Johnson](#)

ABSTRACT. As people more readily believe information from high-credibility sources, perceptions of source credibility can have significant impacts on public health. However, less is known about determinants of credibility for climate and health scientists. Therefore, we examined how expertise and trustworthiness influence perceived source credibility of scientists. Overall, perceived credibility of climate and health scientists was determined by complex interactions between expertise and trust – which may impact the believability of the information scientists convey.

- 14:20 [Fayez Abed](#) and [Sarit Barzilai](#)
The Effects of Cognitive and Metacognitive Sourcing Prompts on Source Evaluation
 PRESENTER: [Fayez Abed](#)

ABSTRACT. This study examines the unique and combined contribution of cognitive and metacognitive sourcing prompts for promoting students' source evaluation performance. Surprisingly, the metacognitive prompts did not contribute to students' source evaluation and even had detrimental effects. In contrast, the cognitive prompts increased awareness of sourcing criteria. Combining cognitive and metacognitive prompts did not appear to have an added-value. The findings suggest that cognitive prompts might be more effective because they cue attention to sourcing criteria.

- 14:40 [Roman Abel](#), [Julian Roelle](#) and [Marc Stadler](#)
Fostering source evaluation skills by means of interleaved presentation of untrustworthy and trustworthy online sources
 PRESENTER: [Roman Abel](#)

ABSTRACT. We investigated how study sequence of untrustworthy and trustworthy information sources affects learners' ability to recognize the dimensions of trustworthiness, expertise and benevolence, and to evaluate information sources. Upper and lower secondary students studied untrustworthy and trustworthy sources either

interleaved (ABABA, ABABA) or blocked (AAAAA, BBBB). Interleaving fostered upper secondary students' but not lower secondary students' ability to reliably discern untrustworthy and trustworthy sources.

13:20-15:00 Session 8B: Assessing and Promoting Comprehension

CHAIR: [Laura Allen](#)

LOCATION: [Auditorium 2 \(click for Zoom link\)](#)

13:20 [Marina Klimovich](#) and [Tobias Richter](#)

Metacognitive Training Prevents Mindless Reading

PRESENTER: [Marina Klimovich](#)

ABSTRACT. We examined the impact of a metacognitive training on mind-wandering behavior, reading times, and comprehension in a pre-post training design with an active control group. After metacognitive training, participants showed a lower frequency of mindless reading and less irregularity in their reading times (i.e., reading too fast or slow). The results provide a step toward developing an objective measure of mindless reading and emphasize the importance of teaching metacognitive strategies to improve reading performance.

13:40 [John Sabatini](#), [John Hollander](#), [Daniel Feller](#), [Tenaha O'Reilly](#) and [Tim Nelson](#)

Removing Hidden Barriers: Efficiently Identifying At-Risk College Students

PRESENTER: [John Sabatini](#)

ABSTRACT. Proficient academic reading (PAR) is essential to academic success. However, students enter college with a range of reading proficiencies, placing some at risk of academic failure. In this study, we administered several different kinds of tests and evaluated which did the best job of identifying students at risk academically and, for those, the nature of their academic risks. We analyzed results using regression and ROC Curve analyses to identify the most efficient assessments to use.

14:00 [Candice Pattisapu Fox](#)

Evaluating Conceptual Growth and Change Using Thought Experiment, Refutation, and Standard Expository Texts

ABSTRACT. This pilot study investigated whether undergraduates with different levels of prior knowledge experience conceptual growth and change in physics after reading a thought experiment text, refutation text, and standard expository text. Twenty-four undergraduates read text explanations and took the Force Concept Inventory to assess physics knowledge. Trends suggested that low prior knowledge undergraduates learn more physics from reading thought experiment and refutation texts, but high prior knowledge undergraduates learn equally from all three text types.

14:20 [Jane Oakhill](#), [Helen Drew](#), [Alan Garnham](#) and [Robin Bannerjee](#)

What is the relation between reading fiction, empathy and pro-social skills in children?

PRESENTER: [Jane Oakhill](#)

ABSTRACT. In the present study we explored the relation between reading habits, empathy (affective and cognitive empathy and theory of mind) and pro-social behaviour in children (8- 10-year-olds). The results showed that the measures of empathy (but not theory of mind) were related to pro-social behaviour. The relation between reading habits and pro-social behaviour was significant. This relation was mediated by a measure of affective, but not cognitive, empathy.

14:40 [Anna Potocki](#), [Julien Ailloud](#) and [Jean-François Rouet](#)

Teaching purposeful reading strategies to vocational school students: A quasi-experimental intervention study

PRESENTER: [Anna Potocki](#)

ABSTRACT. We report the results of a quasi-experimental intervention study aimed at fostering vocational school students' purposeful reading skills. In collaboration with a group of teachers, instructional resources were developed to explicitly train a set of purposeful reading sub-processes (e.g., task model, scanning, information evaluation). Their effectiveness was assessed in a quasi-experimental trial. The first results obtained with 237 students appear promising and will be completed by the time of the conference.

13:20-15:00 Session 8C: Meet the Discourse Processes Editors

LOCATION: [Auditorium 3 \(click for Zoom link\)](#)

13:20 [Johanna Kaakinen](#) and [Catherine Bohn-Gettler](#)

Discussion on replication studies and meet & greet the Discourse Processes editors

PRESENTER: [Catherine Bohn-Gettler](#)

ABSTRACT. The editors of Discourse Processes will engage the conference participants in a discussion about studies they would like to see replicated and things that should be considered if one would like to run a proper replication study. The Editors will also be available to answer any questions conference participants may have related to replication studies, the Transparency and Openness Promotion (TOP) guidelines Discourse Processes recently adopted, and any other questions about publishing in the journal.

15:20-16:30 Session 9: Keynote Presentation: Dr. Stephen Lewandowsky

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

15:20 [Stephan Lewandowsky](#)

When Liars are Considered Honest: From Alternative Conceptions of Honesty to Alternative Facts in Communications by American Politicians

ABSTRACT. The spread of online misinformation in social media is increasingly perceived as a problem for societal cohesion and democracy. The role of political leaders has attracted less research attention, even though politicians who "speak their mind" are perceived by segments of the public as authentic and honest even if their statements are unsupported by evidence or facts. Analyzing communications by members of the U.S. Congress on Twitter between 2011 and 2022, we show that politicians' conception of truth has undergone a distinct shift, with authentic but evidence-free belief-speaking becoming more prominent and more differentiated from evidence-based truth-seeking. For Republicans—but not Democrats—an increase of belief-speaking of 10% is associated with a decrease of 12.8 points of quality (using the NewsGuard scoring system) in the sources shared in a tweet. An increase in truth-seeking language is associated with an increase in the quality of sources for both parties. We also show that the

conception of truth expressed by politicians sets the tone of the ensuing conversation with members of the public on Twitter. The results support the hypothesis that the current dissemination of misinformation in political discourse is in part driven by a new understanding of truth and honesty that has replaced reliance on evidence with the invocation of subjective belief.

16:40-18:10 Session 10: Poster Session B

[Brechtje van Zeijts](#), [Dianne Venneker](#), [Lesya Ganushchak](#), [Bjorn de Koning](#) and [Huib Tabbers](#)
Teaching children's inference skills using a video-based vs. text-based training program
 PRESENTER: [Brechtje van Zeijts](#)

ABSTRACT. This study examined whether inference skills can be improved by training them with videos instead of written text. Fourth-grade children were assigned to a video-based inference training, a text-based version of the same training, or a no-training control group. Preliminary results showed that both training programs did not improve children's inference skills with texts and videos. We are currently exploring potential explanations, such as validity of our pretest and posttest and the fidelity of implementation.

[Nicole Antes](#), [Markus Huff](#) and [Stephan Schwan](#)
How the distinguishability of meta-information about the veracity of sentences affects memory
 PRESENTER: [Nicole Antes](#)

ABSTRACT. Two studies examined the effect of meta-information about the truthfulness and discriminability of true and false sentences on memory. Participants read an event description in which sentences were randomly presented as true or false. Study 1 showed that the presence of meta-information affected recognition memory for false but not for true sentences. Study 2 showed that the correct classification was reduced when true and false sentences were difficult to distinguish, regardless of the source.

[Carolyn Baumgarten](#), [Heiko Krabbe](#), [Ingo Kollar](#) and [Marc Stadler](#)
Is this Website Reliable? Fostering the Evaluation of Internet Sources using a Collaboration Script and a Reflection Prompt
 PRESENTER: [Carolyn Baumgarten](#)

ABSTRACT. This study examined the promotion of source evaluation skills in a computer-supported collaborative setting. We experimentally varied whether participants (N = 118 young adults), who completed internet search tasks in dyads, were supported by a collaboration script and were prompted to reflect on their collaboration. Scripting led to more evaluations during internet search and knowledge of source evaluation strategies. However, no effects were found for the ability to discriminate between more and less reliable sources.

[M. Anne Britt](#), [Taneisha Vilma](#), [Amanda M. Durik](#) and [Daniel Nuccio](#)
Supports for Discipline-specific reading in introductory psychology
 PRESENTER: [M. Anne Britt](#)

ABSTRACT. We tested the effectiveness of a task-model scaffolds to improve students' learning. Students enrolled in an asynchronous online introductory psychology course were randomly assigned to either the task-model scaffolds or a business-as-usual section. Student completing the task-model scaffolds performed better on the final exam and applied activities than business-as-usual students. This shows the potential value of supporting students' understanding the role of theories and studies in psychology and how to learn and apply that information.

[Ali Fulsher](#), [Jeffrey Bye](#), [Panayiota Kendeou](#) and [Indigo Rudduck](#)
Sourcing with citations: The effect of source information and sourcing instructions on multiple text comprehension
 PRESENTER: [Ali Fulsher](#)

ABSTRACT. We examined the effect of source information and sourcing instructions on comprehension of multiple psychology texts. Postsecondary students were randomly assigned to one of three conditions: source + instructions, source-only, or no-source (control). We measured text comprehension with recall and recognition questions, both on the same day as reading and one week later. Recognition response scores did not differ by condition or time of test. A thematic analysis of open-response essays is currently being conducted.

[Laura Kerouel](#) and [Nicolas Louveton](#)
Does full-page view when reading comics improve understanding? Studying the effect of panels' visibility and reader's expertise on reading time and understanding of two comic books excerpts.
 PRESENTER: [Nicolas Louveton](#)

ABSTRACT. Attentional processes behind comic books reading need more research. We made the hypothesis that seeing many panels at once improves understanding. Sixty participants read two comics excerpts with different grid layouts. We manipulated the number of visible panels at once. We measured reading performance and prior reading expertise. Our results did not show an effect of panels' visibility manipulation. In contrast, we found that prior reading experience improves reading performance for both of our excerpt.

[Michael Weinstock](#), [Sarit Barzilai](#), [Eva Thomm](#), [Nadav Davidovitch](#) and [Johannes Bauer](#)
Epistemic perspectives and evaluation of changes in scientific claims regarding COVID-19
 PRESENTER: [Michael Weinstock](#)

ABSTRACT. During the COVID-19 pandemic, many scientific conclusions changed. This study shows that epistemic perspectives predicted evaluations of change in claims about COVID transmission, controlling for knowledge about COVID and claims regarding its transmission, and trust in COVID-scientists. Participants displaying evaluativism maintained that scientists who changed their minds were trustworthy and viewed change in scientific claims as a positive part of science. In contrast, participants displaying multiplism thought change reveals a weakness of science.

[Sabine Févin](#), [Elise Tornare](#), [Delphine Oger](#), [Christine Ros](#) and [Nicolas Vibert](#)
Impact of emotional content on visual search for answers to questions in short texts by children aged 9 to 11 years
 PRESENTER: [Sabine Févin](#)

ABSTRACT. This study examined the impact of the emotional content of narrative texts on the way 10 years old children scanned the texts to answer questions. Children made fewer errors when scanning emotionally-negative texts than when scanning positive texts, particularly for inferential questions. Eye-tracking data revealed that

children's average gaze durations were longer for negative texts than for positive texts, which suggests that children searched more carefully for the answers within texts with negative emotional content.

[Junfei Hu](#) and [Liesbeth Degand](#)

Do speakers align at the discourse level? The role of discourse segments in task-oriented dialogue

PRESENTER: [Junfei Hu](#)

ABSTRACT. This study investigates to what extent interlocutors converge regarding the type of conversational discourse unit used as dialogue progresses. The focus is on specific sequences in a task-oriented dialogue (describing and drawing novel 2D objects in turn) when speakers undertake a similar action at a given sequential position. It was found that interlocutors systematically endeavoured to be similar to their dialogic partner in terms of the choice of unit type to conduct instruction.

[Brenda Hannon](#)

For Beginning Readers, the Time Spent Reading is Related to Some of the Component Skills of Reading but the Time Spent Playing Video Games is not.

ABSTRACT. Research suggests that time spent reading has a positive relationship with global reading comprehension (Locher & Pfost, 2020), whereas video game playing has no relationship (Lieury et al., 2014). The present study replicated these findings but also showed which components of reading were related to time spent reading. Specifically, time spent reading was positively related to beginning readers' letter/word identification, knowledge integration, vocabulary, and working memory but was unrelated to phonological decoding, syntax, and intelligence.

[Nia Nixon](#) and [Oleksandra Poquet](#)

SCIP: Identifying Learner Roles through Group Communication and Interpersonal Network Positioning in Scaled Digital Environments

PRESENTER: [Nia Nixon](#)

ABSTRACT. Assessment of skills beyond knowledge acquisition, such as interpersonal communication in digital environments remains a challenge. In the current research, we combine two complementary analytic techniques, Group Communication Analysis, a computational methodology that quantifies temporally sensitive sociocognitive processes, with SNA. The proposed approach is named socio-cognitive communication and interpersonal positioning (SCIP). Our results highlight how the unity of temporally sensitive discourse and structural analyses enables SCIP to identify learner roles adopted in open learning settings.

[Cristina Vargas](#), [Lidia Altamura](#), [Laura Gil](#), [Amelia Mañá](#), [Javier Roca](#) and [Ladislao Salmeron](#)

Exploring the incongruity between digital natives and their reading media preferences after COVID times

PRESENTER: [Lidia Altamura](#)

ABSTRACT. The extended "digital natives" assumption considers that the current generation of higher education students feel comfortable and competent studying and using digital documents. Before the pandemic, several studies determined a general preference for reading in print formats. Will this preference remain after coming back to normal? We will answer this question regarding Spanish higher education students, and we will explore how individual factors, such as ICT use and ICT self-efficacy contribute to these preferences.

[Emily Smith](#) and [Niki Patel](#)

Reducing the impact of false information on memory: Are readers more influenced by the lie or the liar?

PRESENTER: [Emily Smith](#)

ABSTRACT. A consistent finding has been that readers are impacted by source information only if the reader is instructed to attend and use that information. Further, false information is pervasive and continues to have an impact on a reader's memory in moment-to-moment text processing. The current experiments provide evidence that non-credible source information and false information can be sufficiently elaborated on in the text so that the information has less of an influence on moment-to-moment processing.

[Vincent Bovet](#), [Dominique Knutsen](#) and [Marion Fossard](#)

Cognitive mechanisms underlying common ground use in dialogue: evidence from a developmental study in normal aging

PRESENTER: [Vincent Bovet](#)

ABSTRACT. A crucial skill to ensure successful communication is the ability to take into consideration common ground (i.e., information mutually known by both conversational partners) to produce well-adapted and easily understandable messages during dialogue. The goal of our study is to understand better the cognitive mechanisms (conversational memory, executive functioning, theory of mind) underlying the use of common ground through an experimental research in normal aging.

[Christian Tarchi](#), [Chiara Barattieri di San Pietro](#) and [Ludovico Franco](#)

Text comprehension and idiomatic expressions: An eye-tracking study

PRESENTER: [Christian Tarchi](#)

ABSTRACT. We investigated the effect of pragmatic ambiguity on immediate and delayed comprehension. 44 postgraduate students were randomly assigned to one of two conditions: non-ambiguous vs. ambiguous text. We created an expository text and then made it ambiguous by replacing literal with idiomatic expressions. We used a Tobii Pro Nano to collect participants eye movement during reading. While ambiguity did not directly impact reading performance, ambiguous expressions seemed to trigger more processing than literal expressions.

[Theresa Ruwe](#) and [Elisabeth Mayweg-Paus](#)

The impact of social cues in written feedback on learners' non-cognitive reactions

PRESENTER: [Theresa Ruwe](#)

ABSTRACT. A 3X2 between-subject design investigated how social cues (i.e., feedback provider and language) affect non-cognitive aspects of feedback effectiveness (i.e., motivation, self-efficacy, emotions, provider/feedback perceptions). We differentiated between artificially intelligent agents, educators, and peers as well as personalised and neutral language. Analysing the data from N = 98 teacher students revealed that the AI was perceived more

trustworthy than humans. The practical and theoretical relevance of social and non-cognitive aspects in feedback interactions is discussed.

[Ella Cullen](#), [Patrick Healey](#) and [Paraskevi Argyriou](#)

Measuring Facial Gestures- Using the Depth Camera to Quantify the Intensity of Facial Action Unit Components

PRESENTER: [Ella Cullen](#)

ABSTRACT. Characterisation of facial gestures has so far relied on qualitative methods with manual coding of facial action units. Depth cameras provide an opportunity to precisely quantify the extent, onset and offset of real-time facial action unit movement for different facial gestures. Combined with cluster analysis, this methodology can enable a systematic characterisation of facial gestures in large corpora, facilitating more accurate, frame-by-frame multimodal analysis of gesture-speech combinations.

[Ayah Issa](#) and [Shireen Al-Adeimi](#)

Exploring Translanguaging through Dialogic Talk among Arabic-Speaking Heritage Language Learners

PRESENTER: [Ayah Issa](#)

ABSTRACT. Though it is the third most spoken home language in the United States and the sixth globally, research on how educators with Arabic-English multilingual students utilize translanguaging remains limited. Using qualitative and quantitative analytic approaches, this study explores how teachers in a seventh-grade U.S. classroom utilize translanguaging and dialogic practices with Arabic-speaking heritage language learners. We highlight findings related to language practices with Arabic-speaking heritage language learners and their teachers in whole-classroom discussions.

[Mya Urena](#), [Alexander Colby](#), [Diana Tosca](#), [Alberta Ansah](#), [Orit Shaer](#), [Andrew Kun](#) and [Caitlin Mills](#)

Technology-Mediated Social Interactions During COVID-19: Perspectives from a Women's College Community

PRESENTER: [Mya Urena](#)

ABSTRACT. The COVID-19 pandemic resulted in dramatic changes to the way we communicate with others. In-person communication was significantly reduced and replaced by technology-mediated communication. Here, we present young women's perceptions of technology-mediated interactions during the pandemic, as emerging research reveals that they may be a particularly vulnerable population. Our study sheds light on how they use technology to communicate with others, how technology impacts meaningful communication, and how to design future applications to support communication.

[Dominique Knutsen](#) and [Angèle Brunellière](#)

Being aware of the other's mental load affects how partners collaborate in dialogue

PRESENTER: [Dominique Knutsen](#)

ABSTRACT. How does mental load (ML) affect collaboration between dialogue partners? Using puzzle games, we investigated the awareness of the other's ML by examining the impact of experienced and perceived ML on collaboration. The results revealed that when participants were aware of each other's ML, participants who were under low ML produced more feedback markers when their partner was under high ML, highlighting the contribution of one's own and one's partner's state of mind on collaboration.

19:30-21:30 Conference Dinner @ Nedre Løkka

This dinner is ticketed (attendees who added the dinner on to their registration may attend).

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ST&D 2023: 2023 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

REGISTRATION PROGRAM INTRODUCTION AWARDS AND KEYNOTES POSTER LOCATIONS PRESENTATION
INSTRUCTIONS PREPRINT INSTRUCTIONS DISCOURSE PROCESSES TAYLOR &
FRANCIS PRECONFERENCE PROGRAM AUTHORS KEYWORDS

PROGRAM FOR FRIDAY, JUNE 30TH

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09:00-10:40 Session 11A: Digital Literacies

CHAIR: [Øistein Anmarkrud](#)

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

09:00 [Lucia Mason](#), [Angelica Ronconi](#), [Barbara Carretti](#), [Sara Nardin](#) and [Christian Tarchi](#)

Highlighting or Highlighted Information for Text Comprehension When Reading on Screen?

PRESENTER: [Lucia Mason](#)

ABSTRACT. The study investigated the effects of highlighting in digital reading. College students were assigned to a condition of reader-generated highlighting, experimenter-provided highlighted text, or control. No effect of condition emerged for immediate and delayed text comprehension that were only predicted by cognitive reflection and reading self-efficacy. However, an interactive effect of cognitive reflection and highlighted text condition emerged favoring readers with higher ability to think rationally. Readers' highlighting quality predicted immediate and delayed text comprehension.

09:20 [Jason Braasch](#), [Taylor Clark](#) and [Laura Allen](#)

Can intellectual humility support more appropriate online reading practices?

PRESENTER: [Jason Braasch](#)

ABSTRACT. We will present a theory describing that students' adoption of intellectual humility (IH) would foster greater engagement in learning-supportive practices during Internet reading. People must recognize inherent limitations in knowledge states, and be willing to own and address them through considerations of new and compelling information provided by others. Degree of IH endorsement may guide processes including: generating a reading goal, locating and selecting relevant resources, and evaluating and integrating information from multiple diverse texts.

09:40 [Yewon Kang](#), [Victoria Johnson](#), [Diti Bhadra](#) and [Panayiota Kendeou](#)

The Effects of Linguistic forms on Clicking and Sharing Intentions

PRESENTER: [Yewon Kang](#)

ABSTRACT. Little is known about how different linguistic forms of headlines affect the spread of misinformation. We examined the effects of three different linguistic forms—assertive, interrogative, and combined—on clicking and sharing intentions of real and false news headlines. Results showed that people were less inclined to click and share interrogative and combined headlines than assertive headlines. This suggests that linguistic forms are significant predictors of clicking and sharing intentions, and should be considered in misinformation research.

10:00 [Aisha Futura Tüchler](#) and [Kate Cain](#)

Format and text type effects on reading comprehension in adolescent readers

PRESENTER: [Aisha Futura Tüchler](#)

ABSTRACT. The present contribution explores the impact of different presentation formats (print vs. digital), and text types (linear vs. hierarchical text) on reading comprehension. The experiment has a mixed design, combining a within-subject factor (text type) and a between-subject factor (format). Reading comprehension is measured by multiple-choice questions, and reading fluency, vocabulary, print and digital exposure are assessed. Preliminary analyses (n=74 out of 120 preregistered) indicate that reading comprehension differs between the print and digital format.

10:20 [Jasmine Kim](#) and [Panayiota Kendeou](#)

Methodological and Theoretical Concerns Regarding Digital Literacy Research

PRESENTER: [Jasmine Kim](#)

ABSTRACT. We conducted a systematic review was to examine the methodological and theoretical traditions that informed digital literacy research from 2017-2022. Specifically, we evaluated researchers' conceptualizations of digital literacy, research design, data source, research context, analysis methods, operationalization of digital literacy skills, and the theoretical traditions underlying digital literacy research. In analyzing the current literature, we identified several limitations and provided some methodological and theoretical recommendations for future studies in digital literacy.

09:00-10:40 Session 11B: Processing Oral and Written Language

CHAIR: [Johannes Naumann](#)

LOCATION: [Auditorium 2 \(click for Zoom link\)](#)

09:00 [Anke Schmitz](#), [Hanne Brandt](#) and [Björn Rothstein](#)

Impact of Global Text Cohesion on Informational Listening Comprehension

PRESENTER: [Anke Schmitz](#)

ABSTRACT. The experimental study investigates if text cohesion promotes students' listening comprehension. 140 ninth-grade students listened an informational listening text differing in its' degree of global cohesion (low vs. high). Listening comprehension was assessed with a written comprehension test. Regressions show that global cohesion promotes listening comprehension and that the effect of cohesion remains significant when

controlling for topic-related prior knowledge. Further, low-performing students profit more from cohesion than high-performing students.

- 09:20 [Charles Perfetti](#), [Lin Chen](#), [Gaisha Oralova](#), [Carrie Demmans Epp](#), [Alona Fyshe](#) and [Daniela Teodorescu](#)
Reading Comprehension Word-by-Word: Comparing L1 and L2 readers using authentic texts and multiple measures
 PRESENTER: [Charles Perfetti](#)

ABSTRACT. How much does a reader's native language matter in a second language? We compared word-by-word English reading of authentic texts across four L1 groups (English, Spanish, Korean, Chinese). Special focus was on prediction and integration processes, indexed by surprisal effects. Linear mixed effect models assessed multiple determinants of reading on a single word. ERPs and behavioral measures suggest that all language groups showed integrative/prediction processes and use of syntactic knowledge with some language background differences.

- 09:40 [Anita Eerland](#), [Daniel P. Feller](#), [Donnelle DiMarco](#), [Joseph P. Magliano](#) and [Todd R. Ferretti](#)
Time Shifts and Grammatical Aspect Constraints on the Construction of Situation Models
 PRESENTER: [Anita Eerland](#)

ABSTRACT. Fundamental to discourse comprehension is constructing and updating mental representations of linguistic input. Prominent theories of discourse processing describe how text base factors influence the activation of information. However, we know very little about how surface features guide language comprehension. Using ERP, a sentence completion task, and a sensibility judgment task (preregistered), we investigated how two such features (adverbs and grammatical aspect) influence the comprehension of temporal information and the activation of concepts over time.

- 10:00 [Patrick Dahdah](#), [Johannes Naumann](#), [Tobias Richter](#), [Maj-Britt Haffmanns](#) and [Julia Schindler](#)
Top-Down versus Bottom-Up Development of Semantic Processes in Listening Comprehension
 PRESENTER: [Patrick Dahdah](#)

ABSTRACT. Research on whether the development of language comprehension is led by top-down or bottom-up processes has resulted in opposing theories. The present study examined the co-development of the retrieval of word meanings and semantic integration in sentences during listening comprehension. Elementary school children participated in a longitudinal study with five time points throughout Grades 1-4. Results show that both processes predict each other in differing ways over the course of elementary school.

- 10:20 [Pauline Frick](#), [Panayiota Kendeou](#) and [Anne Schüler](#)
The influence of pictures on knowledge revision processes during reading
 PRESENTER: [Pauline Frick](#)

ABSTRACT. Two studies investigated whether pictures reduce the influence of outdated information (i.e., information believed to be true but then revised). Illustrating the updated information via pictures may increase the activation of that information while decreasing the reactivation of outdated information. Our results are partly in line with this hypothesis: we found longer reading times for texts requiring knowledge revision in both studies. Pictures seemed to reduce this prolongation, but the effect was small.

09:00-10:40 Session 11C: Reading and Writing

CHAIR: [Christian Brandmo](#)

LOCATION: [Auditorium 3 \(click for Zoom link\)](#)

- 09:00 [Emily Buchner](#), [Wolfgang Lenhard](#), [Sebastian Suggate](#) and [Tobias Richter](#)
The Functional Role of Perceptual Simulations in Reading Comprehension
 PRESENTER: [Emily Buchner](#)

ABSTRACT. Perceptual simulations are considered crucial for text comprehension. We present two experiments, in which short videos, taxing visuo-spatial working memory, were used to interfere with visual-perceptual simulations during reading. Outcomes were measured on two levels of comprehension, the propositional textbase and visuo-spatial mental models. Comprehension was specifically impaired for questions tapping into visuo-spatial models after interference (in contrast to propositional questions), suggesting a causal role of visuo-perceptual simulations for comprehension.

- 09:20 [Amanda Jensen](#), [Kyle Stagnaro](#), [Ali Fulsher](#), [Tracy Amer](#), [Zeinab Serhan](#), [Tong Li](#), [Renu Balyan](#), [Danielle McNamara](#) and [Panayiota Kendeou](#)
Reinventing the Think-Aloud: A Study Exploring Alternative Delivery Methods for the Traditional Think-Aloud Protocol
 PRESENTER: [Amanda Jensen](#)

ABSTRACT. This study will examine the effect of delivery methods of a web-based think-aloud (iterative vs. consecutive) on the type and amount of utterances among elementary students. Participants will complete a web-based think-aloud while reading texts. Responses will be coded and compared to archival data from a previous study of elementary students who completed a paper-based think-aloud. The results will be used to understand the influence of technology and presentation modes on on-line processing during reading.

- 09:40 [Kathryn McCarthy](#) and [Scott Crossley](#)
Yea, Nay, or IDK: The Effects of Ballot Simplification on Voter Roll-Off
 PRESENTER: [Kathryn McCarthy](#)

ABSTRACT. Complex legislative language makes it difficult for people to participate in the civic process. In this study, we examined how different types of text simplification might reduce voter roll-off (i.e., skipping items on a ballot). Participants (n = 101) read 16 ballot measures in their original or simplified form using one of three techniques (simple/surface, Plain Language, or deep/cohesion). Analyses revealed that simplification of the ballot measures improved perceived comprehension and decreased roll-off.

- 10:00 [Julie Philipppek](#), [Rebecca Kreutz](#), [Ann-Kathrin Hennes](#), [Barbara M. Schmidt](#) and [Alfred Schabmann](#)
The Cascaded Model of Writing
 PRESENTER: [Rebecca Kreutz](#)

ABSTRACT. Writing research focuses on low-level transcription skills (e.g. handwriting) and cognitive components of writing, but neglects higher-level subskills that produce coherence and lexical diversity in texts. We established and tested a model considering both low- and high-level subskills. Results showed that cognitive components and low-level subskills had primarily indirect effects on writing competence mediated by high-level subskills, which mainly accounted for the variance in writing competence.

10:20 [Yu Tian](#) and [Scott Crossley](#)

Making Sense of L1 and L2 Written Argumentation with Keystroke Logging

PRESENTER: [Yu Tian](#)

ABSTRACT. This study examines links between writing behaviors manifested by keystroke analytics (e.g., production rates, pauses, and revisions) and the argument elements (i.e., position, claim, and data) formulated in L1 and L2 adult writers' writing processes. The keystroke patterns revealed in the study suggest that L1 and L2 adult writers' challenges in formulating positions and claims seem to be more related to linguistic constraints in comparison to their data construction.

10:50-12:30 Session 12A: Symposium Multiple Document Processing in the 21st Century: Advances in Theory, Research, and Interventions (Part 1: Explorations of Theory, Interventions, and Assessments)

DISCUSSANT: [Susan Goldman](#)

LOCATION: [Auditorium 1 \(click for Zoom link\)](#).

10:50 [Alexandra List](#) and [Hongcui Du](#)

How do Students Represent Information from Multiple Texts?: Expanding the Documents Model Framework

PRESENTER: [Alexandra List](#)

ABSTRACT. A common thread across studies of multiple text learning is their recognition that students construct cognitive representations of texts as an outcome of reading. These representations are taxonomized here. Students reported prior knowledge in an open-ended fashion, read and critiqued three texts, and described what they learned. Descriptions were coded for how these integrated text-based information, prior knowledge, and generated critiques. The Documents Model Framework and Goldman's Cognitive Aspects of Reading Construction served as guides.

11:10 [Danielle McNamara](#), [Kathryn McCarthy](#), [Laura Allen](#) and [Joe Magliano](#)

Supporting Students' Multiple Document Comprehension: What we have learned about Multiple Document Interventions

PRESENTER: [Danielle McNamara](#)

ABSTRACT. Multiple document (MD) comprehension tasks are often challenging for students in the context of a variety of tasks. We have examined various interventions with demonstrated success in improving comprehension of single documents (e.g., summarization, self-explanation) in concert with examining the impact of individual differences (e.g., prior knowledge, literacy skills). These studies suggest the need for interventions that address the unique nature of MD integration as well as challenges associated with composing MD essays.

11:30 [Jennifer Wiley](#), [Lena Hildebrand](#), [Thomas Griffin](#) and [M. Anne Britt](#)

What Helps Students to Understand How to Understand?

PRESENTER: [M. Anne Britt](#)

ABSTRACT. Recent research has emphasized that interpretation of task instructions, goals, and purposes for reading are critical for comprehension from multiple documents and expository texts. We will discuss contexts that can help students to understand the need to engage in integration across different concepts when the goal is to be able to answer inference questions, and how individual differences in epistemology help students to recognize when test questions require inferencing beyond mere memory for the text.

11:50 [Danna Tal-Savir](#), [Sarit Barzilaj](#), [Fayez Abed](#) and [Shiri Mor-Hagani](#)

Teaching and Assessing Multiple Document Literacy with Document Maps

PRESENTER: [Danna Tal-Savir](#)

ABSTRACT. To help students understand multiple documents and articulate their understandings, we have investigated the uses of visual document maps for instruction and assessment. In this poster, we will illustrate how mapping can support the evaluation and integration of multiple documents and reflect on the strengths and limitations of this scaffolding approach. We will also demonstrate how document maps can be assessed, and what they can reveal about students' multiple document literacy.

12:10 [Ivar Braten](#), [Ymkje Haverkamp](#), [Natalia Latini](#) and [Helge Strømso](#)

The Calling of Mawses: Measuring Writing Motivation in the Context of Multiple Document Literacy

PRESENTER: [Ivar Braten](#)

ABSTRACT. We designed a measure targeting the extent to which students are confident they can write an academic text that integrates content from several different sources. This measure, called the Multiple-Source Based Academic Writing Self-Efficacy Scale (MAWSES) was validated by means of confirmatory factor analysis and the correlations of the resulting unitary construct with other relevant constructs. The findings provided evidence concerning the reliability and validity of the MAWSES. Potential applications of the measure were discussed

10:50-12:30 Session 12B: Eye-tracking and Neuropsychological Measures

CHAIR: [Johanna Kaakinen](#)

LOCATION: [Auditorium 2 \(click for Zoom link\)](#).

10:50 [Magdalena Repp](#) and [Petra B. Schumacher](#)

Perspective influences use and processing of German pronouns

PRESENTER: [Magdalena Repp](#)

ABSTRACT. This study investigates the real-time resolution of demonstrative and personal pronouns in narrative texts. For this purpose, two corpus studies were conducted, based on excerpts from two German

novels, investigating the referential behavior of demonstrative and personal pronouns. Subsequently, audio books of each excerpt were presented in two ERP experiments. By using narratives as more naturalistic stimuli, we obtain a new perspective on the implementation of language processing in the brain during authentic language comprehension.

11:10 [Simon Tiffin-Richards](#)

The Influence of Story Event Structure on Children's and Adults' Eye Movements during Reading

ABSTRACT. This study assessed whether children are sensitive to the event structure of narrative texts during reading. Sixty-one children (aged 9-11) and 42 adults read short stories while their eye movements were tracked. The event structure of the stories was established in two rating studies. Eye movement data revealed that both children's and adults' reading slowed at narrative event boundaries, suggesting increased cognitive effort. Children thus appear to perceive and process event boundaries during reading.

11:30 [Diane Mézière](#), [Henri Olkonemi](#) and [Johanna Kaakinen](#)

Processing Ironic Text: evidence from scanpaths

PRESENTER: [Diane Mézière](#)

ABSTRACT. Previous eye-tracking studies suggest that readers engage in re-reading behavior when processing meaning of irony in text, and that this is affected by working memory capacity (WMC). In the present study, we combined data from two previous eye-tracking studies (N=120) and used scanpath analysis to examine individual differences in reading and comprehending ironic and literal texts. The results showed that WMC and successful comprehension of irony are reflected in eye-movement patterns during reading.

11:50 [Marta Vergara-Martinez](#), [Nadina Gomez Gomez Merino](#) and [Inmaculada Fajardo](#)

Sentence context modulates idiom disambiguation: and ERP study

PRESENTER: [Marta Vergara-Martinez](#)

ABSTRACT. We used ERP recordings in a RSVP experiment where participants read highly constraining sentences in Spanish language. The preceding context biased either the literal or figurative interpretation of ambiguous idiomatic expressions. A congruency manipulation was created to measure meaning integration during idiom processing. N400-congruency effects were smaller for the idiomatic than the literal context. Context integration in figurative sentences leads to reduced semantic processing of words within idioms.

12:10 [Chu-Hsuan Kuo](#) and [Chantel Prat](#)

Reading Code for Comprehension: Expert Programmers Show Language-Related Brain Responses to Meaning and Form

PRESENTER: [Chu-Hsuan Kuo](#)

ABSTRACT. Event-related potentials were used to examine the neural responses of expert Python programmers when reading well-formed code vs. ill-formed code with two violation types: 1) meaning (semantically implausible) or 2) form (structurally invalid). Semantic implausibility elicited an N400 effect compared to well-formed code, whereas structural violations elicited a P600 effect compared to well-formed code. These patterns suggest that expert programmers show distinct brain responses to meaning and form violations when reading Python code.

12:30-14:00 Lunch Break (Governing Board Lunch)

14:00-15:30 Session 13: Poster Session C

[Ymkje Haverkamp](#), [Ivar Bråten](#), [Natalia Latini](#) and [Helge Strømsø](#)

Effect of Media Multitasking on Multiple Text Comprehension

PRESENTER: [Ymkje Haverkamp](#)

ABSTRACT. While reading four partly conflicting texts, half of the participants received and read authentic social media messages, whereas the other half read the texts without being sent any messages. Further, half of the participants summarized the main idea of each paragraph in writing, whereas the other half just reread each paragraph. Negative effects of multitasking on intertextual processing and integrated comprehension were examined, along with main idea summaries as a moderator mitigating these negative effects.

[Anette Andresen](#), [Jason Braasch](#), [Øistein Anmarkrud](#), [Leila Ferguson](#) and [Carolanne Kardash](#)

Beliefs about the Malleability of Working Memory Guide College Students' Evaluations of Belief-Inconsistent and Belief-Consistent Journal Articles

PRESENTER: [Anette Andresen](#)

ABSTRACT. Undergraduates evaluated the usefulness of conflicting journal articles stating that CogMed is or is not effective in promoting WM functioning. Students who believed that WM can be improved with skill training evaluated articles questioning CogMed's effectiveness as less useful, and did not question the quality of methods used in pro-CogMed articles. Students believing that WM is a stable trait evaluated belief-inconsistent articles more critically as being task-irrelevant, having poorer-quality argumentation, and less trustworthy authors.

[Kathryn McCarthy](#), [Micah Watanabe](#), [Linh Hyunh](#), [Danielle McNamara](#), [Joe Magliano](#) and [Laura Allen](#)

Examining Summarization as a Tool for Supporting Multiple Document Comprehension

PRESENTER: [Kathryn McCarthy](#)

ABSTRACT. Multiple document writing tasks require students to both comprehend and integrate multiple-documents. We examined summarization as a strategy to enhance participants' comprehension and integration of multiple documents. Participants were assigned to either summarize or reread five texts, wrote an essay based on the texts that they read, and completed three knowledge assessments. Summarization had a negative effect on essay quality compared to rereading. However, within summary group, summary quality was positively correlated with essay quality.

[Lidia Altamura](#), [Marc Stadler](#) and [Ladislaw Salmerón](#)

How Reading Medium and Distractions Affect Adolescents' Conflict Detection in Multiple Documents

PRESENTER: [Lidia Altamura](#)

ABSTRACT. The ability to integrate conflicting information across multiple documents is key to understand socio-scientific controversies. Such complex process demands that adolescents attend to the conflicting claims and reflect

about the rhetorical relations between them. Accordingly, conflict detection may be hampered in conditions that promote a rather shallow processing (tablets vs. paper) or that induce off-task distraction (text messaging). We are testing those hypotheses in a study with a sample of approximately 180 adolescents (8-10th grade).

[Raquel Cerdan](#), [Fatima Rahim](#), [Ignacio Mañez](#) and [Jason L.G. Braasch](#)

Fostering text integration in primary education: What type of task instruction should teachers provide?

PRESENTER: [Raquel Cerdan](#)

ABSTRACT. Primary school children read four short texts and wrote an essay on becoming vegetarian. They received an academic instruction, to read and summarize the information from the texts or a personalized instruction, with emphasis on giving advice to a relative. They also completed a recall and a memory for ideas task. Significant effects were found in post-learning. Students reading for an academic purpose included a higher number of inferences and against vegetarianism ideas.

[Lauren Flynn](#), [Laura Allen](#), [Kathryn McCarthy](#), [Joe Magliano](#) and [Danielle McNamara](#)

Triangulating Data Sources in Multiple Document Comprehension Tasks

PRESENTER: [Lauren Flynn](#)

ABSTRACT. The current study examined relations amongst individual differences, memory for source texts, and source-based essays in a multiple-document context. Participants (n=93) completed two study sessions. In session 1, they read texts about meat consumption and wrote a source-based essay. In session 2, they completed cued recalls and a persuasive essay to measure writing skill. Natural language processing indices revealed insights into the relations amongst source text memory, source-based essay content, and key individual differences.

[Püren Öncei](#), [Laura Allen](#), [Kathryn McCarthy](#), [Joe Magliano](#) and [Danielle McNamara](#)

Self-Explanation and Think-Aloud in Multiple Document Contexts

PRESENTER: [Püren Öncei](#)

ABSTRACT. We examined the impact of self-explanation on multiple-document comprehension. Participants (n=139) read a multiple document text set, while either self-explaining or thinking aloud; they then completed verification questions, an essay, and a prior knowledge measure. Prior knowledge was positively associated with scores on all measures. Additionally, self-explanation improved performance on across-text inference verification items. Computational measures of cohesion additionally revealed that self-explanation instructions encouraged readers to engage in more integrative processing.

[Tracy Arner](#), [Andrew Potter](#), [Mi'Kayla Newell](#), [Virginia Troemel](#), [Kathryn McCarthy](#) and [Danielle S. McNamara](#)

Collaborative Design of Professional Development for Multiple Document Comprehension: A Teacher Focus Group Study

PRESENTER: [Tracy Arner](#)

ABSTRACT. Self-explanation and source evaluation instruction may improve students' multiple document comprehension. However, teachers may not implement interventions due to minimal or ineffective training. Therefore, we seek to produce an effective professional development program for technology-supported intervention using both instructional approaches. We employ the participatory design framework (Kuhn & Muller, 1993) to work collaboratively with high school science teachers. We share findings from five focus group sessions that address designing professional development in partnership with teachers.

[Andrew Potter](#), [Mi'Kayla Newell](#), [Linh Huynh](#), [Natalie Newton](#), [Virginia Troemel](#), [Kathryn McCarthy](#), [Laura Allen](#), [Joseph Magliano](#) and [Danielle McNamara](#)

Constructed Response Prompt Effects in Multiple Document Comprehension

PRESENTER: [Andrew Potter](#)

ABSTRACT. Undergraduate students (n = 73) were randomly assigned to one of three prompt conditions (i.e., self-explanation, source-evaluation, or think aloud) to write constructed responses while reading four texts. We tested prompt effects on multiple comprehension performance measures, as well as potential moderating individual difference variables (i.e., reading, vocabulary, and prior knowledge). Analyses revealed little effects of the constructed response prompts, but we did find effects of prior knowledge on different types of comprehension items.

[Sonny Wang](#), [Craig Chambers](#) and [Keisuke Fukuda](#)

Exploring the relation between semantic priming and instrument inferencing in discourse reading: An individual differences approach

PRESENTER: [Sonny Wang](#)

ABSTRACT. Some psycholinguistic frameworks argue for a connection between semantic association-based memory processes and higher-level language processing such as discourse inferencing. In three experiments, we explored the link between instrument inference, measured via self-paced reading, and memory-based processes involving semantic priming, measured via the Deese-Roediger-McDermott paradigm. The results showed no relationship between instrument inference and priming. The results highlight the indirectness of the link between language processing and domain-general cognition, even for superficially similar phenomena.

[Indigo Rudduck](#), [Ali Fulsher](#) and [Panayiota Kendeou](#)

Exploring Researcher-Participant interactions during a think-emote aloud protocol

PRESENTER: [Indigo Rudduck](#)

ABSTRACT. Some emotions guide problem solving (e.g. curiosity), while others impede it (e.g. frustration). To test the efficacy of a cognitive-emotional strategy training intervention for college students, we use a think-emote aloud protocol to measure such emotions. In this context, interactions between researchers and participants may also elicit emotions that influence problem solving. Our research examines these researcher-participant interactions not currently accounted for in understanding emotions experienced during problem-solving.

[Katharina Bauer First Author](#), [Annika Lohmeyer First Author](#), [Lisa Scharrer](#) and [Marc Stadler](#)

Not as Easy as It Seems: Does the Combination of an Instructional Video and an Elaboration Prompt Mitigate the Seductive Effect of Text Easiness?

PRESENTER: [Katharina Bauer First Author](#)

ABSTRACT. Laypeople are prone to overestimating their evaluative abilities when confronted with easy scientific information. This phenomenon is called the easiness effect. In this experiment, adults read health-related texts that

differed in their comprehensibility and were presented with an instructional video. They either (a) received an elaboration prompt to counteract said effect or (b) did not. We found that the elaboration prompt partly increased skepticism towards simplified scientific information but did not mitigate the easiness effect.

[Amelia Maña](#), [Laura Gil](#), [Luis Ramos](#), [Victoria García](#) and [Sandra Montagud](#)

Reading Comprehension Instruction and Reading Media: Evidence From Teachers' Self-Reports and Interviews

PRESENTER: [Laura Gil](#)

ABSTRACT. This study aims to identify variations in reading comprehension instruction associated with reading media: on-paper vs. on-screen reading. Data from 86 self-reported questionnaires answered by primary education teachers and 30 semi-structured interviews will be analyzed to investigate to what extent the inclusion of digital reading devices in their classrooms could modify some fundamental aspects of their instruction, such as instructional reading time and the comprehension reading strategies taught to students.

[Louise Chaussoy](#), [Anna Potocki](#), [Samantha Finoly](#), [Eric Lambert](#) and [Pauline Quémar](#)

From Meaning Inference to Reading Comprehension: Exploring the Contribution of Morphological Knowledge to Reading Comprehension in Sixth Grade

PRESENTER: [Louise Chaussoy](#)

ABSTRACT. This study examines the contribution of morphological analysis to reading comprehension. We compared 6th graders in defining morphologically simple and complex words with a high or low base frequency. Then, we measured their ability to generalize morphological knowledge to morphologically related words. Finally, we examined the relationship between morphological analysis, vocabulary and reading comprehension. Results showed that morphological analysis contributes directly and indirectly to reading comprehension, through morphological generalization and vocabulary.

[Eleonora Pizzigallo](#), [Lucia Mason](#), [Arianna Forcelli](#), [Alessandra Zagato](#) and [Barbara Carretti](#)

"Is that Right? How Sure Am I?" The Role of Refutation Text on Metacognitive Monitoring

PRESENTER: [Eleonora Pizzigallo](#)

ABSTRACT. The aim of the study is to explore if reading a refutation text has positive effects on metacognitive calibration. To this aim, seventh graders read a text in its standard or refutation version and then assessed if they were correct or not and how confident they were about it. Results showed that refutation text led to better conceptual knowledge; in addition, students reading refutation text were more accurate in discriminating correct from incorrect answers.

[Irene-Anna Diakidoy](#) and [Thalia Mouskounti](#)

Processing consistent and inconsistent information in social-situation narratives by readers higher and lower in aggression

PRESENTER: [Irene-Anna Diakidoy](#)

ABSTRACT. The study examined the processing of social situation narratives by adolescents varying in aggression level. Texts describing characters and their reactions in social situations varied in content (mild vs. hostile) and consistency between character descriptions and reactions. Reading times indicated slower processing of hostile content regardless of aggression level and faster processing of character reactions regardless of consistency. Findings are discussed considering aggression-related hypotheses and contradiction effects in narrative processing.

[Sanne van der Kleij](#), [Rory Devine](#), [Michaela Mahlberg](#), [Laura Shapiro](#) and [Ian Apperly](#)

[CANCELLED] Representation of mental states in 9-14-year-old children's narrative writing

PRESENTER: [Sanne van der Kleij](#)

ABSTRACT. The aim of this study was to examine age-related development in the use of mental state language in 9- to 14-year-old children's narrative writing. We examined how both participant and text characteristics predicted the amount and type of mental state language in the narratives and how this was related to broader lexical development. Our results show the importance of considering complexity alongside frequency when examining mental state language in middle childhood and early adolescence.

[Elise Lefevre](#), [Lynne Duncan](#), [Abdessadek El Ahmadi](#), [Pascale Colé](#) and [Eddy Cavalli](#)

The written language network from proficiency to disability: data-driven evidence from a transdiagnostic dimensional graph modelling

PRESENTER: [Elise Lefevre](#)

ABSTRACT. Reading and writing are crucial abilities to achieve successful academic studies. However, some individuals present persistent difficulties in their mastering. The aim was to describe the written abilities network common in individuals with and without dyslexia. We used a data-driven graph modelling approach to describe the network of written abilities with their supporting abilities. The dimensional network confirms the crucial role of vocabulary and suggest new hypotheses that will be discussed in the educational framework.

[Katharina Gloria Hugentobler](#) and [Sascha Schroeder](#)

The development of semantic processing during text reading: an eye-movement study

PRESENTER: [Katharina Gloria Hugentobler](#)

ABSTRACT. Here we compare eye movements of children and adults reading short narrative texts and analyse the individual effects of imageability and emotional variables on early and late measures of reading. We show that readers draw on imagery information during early reading processes and rely on emotional information in later stages only. We further show that children are already able to use semantic information early in their development but become more efficient over time.

[Nadina Gomez Merino](#), [Inmaculada Fajardo](#), [Antonio Ferrer](#), [Mario Figueroa](#) and [Marta Vergara-Martínez](#)

How do readers with deafness process idioms? Eye movement data supporting the direct retrieval hypothesis

PRESENTER: [Inmaculada Fajardo](#)

ABSTRACT. Little is known about how deaf adults read idioms. In this study, we asked 38 adults with and without deafness to read literally plausible idioms embedded in literal vs. figurative context while their eye movements were monitored. Both groups showed a facilitative idiomacy effect since the post-target area was fixated shorter when

preceded by idiomatic than by literal contexts. Both groups seem to rely more on direct retrieval of idioms than on compositional analysis.

[Michael Weinstock](#), [Einat Gombo](#) and [Netta Le Guennec](#)

Reliable reasoning processes: A function of epistemic aims or epistemic perspective?

PRESENTER: [Michael Weinstock](#)

ABSTRACT. Previous research found that epistemic perspectives—absolutism, multiplism, and evaluativism—predicted jurors' verdict justifications. The alternative AIR model of epistemic cognition suggests that such reasoning processes would be a function of achieving situated epistemic aims rather than being rooted in broad epistemic understandings. In two studies, epistemic aims were manipulated in a juror reasoning task. The manipulated aims had no effect, but participants' self-reported aims along with epistemic perspectives were related to justification processes.

[Beata Latawiec](#)

Epistemological and stance marking in academic discourses and writing

ABSTRACT. Cross-corpora mixed-methods analysis of graduate-students' academic discourses and texts in the educational psychology context reveal, among other findings, that epistemology marking in speaking centered around personal/sensory access to epistemic basis for referential material. Cross-gender analysis reveal males' stronger modality in speaking and writing, and epistemic marking in the spoken corpus. Cross-ethnic findings unraveled Caucasian and Other-ethnicity evidentials in writing, while Hispanics' edge in inferencing-structures. Hispanics' and African-Americans' spoken discourse shows ample hedging (public face-saving).

15:30-17:20 Session 14: Symposium Multiple Document Processing in the 21st Century: Advances in Theory, Research, and Interventions (Part 2: Empirical Studies Exploring the Impact of the Reader, Texts, Tasks, and Contexts)

DISCUSSANT: [Susan Goldman](#)

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

15:30 [Raquel Cerdan](#), [Ignacio Mañez](#), [Marian Serrano-Mendizabal](#), [Tobias Richter](#) and [Laura Herrero](#)

Reading controversial texts: effects of beliefs and stakes on undergraduates' argument integration

PRESENTER: [Raquel Cerdan](#)

ABSTRACT. We analyzed how students' previous beliefs on a controversial topic and the assessment stakes influence what type of arguments were included in a written essay. Pre-service teachers were measured on previous beliefs about homework and wrote an essay based in four short conflicting texts, under a high and low-stakes condition. Moderation analysis revealed a significant interaction effect between prior beliefs and task stakes. Likewise, both participants' prior beliefs and task stakes predicted the essay score.

15:50 [Taylor Clark](#), [Jason Braasch](#) and [Laura Allen](#)

Do Facets of Intellectual Humility Guide Comprehension of Belief-Consistent and Belief-Inconsistent Texts?

PRESENTER: [Taylor Clark](#)

ABSTRACT. The current paper investigated relationships between intellectual humility and perceptions of learning and information sharing, and inclusion of ideas from multiple texts in essays. Those who felt less attacked by opposing views had higher perceptions of learning; those who respected others' views and were open-minded towards changing their own views were more amenable to sharing belief-consistent ideas. Additional natural language processing analyses will be conducted to examine how these relations manifest in students' essays.

16:10 [Matthew T McCrudden](#), [Jonna Kulikowich](#), [Bailing Lyu](#) and [Macy Pyres](#)

Does Presentation Order of Scientific Principles Affect Reading Processes and Learning?

PRESENTER: [Matthew T McCrudden](#)

ABSTRACT. Undergraduates (n=92) either read principles of natural selection before exemplars, after exemplars, or only read exemplars. Then, they read a text about a species that experienced natural selection. We assessed cognitive processing with think-alouds. The principles supported bridging inferences between the principles and exemplars, but only when the principles appeared before the exemplars. The principles supported learning about principles and comprehension of the exemplars but did not affect processing and learning of the target text.

16:30 [Jean-François Rouet](#), [Cornelia Schoor](#) and [M. Anne Britt](#)

Studying Multiple Documents for Academic vs. Personal Purposes: Does the Physical Context Matter?

PRESENTER: [Jean-François Rouet](#)

ABSTRACT. We examined whether the explicit task purpose and reading place may impact multiple document comprehension processes and outcomes. 171 university students wrote a short message based on four online documents either on campus or at home, within an academic or a personal task scenario (purpose). Online and offline indicators suggested a strong impact of the task purpose and marginal interactions with reading place. We discuss implications for a contextual model of reading strategies.

16:50 [Susan Goldman](#)

Discussion of the Multiple Document Processing in the 21st Century Symposium

17:30-18:30 Session 15: Closing Ceremony and Business Meeting

LOCATION: [Auditorium 1 \(click for Zoom link\)](#)

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