



35th Annual Meeting 2025

July 9–11, 2025 | Padua, Italy

The Society for Text & Discourse warmly thanks the following sponsors for their generous support of the conference:



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ST&D 35th Annual Meeting 2025

July 9 – 11, 2025 | Padua, Italy

OVERVIEW PROGRAM

Wednesday , July 9 th		Thursday, July 10 th		Friday, July 11 th	
9:00	9:00 – 14:00 Conference Registration (Main entrance –CLA)	9:00 – 10:40 Session 6		9:00 – 10:20 Session 11	
		T1 A: The Impact of Digital Environments on Children's Language Comprehension (Symposium)		T1 A: Credibility and Evaluation Skills	
10:00	9:30 – 12:00 «Text Changing Minds» – Preconference Workshop in Honor of Prof. Lucia Mason	T2 B: Examining Trust in Science		T2 B: Text, Modality, and Medium in Comprehension Processes and Outcomes	
	Room T2	T4 C: Linguistic Processes in Reading		T4 C: Role of Emotions in Comprehension	
11:00		10:45 – 11:30 Coffee Break		10:20 – 10:40 Coffee Break	
		Room T3		10:40 – 12:20 Session 12	
12:00	12:00 – 13:15 Mentoring Lunch	11:30 – 12:30 Tom Trabasso Young Investigator Award Presentation Kathryn McCarthy		T2 A: Reading and Evaluating Information on the Web	
	Room 1A	12:30 – 13:30 Lunch Break		T4 B: Conspiracy and Misinformation	
13:00				12:30 – 13:30 Lunch Break	
	Room T3	13:30 – 14:50 Session 8		13:30 – 15:10 Session 13	
14:00	13:30 – 14:00 Opening Ceremony	T1 A: Writing Skills		T2 A: Interactive and Collaborative Processes	
	Room T3	T2 B: Reading Comprehension in Challenging Conditions		T4 B: Tools and Strategies for Supporting Comprehension	
15:00	14:00 – 15:00 Distinguish Scientific Contribution Award Presentation Arthur Glenberg	T4 C: Sourcing and Multiple Text Comprehension		15:10 – 15:30 Coffee Break	
		Room T3		15:30 – 17:30 Session 14	
	15:15 – 16:35 Session 4	15:00 – 16:00 Keynote Presentation Paul van den Broek		T2 A: Study Comprehension With Eye-Tracking	
16:00	T1 A: Artificial Intelligence in Reading and Writing	16:00 – 16:30 Coffee Break		T4 B: Adult Literacy Research (Symposium)	
	T2 B: Reading Interventions			Room T3	
	T4 C: Assessment of Reading and Listening Comprehension	16:30 – 18:00 Poster session II		17:30 – 18:30 Closing Ceremony & Business Meeting	
17:00	16:45 – 17:30 Coffee Break			18:30 – 19:00 Farewell Toast	
	17:30 – 19:00 Poster session I				
18:00	Reception (18:00 – 19:30)				
	Room 1B				
	Room 1C				
	Room 1D				
20:30	20:30 – ∞ Early Career Get-Together	20:30 – ∞ Social Dinner			

35th Annual Meeting Society for Text & Discourse Language Center, University of Padua July 9–11, 2025

Welcome to Padua!

It is with great pleasure that we welcome you to the 2025 Annual Meeting of the Society for Text & Discourse, held this year in the historic and intellectually vibrant city of Padua. For the first time, our Society gathers in Italy, once again, bringing together a global community of scholars who share a passion for understanding how people engage with text and discourse.

The strength of ST&D has always been in its interdisciplinarity. Over the years, our community has grown to include psycholinguists, computational linguists, AI researchers, developmental psychologists, and educational scientists, all contributing distinct perspectives to the study of language and meaning. What unites us is a commitment to rigorous inquiry and to advancing knowledge on how people process, comprehend, and produce language in context. This year's program reflects that diversity and energy. Over the coming days, we'll hear from researchers at all career stages, exchange ideas across disciplines, and reconnect with colleagues and friends. We also celebrate the close relationship between the conference and our journal, *Discourse Processes*, which now features an annual special issue drawn from the work presented here.

Organizing an event of this scope is no small task, and we are deeply grateful to everyone who helped make it possible. Special thanks go to the local organizing team, whose dedication and care have brought this meeting to life. We are equally grateful to the reviewers who provided thoughtful feedback, the mentors who are giving their time to support emerging scholars, and the many session chairs and student volunteers who are contributing behind the scenes. As always, Scott Hinze deserves our thanks for his steady coordination of Society communications and logistics.

This conference could not happen without the generous support of our sponsors. We warmly thank the Department of General Psychology, the Department of Developmental Psychology and Socialization and Polo Multifunzionale di Psicologia at the University of Padua for their financial, administrative, and organizational support. We are also grateful to the Italian Psychological Association, and IQ Insurance Opportunity for their valued contributions. Special thanks go to Taylor & Francis for their continued support of the Society and of *Discourse Processes*, which plays an essential role in sustaining our annual meetings. Most of all, we thank you, the participants, for bringing your ideas, your research, and your curiosity. We hope you find this conference intellectually enriching, professionally energizing, and personally enjoyable.

Enjoy your time here in Padua and at ST&D 2025!

Barbara Carretti and Lucia Mason
Program Chairs, Society for Text & Discourse 2025

2025 Conference Awards

2025 Undergraduate Research Award: Maura de Vos, University of Central Lancashire, Cyprus

2025 Graduate Research Award: Philipp L. Marten, Ruhr University Bochum, Germany

2025 Jason Albrecht Outstanding Young Scientist Award: John Hollander, Arkansas State University, USA

2025 Diversity and Equity Travel Award: Evelyn Hugo Rojas, Universidad de Las Américas, Chile

ONLINE PROGRAM AND REMOTE POSTERS

The online program including all the abstracts is available at: <https://easychair.org/smart-program/STD2025/>. Links to asynchronous remote presentations are included as the last session of the program (here and online).



IN-PERSON LOCATIONS

The 2025 Annual Meeting will be held at the University of Padua's Linguistic Center (Centro Linguistico di Ateneo – CLA), located within the Psychology Complex, a modern academic hub dedicated to psychological sciences. All conference sessions, including the opening ceremony, will take place at the Linguistic Center.

Assistance and information will be available at the help desk inside the Linguistic Center, where volunteers will be present throughout the conference: Wednesday 14:00–17:00, and Thursday–Friday 8:30–17:00.

REGISTRATION AND NAME BADGES

You will receive a name badge and badge holder when you check in. It is very important that you do not lose this. You will need them as only registered participants will be able to enter the conference.

On Wednesday, July 9, registration will be open from 9:00 to 14:00 at the main entrance of the CLA building.

WIFI ACCESS

If your institution is affiliated with Eduroam, connect to the eduroam network using your university email and password. If you are not affiliated with Eduroam or have issues connecting, use:

Network: zona01-unipd

Username: ST&D

Password: ST&D2025!

Assistance is available at the registration desk.

Want to stay connected? 🤝 Join our WhatsApp group here: [ST&D25-Padua](#)

Everyone's welcome! 😊

COFFEE and LUNCH BREAKS

Coffee and lunch will be provided during the conference for all registered participants. **Room 1L (1st floor – CLA)** will host the main catering area, where food and beverages will be served. To ensure a comfortable and relaxed atmosphere, **Rooms 1G, 1H, 1M, and 1N (1st floor – CLA)** will be available as breakout spaces for enjoying meals, informal conversations, or taking a short break between sessions.

LUGGAGE DEPOSIT

On the final day of the conference, participants may leave their luggage in Room 1A, located on the first floor of CLA building. The room will be accessible from 8:30 to 19:00. Please note that the room will not be continuously supervised, so we advise not to leave valuables. Luggage should be labeled and must be collected by the end of the day.

Room T2 (ground floor – CLA)

9:30 – 12:00

«Text Changing Minds» – Preconference Workshop in Honor of Prof. Lucia Mason
Chair: Barbara Arfè

Room 1A (ground floor – CLA)

12:00 – 13:30

Mentoring Lunch

Main Entrance (CLA)

Conference Registration

Room T3 (ground floor – CLA)

13:30 – 14:00

OPENING CERIMONY

Room T3 (ground floor – CLA)

14:00 – 15:00

Distinguish Scientific Contribution Award Presentation
Arthur Glenberg
«A Rapprochment: Embodied Representations for Cognitive Discoveries»
Introduction: Art Grasser
Chair: Joe Magliano

SESSION 4

Room T1 (ground floor – CLA)

A. Artificial Intelligence in Reading and Writing

Chair: Ivar Bråten

- 15.15 *Does the Use of Artificial Intelligence to Complete an Assigned University Task, That Consists of Writing an Essay After Reading a Text, Harm the Comprehension of the Text and the Attention Paid to Source Information?*
Maria García-Serrano, Rubén Delgado Álvarez, J. Ricardo García Pérez, and Javier Rosales Pardo
- 15.35 *Effects of Generative AI Use on Comprehension and Integration of Multiple Texts*
Sarit Barzilai and Liron Primor
- 15.55 *Can AI Take Over My Evaluation Task? Probably Not! Comparing Sourcing and Corroboration Performance of Chatgpt With That of Adolescents and Young Adults*
Philipp L. Marten, Mykola Makhortykh, and Marc Stadler
- 16.15 *Human vs. Machine – Comparing the Performance of Humans and Large Language Models (LLMs) in Assessing Students' Writing using Benchmark Ratings*
Afra Sturm, Valentin Unger, Fabian Grünig, and Martina Conti

Room T2 (ground floor – CLA)

B. Reading Interventions

Chair: Kalypso Iordanou

- 15.15 *Information Literacy Interventions in Secondary and Tertiary Education: A Systematic Review*
Deirdre Fels, Franziska Baier-Mosch, and Carolin Hahnel
- 15.35 *Reading to Learn: Supporting Comprehension With a Task Model Prompt*
M. Anne Britt, Taneisha Vilma, Amanda Durik, Jean-Francois Rouet, and Kaya Easley
- 15.55 *Improving Disciplinary Literacy Through Reading Interventions: A Systematic Literature Review*
Silvia Della Rocca and Christian Tarchi
- 16.15 *How Can I Improve Text Comprehension? Reading Comprehension Interventions in Poor Comprehenders: A Systematic Review and Meta-analysis*
Eleonora Pizzigallo, Ambra Fastelli, Enrico Sella, Enrico Toffalini, and Barbara Carretti

Room T4 (ground floor – CLA)

C. Assessment of Reading And Listening Comprehension

Chair: Kate Cain

- 15.15 *Using Linguistic Processes to Measure Generalization Competence*
Birgit Vogt and Markus Linnemann
- 15.35 *Rethinking Reading Comprehension Tasks Through the Lens of Item Response Theory*
Gerardo Pellegrino, Eleonora Pizzigallo, Pasquale Anselmi, and Barbara Carretti
- 15.55 *Impact of Linguistic Item Properties on Item Difficulty in Timed Testing of Listening Components*
Igor Osipov, Patrick Dahdah, and Johannes Naumann
- 16.15 *ROSCO: A New Measure for Readers' Orientation Toward Standards of Coherence*
Hyejin Hwang, Panayiota Kendeou, Nana Kim, Jasmine Kim, Paul van den Broek, and Byeong-Young Cho

Room 1L (1st floor – CLA)

16:45 – 17:30



COFFEE BREAK

SESSION 5: POSTER SESSION I & RECEPTION

Room 1B (1st floor – CLA)

- 5.1: *Exploring Students' (Mis)conceptions About ChatGPT-Generated Text: A Qualitative Study*
Ivar Bråten, Natalia Latini, and Helge Strømso
- 5.2: *Effects of ChatGPT-Instruction on Text Comprehension, Knowledge Application, and User Experience in Struggling Students*
Anke Schmitz, Rahel Bär, Christina Holzwarth, and Michael Ruloff
- 5.3: *AI Teammates and Inclusion Analytics: Revolutionizing Equity in STEM Collaboration*
Mohammad Amin Samadi, Seehee Park, Jaeyoon Choi, Spencer Jaquay, and Nia Nixon
- 5.4: *Validating Deep Cloze Reading Comprehension Test for Finnish Sixth Graders*
Essi Viertola, Eija Räikkönen, Pirjo Kulju, Annika M. Svedholm-Häkkinen, Carsten Elbro, and Carita Kiili
- 5.5: *Predicting Reading Comprehension Gains in Bilingual Minority Language and Monolingual Primary School Children*
Raffaele Dicaldo, Emanuele Di Maria, Irene Mammarella, Ughetta Moscardino, and Maja Roch
- 5.6: *The Text-Belief Consistency Effect Exists in Bilingual Reading Settings*
Lisa Pilotek, Mohammad N. Karimi, and Tobias Richter

Room 1C (1st floor – CLA)

- 5.7: *The Text-Belief Consistency Effect Among Recent Upper Secondary Graduates: An Eye-Tracking Study*
Mariola Giménez-Salvador, Ignacio Máñez, and Raquel Cerdán
- 5.8: *How Do We Read Parallel Texts? Insights By Examining Eye Movements*
Amanda Jensen, Laura Allen, and Panayiota Kendeou
- 5.9: *The Impact of Topic Interest on How Children Understand Informational Texts: An Eye-Tracking Study*
Anne Helder, Dianne Venneker, and Paul van den Broek
- 5.10: *The Influence of Presentation Format on Reading Comprehension and Eye Movements in Young Readers*
Aisha Futura Tüchler, Marieke Titzmann, and Sascha Schroeder
- 5.11: *Enhancing University Students' Argument Evaluation Skills Through Rational Thinking Training*
Johanna Grimm and Tobias Richter
- 5.12: *The Use of DRR-Based Training to Improve Reading Comprehension*
Giovanna Pignatelli, Claudio Mulatti, and Giovambattista Presti

Room 1D (1st floor – CLA)

- 5.13: *Improving Digital Literacy: The Impact of an Integrated Digital Intervention for Lower Secondary School Students*
Oriana Incognito, Anna Paola Fallaci, and Christian Tarchi
- 5.14: *Teaching sourcing and corroboration skills to secondary school students: Which individual difference factors predict learning gains?*
Philipp L. Marten and Marc Stadler
- 5.15: *Non-Prototypical Expressions for Time: The Semantics of Unbounded Imperfective Grammatical Aspect with Bounded Accomplishment Lexical Aspect*
Andreas Schramm, Michael C. Mensink, and Anh Thu Tong
- 5.16: *Video Comprehension in Online Learning: Effects of Valenced Images and Working Memory*
Debora I. Burin, Federico M. Gonzalez, Jonathan Marrujo, Magali Martínez, and Natalia Irrazabal
- 5.17: *Exploring Mental Effort, Feeling of Disorientation, and Performance in a Children's Information Search Task: The Role of Medium and Maps*
Sandrine Rome, Tiphaine Colliot, Cécile van de Leemput, and Franck Amadieu
- 5.18: *Performance vs. Accuracy: The Impact of Text Genre, Question Type and Educational Level on Calibration in Comprehension*
Alessandra Zagato, Eleonora Pizzigallo, Gerardo Pellegrino, Agnese Capodiecici, Barbara Carretti, and Chiara Mirandola

Room 1L (1st floor – CLA)



RECEPTION
(18:00 – 19:30)

17:30
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19:00

20:30
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EARLY CAREER GET-TOGETHER
«Berlino» Pub
Via Ognissanti, 83

SESSION 6

Room T1 (ground floor – CLA)

A. Symposium 1 : The Impact of Digital Environments on Children’ Language Comprehension

Chairs: Elena Florit and Christian Tarchi

09.00 Quality of Screen Media Use in the Household and Listening Text Comprehension in Italian Preschoolers
Elena Florit, Chiara Barachetti, and Marinella Majorano

09.20 The Association Between Print and Digital Reading Habits With Language and Literacy Skills
Aisha Futura Tüchler and Kate Cain

09.40 The Unvirtuous Circle of Digital Reading: Long-term Effects of Print and Digital Reading Habits in Primary School Students
Lidia Altamura, Cristina Vargas, Johannes Naumann, Amelia Mañá, and Ladislao Salmerón

10.00 Children’s Navigation in the Development of Multiple Digital Document Reading
Eliane Segers, Siena Vergeer, Carolien Knoop–van Campen, Marco van de Ven, and Aurora Troncoso–Ruiz

10.20 Symposium Discussion
Elena Florit and Christian Tarchi

Room T2 (ground floor – CLA)

B. Examining Trust in Science

Chair: Rolf Zwaan

09.00 Communicating Climate Change: How Graphs, Source Credibility, and Trust in Science Influence Engagement With Social Media Posts
Pauline Frick, Victoria Johnson, and Panayiota Kendeou

09.20 One Construct or Many? The Role of Trust in Science/Scientists on Belief in Information
Victoria Johnson, Luan Tuyen Chau, and Panayiota Kendeou

09.40 How Corrections and Epistemic Explanations Impact the Public’s Trust in Science Journalism
Maura de Vos, Kalyso Iordanou, and Clark Chinn

10.00 Assessing Differences Between Knowledge and Confidence Across Reasoning Types
Janelle M. Bailey, Gale M. Sinatra, Carla McAuliffe, and Doug Lombardi

10.20 Beyond the Laboratory: Children’s Discursive Representations of Scientists and Scientific Explanations in Educational and Science Communication Contexts
Evelyn Hugo, Alejandra Meneses, Marjorie Fuentes, and Marion Garolera

Room T4 (ground floor – CLA)

C. Linguistic Processes in Reading

Chair: Peter Dixon

09.00 Effects of Grade 1 Level and Growth of Phonological Recoding Skill on Grade 4 Reading Comprehension Are (Only) Partially Mediated Through Written Word Recognition Skill: Results From A 4–Year Longitudinal Study
Johannes Naumann, Patrick Dahdah, Julia Schindler, Maj–Britt Haffmanns, and Tobias Richter

09.20 Do We Think Differently in a Second Language? Investigating Thought Experiences in L1 and L2 Reading
Püren Öncel, Vishal Kuvar, Caitlin Mills, and Laura K. Allen

09.40 What Is Reading Fluency/Efficiency for College Students?
John Sabatini, O’Reilly Tenaha, Zuowei Wang, and John Hollander

10.00 When More is Less: Greater Syntactic Integration Decreases Discourse–Level Prominence of Clauses in Non–Literary Prose and Poetry in Russian
Kirill Bursov and Natalia Slioussar

10.20 How First Language Grounded Representations Influence Novel Word Processing
John Hollander

Room 1L (1st floor – CLA)



COFFEE BREAK

Room T3 (ground floor – CLA)

Tom Trabasso Young Investigator Award Presentation

«Unpacking the (Un)Known: A Framework for Understanding the Role of Prior Knowledge in Comprehension & Learning»

Kathryn McCarthy

Chair: Daphne Greenberger

Room 1L (1st floor – CLA)



LUNCH BREAK

SESSION 8

Room T1 (ground floor – CLA)

A. Writing Skills

Chair: Barbara Arfè

13.30 *Modelling the Subskills of Writing in Fourth Graders*
Julie Philippek, Rebecca Kreutz, and Alfred Schabmann

13.50 *Measuring Motivation, Cultivating Self-Reflection: Building A Formative Assessment of Writing Motivation*
Paul Deane, John Sabatini, Zuowei Wang, J. Elliott Casal, Katherine Fredlund, and Tenaha O'Reilly

14.10 *Investigating How Working Memory Is Directly and Indirectly (via Transcription Skills) Related to Written Composition Among Second-Graders*
Francesca De Vita, Barbara Carretti, Gerardo Pellegrino, Eleonora Pizzigallo, and Anna Maria Re

14.30 *The Relationship Between Standardized Tests and Text-Based Assessment of Writing Subskills*
Rebecca Maria Kreutz, Julie Philippek, and Alfred Schabmann

Room T2 (ground floor – CLA)

B. Reading Comprehension in Challenging Conditions

Chair: Johannes Naumann

13.30 *Using Eye Movements to Predict Mind-Wandering during Reading: A Meta-Analysis*
Diane Meziere, Niilo Hautala, Timo Heikkila, and Johanna Kaakinen

13.50 *How Background Speech Noise Affects Idiom Reading: An Eye-Tracking Study*
Gaia Spicciarelli, Barbara Arfè, and Inmaculada Fajardo Bravo

14.10 *Multitasking Reading Habits, Mind Wandering And Misconception Change: A Study With Spanish And Chilean Students*
Ladislao Salmeron, Lidia Altamura, Ramón D. Castillo, Pablo Delgado, Mario Romero, and Angel Valenzuela

14.30 *Speech Acts, Discourse Goals, and the Real-Time Processing of Perspective in Spoken Language*
Yingjia Wan, Yipu Wei, and Craig Chambers

Room T4 (ground floor – CLA)

C. Sourcing and Multiple Text Comprehension

Chair: Mônica Macedo-Rouet

13.30 *More Texts, More Doubts? Monitoring Accuracy in Multiple Document Comprehension*
Huib Tabbers, Carolin Hahnel, Cornelia Schoor, and Daniel Schiffner

13.50 *Reading Across Disciplines and Perspectives When Processing Multiple Texts*
Christian Tarchi, Lidia Casado Ledesma, and Liron Primor

14.10 *Do Rubrics Enhance Metacognitive Accuracy In Writing From Multiple Texts?*
Marc Stadler, Corinna Schuster, Rebecca Krebs, Dominik Evangelou, Marcel Mierwald, and Nicola Brauch

14.30 *Supporting Source Evaluation During Scientific Inquiry Learning in the Classroom*
Fayez Abed, Sarit Barzilai, Clark Chinn, Danna Tal-Savir, and Shiri Mor-Hagani

Room T3 (ground floor – CLA)

Keynote Presentation

Paul van den Broek

«Combining Processes and Outcomes in Models of Discourse Comprehension»

Chair: Panayiota Kendeou

Room 1L (1st floor – CLA)



COFFEE BREAK

SESSION 10: POSTER SESSION II

Room 1B (1st floor – CLA)

10.1: *Mind Wandering and Presentation Format in Online Text and Video Comprehension*
Lorenzo A. Galan, Federico M. Gonzalez, and Debora I. Burin

10.2: *Reading, Listening or Reading-While-Listening to Stories: Exploring the Role of ADHD Symptoms and Reading Modality on Text Comprehension*
Jennifer Stiegler-Balfour, Sarah Gray, Mckenzie Kunesch, and Natalie Higgins

10.3: *Attitudes Towards Complexity of Books for Shared Reading, Parental Self-Efficacy, and Family Stress: Parents of TD Children and Those With ASD*
Adi Sharabi and Deborah Deitcher

10.4: *A Multidimensional Approach to Investigate How Knowledge Changes When Reading*
Anna Paola Fallaci and Christian Tarchi

10.5: *The Role of Goal Setting in Enhancing Reading Comprehension and Text Reconstruction*
Miki Cohen and Shani Levy-Shimon

10.6: *Is There a Reverse Code Cohesion Effect?*
Rina Miyata Harsch, Jeffrey K. Bye, Vasile Rus, and Panayiota Kendeou

10.7: *The Representation Of Color in Sentence Comprehension*
Emily Buchner, Wolfgang Lenhard, and Tobias Richter

SESSION 10: POSTER SESSION II

Room 1C (1st floor – CLA)

- 10.8: Emotional Intensity Affects the Interpretation of Vague Frequency Expressions*
Vikram Jallepalli and William Horton
- 10.9: Paratext Matters! Effects of Paratextual Information on Readers' Perception of Stories, Their Story Experiences, and Their Spontaneous Use of Mental State Words for Story Summaries*
Julia Schwerin, Jan Lenhart, and Tobias Richter
- 10.10: The Best @#\$%&! Story Ever: Extreme Language's Effects on Textual Memory*
Abby Johnson, Zoey Sanders, and John Hollander
- 10.11: Dimensions of Working Memory Updating and Their Role for Comprehension Monitoring*
Wienke Wannagat and Catharina Tibken
- 10.12: Factors Predicting Three Cognitive Processes of Digital Reading*
Yewon Kang, Jasmine Kim, and Hyejin Hwang
- 10.13: Is It Worth It?: Comparing the Effects and Perceived Value of Self-Explanation, Think-Aloud, and Rereading Strategies*
Kathryn McCarthy and Scott Hinze
- 10.14: Using Interleaved Practice to Foster Concept Learning*
Marina Klimovich, Veit Kubik and Tobias Richter
- 10.15: Can Generative Learning Activities After Reading Enhance Comprehension of Conflicting Multiple Documents?*
Veit Kubik, Johanna Abendroth, Mandy Krüger, and Tobias Richter

Room 1D (1st floor – CLA)

- 10.16: Public Trust in Science: A Systematic Literature Review*
Kalypso Iordanou, Maura De Vos, and Antonis Antoniou
- 10.17: Students' Reasoning about Scientific Topics of Social Relevance*
John Robertson, Melike Hanedar, and Doug Lombardi
- 10.18: The Roles of Grade Level and Text Relationships in Arab Students' Multiple Text Integration*
Ibtisam Kaadan and Sarit Barzilai
- 10.19: Do Stories Foster Social Understanding Towards People with Mental Illness? A Meta-Analysis of Experimental Studies*
Marieke Klöppel, Lena Wimmer, Markus Appel, and Tobias Richter
- 10.20: The Feature Positive Effect Biases Vaccination Information Processing*
Lisa Vandeberg, Gijsje Maas and Anita Eerland
- 10.21: Fantasy-Based Violations of Real-World Knowledge: Examining the Impact of Contextual Support*
Emily Smith, Michelle Rizzella, Anne Cook, Erinn Walsh, and Edward O'Brien

SOCIAL DINNER
«Zairo» Restaurant –
Via Prato della Valle, 51



16:30
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18:00

20:30
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SESSION 11

Room T1 (ground floor – CLA)

A. Credibility and Evaluation Skills

Chair: Jean-Francoise Rouet

9.00 Effects of Instruction on Prompt Generation on Secondary School Students' Integration and Evaluation of Socio-Scientific Controversies

Jacqueline Troncoso, Ladislao Salmerón, and Ángel Valenzuela

9.20 Insights into Online Credibility Evaluation Skills of Primary and Secondary Students, Including Struggling Readers

Laura Kanninen, Asko Tolvanen, and Carita Kiili

9.40 Does the Association Between Online Credibility Evaluation Skills and Related Self-Efficacy Vary Across Different Grade Levels?

Riikka Anttonen, Eija Räikkönen, Laura Kanninen, Kristian Kiili and Carita Kiili

10.00 Comprehension as a Function of Belief Consistency: Discrimination and Response Bias

Michael Wolfe, Todd Williams, Abby DeSantis, Rebecca Dewey, and Julia Stuckey

Room T2 (ground floor – CLA)

B. Text, Modality, and Medium in Comprehension Processes and Outcomes

Chair: Helge Strømsø

09.00 Perspective Taking with Nonlinear Narratives

Peter Dixon, Cameron McCubbing, and Marisa Bortolussi

09.20 Comprehension Processes and Outcomes for Expository Texts and Videos: A Think-Aloud Study

Brechtje van Zeijts, Lesya Ganushchak, Huib Tabbers, Marian Hickendorff, and Björn de Koning

09.40 Unpacking the Screen Inferiority Effect on Adolescents' Text Comprehension

Angelica Ronconi, Tommaso Ferraco, Gianmarco Altoè, and Lucia Mason

10.00 Text Comprehension Assessment Using Open-Ended Questions That Require a Written Response: Differences Between Paper and Screen

Elisabetta Lombardo, Ambra Fastelli, Sara Gaudio, and Paola Bonifacci

Room T4 (ground floor – CLA)

C. The Role of Emotions in Comprehension

Chair: Tobias Richter

09.00 Enhancing Empathy Through Fiction Stories: How Task-Based Reading Improves Emotional Understanding in Children

Persefoni Tzanaki, Jane Oakhill, Alan Garnham, and Robin Banerjee

09.20 When Emotions Influence Reading: The Impact of Emotional Text Content on Information Retrieval in 9-11-Year-Old Children

Sabine Févin, Elise Tornare, Delphine Oger, Christine Ros, and Nicolas Vibert

09.40 The Secret Determinants of Convincingness Intuitions: How Emotional Valence, Emotional Arousal, and Processing Fluency Affect Message Convincingness and Acceptance

Ronja van Zijverden, Marloes van Moort, Karin Fikkers, Antal van den Bosch, and Hans Hoeken

10.00 Spatial Information Learning Using Descriptions: The Role of Emotions and Landmark Features

Chiara Meneghetti, Veronica Muffato, Laura Miola, and Francesca Pazzaglia

Room 1L (1st floor – CLA)

COFFEE BREAK

SESSION 12

Room T2 (ground floor – CLA)

A. Reading and Evaluating Information on the Web

Chair: Doug Lombardi

10.40 Can Navigation Help Learning from Internet Texts? A Path-Model Study of Adolescents' Constructively Responsive Reading in a Digital Space

Byeong-Young Cho, Scott Fraundorf, Kole Norberg, Hyeju Han, and Chaeyun Lee

11.00 Interaction of Source Credibility and Readers' Prior Beliefs in the Reading of Social Media Posts

Oskari Virtanen and Johanna Kaakinen

11.20 Readers' Judgments of Stance in Opinion-Laden and More Neutral Tweets

Rebecca S. Dolgin and Michael F. Schober

11.40 Subjectivity, Trust and Engagement: Understanding How Subjectivity in the News Influences Readers' Online Behavior

Elena Savinova, Jet Hoek, and Wilbert Spooren

12.00 Teaching Critical Evaluation of Online Information Sources Across the Curriculum: An Intervention Program for Middle School Teachers

Liron Primor, Sarit Barzilai, Linor Hadar, Shai Goldfarb-Cohen, and Thuraia Copti-Mshael

SESSION 12

Room T4 (ground floor – CLA)

B. Conspiracy and Misinformation

Chair: Ladislao Salmerón

10.40 The Power of a Conspiracy Frame in Constructing Situation Models
Rolf Zwaan

11.00 Why Interindividual Differences Matter: Mental Representations Evoked by the German Nonbinary Gender Star in a Non-Student Sample
Lisa Zacharski and Evelyn C. Ferstl

11.20 Factors Influencing Misinformation Discernment Among Middle-Aged Adults: Insights from a European Survey
Kalypso Iordanou and Vasiliki Christodoulou

11.40 Narrativity and the Congeniality Bias
Lena Wimmer, Marieke Klöppel, Tobias Richter, and Markus Appel

12.00 The Pragmatic Power of Culturally Adapted Advertising
Alisa Kasianova

10:40
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12:20

Room 1L (1st floor – CLA)



LUNCH BREAK

12:30
–
13:30

SESSION 13

Room T2 (ground floor – CLA)

A. Interactive and Collaborative Processes

Chair: Michael Wolfe

13.30 Asymmetric Task Roles Influence Linguistic and Gaze Alignment During Collaboration
Alexia Galati, Rick Dale, Sneha Dhanavanthri Muralidhara, and Moreno Coco

13.50 Faces and Voices in Dialogue: How Partner-Specific Cues Contribute to Conversational Memory
Dominique Knutsen, William Horton, and Angèle Brunellière

14.10 Gaze Preference During Speech Perception in Children With Autism Spectrum Disorder
Inmaculada Fajardo, Vicenta Ávila, Antonio Ferrer, Nadina Gómez-Merino, Patricia Pérez-Fuster, and Noemi Skrobiszewska

14.30 The Interplay of Relational Reasoning and Strategic Processing During Collaborative Problem Solving
Margaret Logan, Emma Jamka, and Patricia Alexander

14.50 Presenting and Integrating New Referents Into The Common Ground in Dialogue: The Case of Escape Room Players' Interactions
Maréva Brunet, Gilles Col, and Dominique Knutsen

13:30
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15:10

Room T4 (ground floor – CLA)

B. Tools and Strategies for Supporting Comprehension

Chair: Inmaculada Fajardo

13.30 Learning To Read for a Purpose: Effects of a Teacher-Led Intervention on Sixth Graders' Strategies and Comprehension
Jean-François Rouet, Anna Potocki, Jean Pylouster, Émilie Dujardin, Christine Ros, M. Anne Britt, and Mônica Macedo-Rouet

13.50 Graphic Organizers for Learning: Effects of Readymade and Self-Generated Formats in the Classroom
Tiphaine Colliot and Franck Amadieu

14.10 Interpersonal Communicative Competences and Epistemic Beliefs in Dialogic Argumentation and Education of Preservice Teachers
Beata Latawiec

14.30 Flying the Plane as We Build It: How Middle School Teachers Understand their Pedagogical Practices
Nancy Gans, Alina Maki, and Patricia Alexander

14.50 Fantasy Journeys: Effects of Perceived Logical Coherence, and Transportation on Relaxation
Catharina Tibken

15:10
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15:30

Room 1L (1st floor – CLA)



COFFEE BREAK

SESSION 14

Room T2 (ground floor – CLA)

A. Study Comprehension with Eye–Movements

Chair: Raquel Cerdán

15.30 *The Effect of Connectives on the Processing and Comprehension of Different Types of Coherence Relations: An Eye–Tracking Study With Struggling Readers*
Romualdo Ibáñez Orellana

15.50 *"Eye" Do Not Understand! Analyzing the Roles of Negation and Reading Comprehension Ability in Comprehension Difficulties with Questionnaire Items Using Eye–Tracking*
Nada Zahra Pohl, Heiko Schmidt, Dagmar Kern, Steffen Gottschling, and Yvonne Kammerer

16.10 *Effects of Text Centrality on Eye Movements During Reading: Predictions by Distributed Semantic Models*
Sascha Schroeder and Siegelman Noam

16.30 *The Effect of Background Speech Noise on Reading Comprehension in Italian: An Eye Movement Study*
Yi Fan, Flavia Gheller, and Barbara Arfe

16.50 *Internal Complexity and Age Effects in Coherence Relation Processing: Evidence from Eye Movements*
Andrea Santana Covarrubias

17.10 *Cross–Modal Reactivation, Integration, and Validation Processes During Reading Illustrated Texts: An Eye–Tracking Study*
Anne Schüler, Pauline Frick, and Emely Hoch

Room T4 (ground floor – CLA)

B. Symposium 2: Adult Literacy Research

Chair: Sarah Carlson

15.30 *A Sample of Findings from a Lifelong Career in Adult Literacy*
Daphne Greenberg

15.50 *Understanding Digital Problem–Solving Strategies by Adults' Literacy Levels: Applying Hidden Markov Models to Process Data*
Elizabeth Tighe, Qiwei He, Ni Bei, Yang Jiang, Gal Kaldes, and Joe Magliano

16.10 *Recognizing Adult Multilingual Reading Strengths: Combining CASAS Scores and Self–Rated Literacy Perceptions*
 Gal Kaldes and Lindsay McHolme

16.30 *The Implications of Adults Understanding Events Conveyed in English and American Sign Language as a Function Language Status*
Joseph Magliano, Peter Crume, Jessica Scott, Justin Malone, Christopher Kurby, Monique Johnson, and Tonya Gibson

16.50 *Understanding Current Practices in Reading Comprehension Instruction for Adult Learners: A Multiple Case Study in Adult Basic Education Programs*
Sarah Carlson and Lindsay McHolme

17.10 *Symposium Discussion*
John Sabatini

Room T3 (ground floor – CLA)

CLOSING CERIMONY & BUSINESS MEETING

Common Room
(ground floor – Residenza ESU)

FAREWELL TOAST

REMOTE PRESENTATIONS: <https://padlet.com/scotthinze/std2025>

1: *Developing Narrative Text Assessment Items: Exploring How Narrative Text Features Influence Student Response Choices*
Virginia M. O'Reilly and Sarah E. Carlson

2: *Effects of Filled Pauses on Speakers' Credibility and Listeners' Emotions during Spontaneous Expository Discourse Comprehension*
 Maria Senior and Jazmin Cevalco

3: *Dancing Is a Gift for The Body*
Lucy Woodham and Jazmin Cevalco

4: *Effectiveness of Generating and Answering Questions in Learning from Texts: Examining Question Level and Tutor Perspective*
Antje Proske, Gregor Damnik, and Susanne Narciss

5: *Breaking Down Text Complexity: Element Interactivity Affects Learning From Text and Judgments of Cognitive Load*
Annika Lenk–Blochowicz, Judith Schweppe, and Ralf Rummer

6: *The Role of Sign Formation and Sign Relations in Multimodal Discourse Analysis*
Jason Ranker

7: *Supporting Elementary School Children's Source Awareness When Reading and Learning from Online Resources*
Burcu Demir and Jason Lawrence Braasch