ST&D 2024: 2024 ANNUAL MEETING OF THE SOCIETY FOR TEXT AND DISCOURSE

WELCOME   AWARDS   SPONSORS   DP CONFERENCE
ISSUE   PREPRINT INSTRUCTIONS   CAMPUS
MAP   PROGRAM   AUTHORS   KEYWORDS

WELCOME

34th Annual Meeting

Society for Text & Discourse

Water Tower Campus, Loyola University Chicago

July 17-19, 2024

Welcome to Chicago!

Once again, the Society for Text & Discourse returns to its origins in Chicago. In 1991, Tom Trabasso, Art Graesser, and Bruce Britton spearheaded the first official meeting of the Society,

held on the campus of the University of Chicago. It was a one-day meeting during which psycholinguists, experimental psychologists, linguists, computational linguists, natural language and artificial intelligence researchers, developmentalists, education and assessment researchers with interests in text and discourse processing made five-minute "fire hose" presentations. We see the same mix of research in our Society today. The strengths of the Society are also reflected in the official journal of the Society, *Discourse Processes*, which now includes a yearly issue based on presentations at the conference. Originally founded and edited by Roy Freedle who passed away this year, Art Graesser became the Editor-in-Chief in 1994. The journal has continued to flourish under Michael Schober, David Rapp, and current editors, Catherine Bohn-Gettler and Joanna Kaakinen.

We are excited to be gathering again for an in-person conference, our first in North America in 5 years. We look forward to the intellectual exchange and comraderie that are the hallmarks of our Society. A meeting of this size and scope does not happen without the work of many people. We especially thank Tricia Guerrero and Perla Gamez for all of their efforts dealing with the many logistics of this conference, and Mike Wolfe for putting together two excellent sessions to honor the memory of Walter Kintsch. We thank the reviewers for their constructive feedback on submissions, Laura Allen and all the mentors who shared their time at the mentoring session, members who are serving as session chairs, all of the student volunteers who are helping to make the conference happen, and Scott Hinze for helping with all of the coordination of the Society's apps and committees. As always, we are indebted to Taylor & Francis for their support of the Society and the annual meeting in particular, and we thank Loyola University Chicago Department of Psychology for serving as sponsor and host of this year's conference. Finally, we thank each and every one of you for your participation in this meeting. We hope you have a wonderful visit to Chicago!

M. Anne Britt and Jennifer Wiley
Program Chairs, Society for Text & Discourse, 2024

Future Meetings of the Society for Text & Discourse

The 35th Annual Meeting will be held in Padua, Italy from July 7-9, 2025. Call for papers: November 2024

Winter Text 2025 will be held in Boulder, Colorado, USA. February 3-5, 2025. Call for papers: July 2024

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Awards

2024 Fellows of the Society for Text and Discourse

The following members were inducted as fellows of the Society for Text and Discourse at the opening ceremony on Wednesday, July 17, 2024.

- Raquel Cerdan, University of Valencia, Spain
- Raymond Mar, York University, Canada
- Matthew McCrudden, Pennsylvania State University, USA
- Rod D. Roscoe, Arizona State University, USA
- Helge I. Stromso, University of Oslo, Norway

2024 Fellows Selection Committee: *Jean-François Rouet (Chair), M. Anne Britt, Kate Cain, Panayiota Kendeou.* 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/

The program includes an address by recipient of the Distinguished Scientific Contribution Award

Text Comprehension in the Digital Age:

What's Justification Got to Do with it?

Ivar Bråten

University of Oslo

The program includes an address by recipent of the 2023 Tom Trabasso Young Investigator Award

Disentangling the relationships between our thoughts,

language, and behaviors

Caitlin Mills

University of Minnesota

2024 Tom Trabasso Young Investigator Award

Kathryn S. McCarthy, Georgia State University

Dr. Kathryn S. McCarthy is an Associate Professor of Educational Psychology in the Department of Learning Sciences at Georgia State University. Here, in her Disciplinary Comprehension Lab, Dr. McCarthy works to help adolescents and adults to become better students, workers, and citizens through the examination of processes and strategies which support learning, what individual differences affect comprehension and learning, and how advances in technology can be used to make learning more effective and equitable.

Dr. McCarthy will give an address as the recipient of the 2024 Tom Trabasso Young Investigator Award at the 35th annual meeting of the Society for Text & Discourse in Padova, Italy to be held in July of 2025.

2024 Tom Trabasso Young Investigator Award
Committee: *Panayiota Kendeou (Chair), Anne Britt, Matt McCrudden & Jean-Francois Rouet.* 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/

2024 Graduate Student Research Award

Tiana V. Simovic, University of Toronto, Canada

Deep Pragmatic Reasoning Guides Perspective Computations in Discourse (with Craig G. Chambers)

Recent work indicates that in, e.g., "Madeline [told/asked] Anna [that/if] she remembers when the lecture starts", readers use perspective reasoning to judge that SHE=Madeline (subject) with tell-that and Anna (object) with ask-if. Could this effect arise from shallow lexical cues from TELL/ASK? Expt. 1 showed readers use global sentence information and not lexical cues. Expts. 2a-b showed preceding context can compel readers to 'reverse' the above patterns, further demonstrating the role of full-blown perspective reasoning.

2024 Undergraduate Student Research Award

Jamie Suh-Hyun Kim, Northwestern University, USA
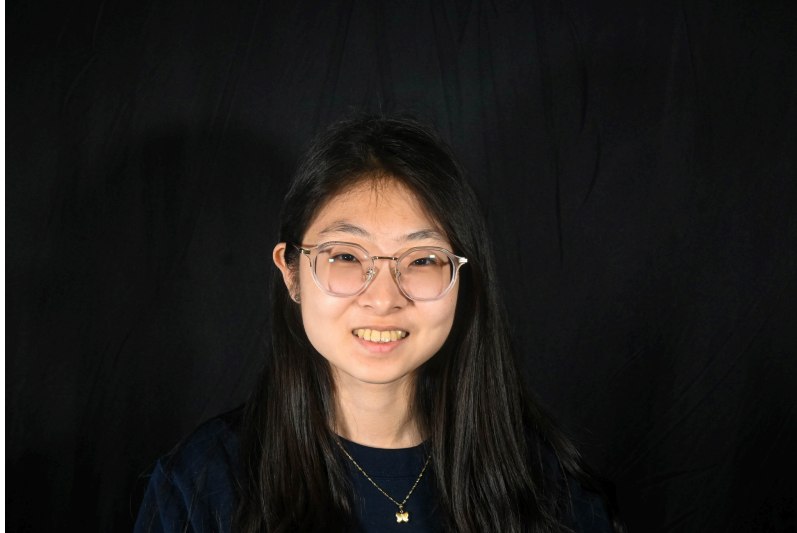
Testing the Generalizability of Source Expertise and Vested Interest Influences on Retraction Believability (with Josie Holohan, Mandy Withall, & David Rapp)

People can refer to and endorse causes even after those causes have been explicitly retracted. Recent evidence suggests that retractions are more effective when they are provided by expert as compared to non-expert sources, and when sources show no vested interest in the situation as compared to when they do. We attempted to replicate these findings with a new and larger set of materials than has traditionally been employed to study so-called continued influence effects.

2024 Research Awards Committee & Award Descriptions

Rod Roscoe (Chair), Sarah Carlson, Alexia Galati, Raymond Mar, & 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 recently defended doctoral dissertation. **The Graduate Student Research Award** (formally called the Outstanding Student Paper Award) recognizes quality in predissertation work that is predominantly that of a graduate student. The **Undergraduate Student Research Award** recognizes quality in work that is predominantly that of an undergraduate graduate student, or research to which the undergraduate student contributed a significant amount of effort and support. Further details and previous winners of each award can be found at https://www.societyfortextanddiscourse.org/awards/

2024 Diversity and Equity Travel Award

Lisa Zacharski, University of Freiburg

Does the use of non-orthographic gender-fair forms impair the readability of texts? Insights from an eye-tracking study *(with Tim Sudermann, Sarah Kapp, & EvelynC. Ferstl)*

The gender star has gained popularity as a nonbinary gender form in German. However, its opponents claim that its non-orthographic form impairs readability. We conducted an eye-tracking study to test how gender form (star vs. binary capital-I vs. masculine) influences the readability, comprehensibility, and memory of newspaper articles. Participants needed significantly longer to correctly answer comprehension questions after star form texts (vs. capital-I). A fine-grained analysis of eye-movement patterns will be presented at the conference.

2024 Diversity and Equity Travel Award Committee & Award Descriptions

Sarah Carlson (chair), Laura Allen, Kate Cain, Raymond Mar, & 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](#).

2024 Walter Kintsch Student Travel Awards

The Society for Text & Discourse is plesaed to announce that the student travel award program has been renamed in honor of Walter Kintsch.

The following students and recent graduates received travel awards to support their in-person attendance at ST&D 2024

Varun Athilat	Victoria Johnson	Eleanora Pizzigallo
Emily Buchner	Yewon Kang	Angelica Ronconi
Joseph Burey	Catherine McGrath	Justine Scattarelli
Martina Capurro	Victoria Johnson	Christopher Steadman
Katerina Christhilf	Yewon Kang	Virginia Troemel
Rebecca Dolgin	Phuc Xuan Nhi Nguyen	Xingchen Xu
Lauren Flynn	Puren Öncel	Eleanor Fang Yan
Tanner Grubbs	Jessica Owens	Lisa Zacharski

2024 Student Travel Award Committee: *Alexia Galati (chair), Matt McCrudden, & Panayiota Kendeou.*

2024 FABBS Early Career Impact Award

Kathryn S. McCarthy, Georgia State University

The **Early Career Impact Award** is presented to early career scientists of FABBS member societies (see FABBS membership) who are within ten years of completing their PhD and recognizes scientists who have made major contributions to our sciences.

The purpose of this award is to recognize scientists who have made major research contributions to the sciences of mind, brain, and behavior. The goal is to enhance public visibility of these sciences and the particular research through the dissemination efforts of FABBS in collaboration with the member societies and award winners. Nominations are encouraged for individuals who have made outstanding research contributions, especially those who have also increased awareness of science through outreach activities to the public (e.g., community talks, high school demos) or communication with the media (e.g., interviews, blogs).

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Sponsorship

The Society for Text & Discourse thanks Taylor & Francis and Loyola University Chicago for their sponsorship of the 33rd Annual Meeting

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PROGRAM

Days: Wednesday, July 17th   Thursday, July 18th
Friday, July 19th

Wednesday, July 17th

View this program: with abstracts   session overview   talk
overview

12:00-13:30   Session 1A: Check-in Desk Open

LOCATION: Front Entrance

12:00-13:00   Session 1B: Mentoring Lunch

CHAIR: *Laura Allen*
LOCATION: Regents Balcony (17th floor)

13:30-14:00   Session 2: Opening Ceremony

- Welcome from the Conference Chairs
- Awards and Recognitions

Link to Zoom Video

CHAIRS: *M. Anne Britt* and *Jennifer Wiley*
LOCATION: Regents Hall (16th floor)

14:00-16:00   Session 3: A Theoretical and Applied Legacy of
Comprehension Research: Walter Kintsch's contributions to
Discourse Processing

Link to Zoom Video

CHAIR: *Danielle McNamara*
LOCATION: Regents Hall (16th floor)

> 14:00 *Danielle S. McNamara*
> **Introduction to the Special Session in Honor of Walter
> Kintsch** (abstract)
>
> 14:20 *Murray Singer*
> **The Contributions of Walter Kintsch: Cascading
> Cognitive Science** (abstract)
>
> 14:35 *Evelyn Ferstl*
> **Text Comprehension and the Brain: How Walter
> Kintsch's Ideas Influence the Neuroscience of
> Language** (abstract)
>
> 14:50 *Mitchell Nathan*
> **Inference Making and Learning from Text via
> Embodied Situation Models: Extending Kintsch's
> Legacy** (abstract)
>
> 15:05 *Peter Foltz*

Legacy of Integrating Cognitive and Computational Theory (abstract)

15:20 *Kirsten Butcher*
Using the Construction-Integration Model as a Framework for Designing Learning Technologies (abstract)

15:35 *Danielle S. McNamara*
Audience Discussion of the Special Session in Honor of Walter Kintsch (abstract)

16:00-17:00   Session 4: Business Meeting

CHAIR: *Joseph Magliano*
LOCATION: Regents Hall (16th floor)

17:15-18:45   Session 5: Poster Session I

LOCATION: Kasbeer Hall

Emily Buchner, *Wolfgang Lenhard* and *Tobias Richter*
Towards vs. away: Simulating directions in text comprehension (abstract)
PRESENTER: *Emily Buchner*

Marian Marchal, *Freya Hewett*, *Merel Scholman*, *Sara Shahmohammadi*, *Manfred Stede* and *Vera Demberg*
Connectives as processing instructions across languages: A replication of Blumenthal-Dramé (2021) (abstract)
PRESENTER: *Marian Marchal*

Sarah Carlson, *Catherine Bohn-Gettler*, *Anne Helder*, *Paul van den Broek*, *Amanda Dahl* and *Anybel Guzman*
The Influence of Task-Related Standards of Coherence on Inferential Processing During Reading (abstract)
PRESENTER: *Sarah Carlson*

Christopher Steadman, *Videep Venkatesha*, *Cati Poulos*, *Anne Cleary*, *Nathaniel Blanchard* and *Caitlin Mills*
The Commonalities Between Déjà Vu, Involuntary Autobiographical Memories, and Unexpected Thoughts: Investigating Involuntary Thoughts Across the Lifespan (abstract)
PRESENTER: *Christopher Steadman*

Marina Klimovich and *Tobias Richter*
Mind-Wandering During First- and Second-Language Reading (abstract)
PRESENTER: *Marina Klimovich*

Isabelle Tapiero, *Laurence Jacquot* and *George Michael*
Get back on your text: The costs of a mind that wanders early on while reading and listening (abstract)
PRESENTER: *Isabelle Tapiero*

Burcu Demir, *Ymkje E. Haverkamp*, *Jason L. G. Braasch* and *Ivar Bråten*
Investigating the Role of Prior Knowledge in Comprehending Intratextual and Intertextual Relationships when Reading Multiple Texts (abstract)
PRESENTER: *Burcu Demir*

Katerina Christhilf, *Micah Watanabe*, *Megan Imundo*, *Tracy Arner* and *Danielle S. McNamara*
Exploring Dimensions of Knowledge and Relations to Reading Skill and Course Grades (abstract)
PRESENTER: *Katerina Christhilf*

Carlie Cope, *Catherine McGrath*, *Kathryn McCarthy* and *Jason Braasch*

Does single text summarization promote integration across multiple texts? (abstract)
PRESENTER: *Carlie Cope*

Mylene Sanchiz and *Delphine Oger*
Influence of contextual factors on university students' task model and relationships between search strategies and search outcome with a search engine (abstract)
PRESENTER: *Mylene Sanchiz*

Jasmine Kim, *Nishit Basoya*, *Sador Wondeson* and *Panayiota Kendeou*
Identifying Patterns of Epistemic Behavior in an Online Inquiry Task (abstract)
PRESENTER: *Jasmine Kim*

Catherine McGrath, *Jason Braasch*, *Erica Kessler* and *Laura Allen*
Evaluating for source trustworthiness when reading PSYCINFO search results to complete an academic task in an undergraduate psychology course (abstract)
PRESENTER: *Catherine McGrath*

M. Anne Britt, *Taneisha Vilma*, *Amanda Durik*, *Maxwell Katsikas*, *Peter Tappenden*, *Emilie Meyer*, *Selena Heinlein*, *Ana Bogdanovich*, *Olivia Charles*, *Laura Ong*, *Emily Kopperud*, *Daniel Adam Nuccio* and *Kaya Easley*
Exploring a discipline-specific approach to teaching introductory psychology (abstract)
PRESENTER: *M. Anne Britt*

Micah Watanabe, *Megan Imundo*, *Katerina Christhilf*, *Tracy Arner* and *Danielle McNamara*
I can read, but when do iSTART building knowledge? (abstract)
PRESENTER: *Micah Watanabe*

Ali Fulsher, *V. N. Vimal Rao* and *Maya Bhati*
Reading by Sight or Sound: Examining Undergraduates' Expository Text Comprehension Between Text Modalities (abstract)
PRESENTER: *Ali Fulsher*

Virginia Clinton-Lisell, *Alexia Langowski* and *Gabrielle Strouse*
Do Children Process and Perceive Paper and Digital Texts Differently? An Investigation of the Shallowing Hypothesis with Elementary-School Children (abstract)
PRESENTER: *Virginia Clinton-Lisell*

Ignacio Mañez, *Marian Serrano-Mendizábal*, *Adela Descals* and *Rafael García-Ros*
Written, audio or video feedback: Examining the role of instructor audiovisual presence on students' feedback perceptions, review, and performance (abstract)
PRESENTER: *Ignacio Mañez*

Marissa Bamberger and *Lindsay Harris*
Cultural Learning of Metacognition: Evidence from Blind Individuals (abstract)
PRESENTER: *Marissa Bamberger*

Veit Kubik, *Florian Hahne* and *Robert Gaschler*
Learners' metacognitive sensitivity to the benefits of retrieval practice and multimedia (abstract)
PRESENTER: *Veit Kubik*

Deslande Liboutchi Peppe, *Nicolas Louveton* and *Jean-François Rouet*
Effects of interrupting tasks on text comprehension: does self-regulation matter? (abstract)

PRESENTER: *Jean-François Rouet*

Daphne Greenberg, *Jennifer Martinez*, *Cynthia Puranik*, *Jason Braasch*, *Zoi Traga Philippakos*, *Charles MacArthur* and *Christine Miller*

Adult literacy students' utility value of improving their writing skills (abstract)

PRESENTER: *Daphne Greenberg*

Joseph Burey, *Kyle Stagnaro*, *Laura Allen* and *Pani Kendeou*

Changes to the AP African American Studies Curriculum: A Natural Language Processing Investigation (abstract)

PRESENTER: *Joseph Burey*

Kathryn McCarthy and *Scott Crossley*

Supporting Informed Voting Through Simplifying Information about Complex Ballot Measures (abstract)

PRESENTER: *Kathryn McCarthy*

Püren Öncel, *Andrew Potter*, *Scott Crossley*, *Laura K. Allen*, *Xingchen Xu* and *Danielle S. McNamara*

Analyzing Source-Based Writing Proficiency: A Holistic Approach Using NLP Algorithms (abstract)

PRESENTER: *Xingchen Xu*

19:30-22:00   Fireworks Cruise

Ticketed event. Arrive at Wendella departure dock, 400 S. Michigan, by 7:30pm.

CHAIR: *Lena Hildenbrand*

Thursday, July 18th

View this program: with abstracts   session overview   talk overview

08:00-08:30   Coffee and Breakfast Items (Beane Hall, 13th floor)

08:30-09:30   Session 6A: Validation and Use of Inaccurate Information

CHAIR: *Raquel Cerdan*

LOCATION: Regents Hall (16th floor)

08:30 *Marloes van Moort* and *David N. Rapp*
   Supportively beneficial or convincingly problematic? Effects of supporting contexts on the use of (in)accurate information (abstract)
   PRESENTER: *Marloes van Moort*

08:45 *Virginia Clinton-Lisell* and *Alexia Langowski*
   Reading Medium and Epistemic Emotions in the Continued Influence Effect of Misinformation (abstract)
   PRESENTER: *Virginia Clinton-Lisell*

09:00 *Josie Holohan* and *David Rapp*
   Only Time Will Tell: Duration-based Consequences of Single Exposures to Inaccurate Information (abstract)
   PRESENTER: *Josie Holohan*

09:15 *Johanna Abendroth* and *Tobias Richter*
   The role of prior beliefs in the validation of true and false claims on socio-scientific issues (abstract)
   PRESENTER: *Tobias Richter*

08:30-09:30   Session 6B: Multilingual Dimensions

CHAIR: *Perla Gámez*

LOCATION: Beane Hall (13th floor)

08:30 *Elizabeth Hirshorn* and *Lindsay Harris*
Culture is Not Destiny, for Reading: Highlighting Variable Routes to Literacy within Writing Systems (abstract)
PRESENTER: *Lindsay Harris*

08:45 *Eleanor Fang Yan*, *Kathryn S. McCarthy* and *Lee Branum-Martin*
A Hard Nut to Crack?: Examining Idiom Processing in Across U.S.-Based and International College Students (abstract)
PRESENTER: *Eleanor Fang Yan*

09:00 *Püren Öncel* and *Laura K. Allen*
Exploring the Tapestry of Multilingual Thought: Visual and Verbal Dimensions of Reading (abstract)
PRESENTER: *Püren Öncel*

09:15 *Ute Schönpflug*
Multilingual text comprehension (abstract) 📄

09:45-10:45   Session 7A: Conspiracies, Refutations, and Monitoring

CHAIR: *Sandra Virtue*

LOCATION: Regents Hall (16th floor)

09:45 *Claire Mason* and *David Rapp*
Reducing People's Reliance on Inaccurate Social Media Posts with Refutation-Based Responses (abstract)
PRESENTER: *Claire Mason*

10:00 *Marianna Pagkratidou*, *Justine Scattarelli*, *Caitlin Mills* and *Panayiota Kendeou*
Exploring the Effects of Off-task Thought during Reading of Refutation Texts (abstract)
PRESENTER: *Justine Scattarelli*

10:15 *Catharina Tibken* and *Simon Tiffin-Richards*
When in Doubt, Read it Again: Effects of (Metacognitive) Reading Behavior on the Comprehension of Expository Texts (abstract)
PRESENTER: *Catharina Tibken*

10:30 *Johanna Kaakinen* and *Sini Hyvönen*
Reading conspiracy claims and other epistemically suspicious statements: Evidence from eye tracking (abstract)
PRESENTER: *Johanna Kaakinen*

09:45-10:45   Session 7B: Reading and Individual Differences

CHAIR: *Allison Jaeger*

LOCATION: Beane Hall (13th floor)

09:45 *Zuowei Wang*, *Tenaha O'Reilly* and *Beata Beigman Klebanov*
Recognizing more words while reading a novel: An experiment among upper elementary school children (abstract)
PRESENTER: *Zuowei Wang*

10:00 *Gal Kaldes*, *Zuowei Wang*, *Tenaha O'Reilly*, *Stephen Tonks*, *John Sabatini* and *Joseph Magliano*
Motivation Unveiled: Understanding Thresholds in College Students' Literacy Assessment Performance (abstract)
PRESENTER: *Gal Kaldes*

10:15 *Øistein Anmarkrud*, *Ymkje Elisabeth Haverkamp* and *Ivar Bråten*
Gaining a Deeper Understanding of the Deep Cloze Reading Comprehension Test: Examining Potential Contributors and Consequences (abstract)
PRESENTER: *Øistein Anmarkrud*

10:30 *Sonny Wang* and *Craig Chambers*
The Trait-Like Nature of Bridging and Instrument Inference Processes in Younger and Older Adults: An Individual Differences Study (abstract)
PRESENTER: *Sonny Wang*

11:00-11:45   Session 8A: Devices and Formats

CHAIR: *Jean-François Rouet*

LOCATION: Regents Hall (16th floor)

11:00 *Eleonora Pizzigallo*, *Angelica Ronconi*, *Barbara Carretti*, *Lucia Mason*, *Ymkje E. Haverkamp* and *Ivar Bräten*
Should You Really Chat While Reading? Effects of On-Device Multitasking and Disfluency on Integrated Understanding (abstract)
PRESENTER: *Eleonora Pizzigallo*

11:15 *R. Lane Adams* and *Jennifer Wiley*
The Impact of Presentation and Prior Knowledge on the Place-on-a-Page Effect (abstract)
PRESENTER: *R. Lane Adams*

11:30 *Angelica Ronconi* and *Lucia Mason*
Digital vs. Print Reading: Highlighting and Readers' Working Memory Promote Learners' Epistemic Emotions and Comprehension Differently (abstract)
PRESENTER: *Angelica Ronconi*

11:00-11:45   Session 8B: Automated Discourse Analysis

CHAIR: *Scott Crossley*

LOCATION: Beane Hall (13th floor)

11:00 *Amanda Jensen*, *Laura Allen* and *Panayiota Kendeou*
Beyond Readability: Using Multidimensional Linguistic Analyses to Compare Simplified Versions of Texts to their Originals (abstract)
PRESENTER: *Amanda Jensen*

11:15 *Ben Seipel*, *Sarah Carlson* and *Virginia Clinton-Lisell*
Comparing Human- and AI-coded Think Aloud Protocols and Analyses: Faster and Better? (abstract)
PRESENTER: *Ben Seipel*

11:30 *Yewon Kang*, *Victoria Johnson*, *Diti Bhadra*, *Caitlin Mills* and *Panayiota Kendeou*
Predicting Headline Sharing with Linguistic Features Using Machine Learning (abstract)
PRESENTER: *Yewon Kang*

12:00-14:00   Session 9: Special Lunchtime Event

In this lunchtime session, students and collaborators of Walter Kintsch will share a mix of personal reflections and thoughts about Walter's influence on the field of discourse processing. The speakers who will gather in Chicago represent the breadth of Walter's interests and influence on research and the academic community including Morton Gernsbacher, Isabel Tapiero, Bob Rehder, Charles Fletcher, Susan Goldman, Charles Weaver, Art Graesser, and Eileen Kintsch, with a bonus remote contribution from Teun van Dijk.

Link to Zoom Video

CHAIR: *Michael Wolfe*

LOCATION: Regents Hall (16th floor)

12:00 *Box Lunch Pickup*
Regents Lobby, 16th floor (abstract)

12:15 *Michael Wolfe*, *Morton Gernsbacher*, *Isabel Tapiero*, *Bob Rehder*, *Teun van Dijk*, *Charles Fletcher*, *Susan Goldman*, *Chuck Weaver*, *Art Graesser* and *Eileen Kintsch*
Reflections on the Life and Work of Walter Kintsch (abstract)
PRESENTER: *Michael Wolfe*

14:00-14:45   Session 10A: Cohesion and Complexity

CHAIR: *Anne Helder*

LOCATION: Regents Hall (16th floor)

14:00 *Rina Harsch*, *Jeffrey K. Bye*, *Yewon Kang*, *Priti Oli*, *Rabin Banjade*, *Andrew Tawfik*, *Vasile Rus* and *Panayiota Kendeou*
From Text Cohesion to Code Cohesion: Preliminary Research (abstract)
PRESENTER: *Rina Harsch*

14:15 *Amanda Dahl* and *Sarah Carlson*
To Be Complex or Not to Be Complex? Exploring the Influence of Text Complexity on Middle Schoolers' Comprehension of Science Texts (abstract)
PRESENTER: *Amanda Dahl*

14:30 *Wienke Wannagat*, *Tamara Martin*, *Gerhild Nieding*, *Nicolas Rohleder* and *Linda Becker*
Multitasking During Reading: Comparisons Between Younger and Older Adults (abstract)
PRESENTER: *Wienke Wannagat*

14:00-14:45   Session 10B: Argumentation and Persuasion

CHAIR: *Thomas Griffin*

LOCATION: Beane Hall (13th floor)

14:00 *Michael Wolfe*, *Todd Williams*, *Cameron Lindsay*, *Aubrey Postma* and *Greg Russell*
Elaboration of Beliefs Does not Influence Belief Change or Awareness of it (abstract)
PRESENTER: *Michael Wolfe*

14:15 *Jielin Zhou* and *Shufeng Ma*
Promoting Chinese Adolescents' Argumentative Thinking: Different Effects of Collaborative Reasoning and Direct Instruction (abstract)
PRESENTER: *Shufeng Ma*

14:30 *David Allbritton*
Can Brief Narratives Change Readers' Minds About Consequential Choices? Maybe Not (abstract) 📄

15:00-16:00   Session 11A: Multiple Document Comprehension

CHAIR: *Brent Steffens*

LOCATION: Regents Hall (16th floor)

15:00 *Katerina Christhilf*, *Andrew Potter*, *Kathryn S. McCarthy*, *Joseph P. Magliano*, *Laura K. Allen* and *Danielle S. McNamara*

Different Paths to Quality: How Prompts Affect Readers' Constructed Responses (abstract)
PRESENTER: *Katerina Christhilf*

15:15 *Christian Tarchi*, *Oriana Incognito* and *Giulia Vettori*
Improving multiple-text comprehension in secondary school: An integrated intervention for Sourcing and Intertextual Integration (abstract)
PRESENTER: *Christian Tarchi*

15:30 *Raquel Cerdan*, *Fátima Rahim*, *Ignacio Mañez* and *Jason L.G. Braasch*
Assisting primary school students in writing arguments from multiple sources (abstract)
PRESENTER: *Raquel Cerdan*

15:45 *Daniel Espinas*
Predictors of Multiple Document Comprehension Among Third-Grade Students with Reading Difficulties (abstract)

15:00-16:00　　Session 11B: Discourse Markers and Relations

CHAIR: *William Horton*
LOCATION:　*Beane Hall (13th floor)*

15:00 *Merel Scholman* and *Schuyler Laparle*
Can gestures speak louder than words? Signaling discourse relations in multi-modal communication (abstract)
PRESENTER: *Merel Scholman*

15:15 *Marian Marchal*, *Merel Scholman*, *Ted Sanders* and *Vera Demberg*
What processing instructions do connectives provide? Modeling the facilitative effect of the connective (abstract)
PRESENTER: *Marian Marchal*

15:30 *Tiana V. Simovic* and *Craig G. Chambers*
Deep Pragmatic Reasoning Guides Perspective Computations in Discourse (abstract)
PRESENTER: *Tiana V. Simovic*

15:45 *Lisa Zacharski*, *Tim Sudermann*, *Sarah Kapp* and *Evelyn C. Ferstl*
Does the use of non-orthographic gender-fair forms impair the readability of texts? Insights from an eye-tracking study (abstract)
PRESENTER: *Lisa Zacharski*

16:00-17:00　　Session 12: Tom Trabasso Young Investigator Award Address: Dr. Caitlin Mills

Link to Zoom Video

CHAIR: *Panayiota Kendeou*
LOCATION:　*Regents Hall (16th floor)*

16:00 *Caitlin Mills*
Disentangling the relationships between our thoughts, language, and behaviors (abstract)

17:15-18:45　　Session 13: Poster Session II

LOCATION:　*Kasbeer Hall*

Jamie Suh-Hyun Kim, *Josie Holohan*, *Mandy Withall*, *Matthew Goldrick* and *David Rapp*
Testing the Generalizability of Source Expertise and Vested Interest Influences on Retraction Believability (abstract)

PRESENTER: *Jamie Suh-Hyun Kim*

Andreas Wertgen and *Tobias Richter*
Source Credibility is Considered Primarily in the Validation of Somewhat Implausible Sentences (abstract)
PRESENTER: *Andreas Wertgen*

Leah O'Neill, *Abigail Van Nuland* and *Sandra Virtue*
Conspiracy Theory Belief: The Role of Metaphors and Individual Differences (abstract)
PRESENTER: *Leah O'Neill*

Mandy Withall and *David Rapp*
Can instructions help people to remember accurate and disregard inaccurate information they've just read? (abstract)
PRESENTER: *Mandy Withall*

Tanner Grubbs and *Julia Soares*
How do "AI-generated" labels influence the truthiness of textual information? (abstract)
PRESENTER: *Tanner Grubbs*

Varun Athilat, *Laura Allen*, *Katherine Harpster*, *Püren Öncel*, *Lauren Flynn*, *Micah Watanabe* and *Danielle McNamara*
The Influence of Source Familiarity on Judgments of Misconception Accuracy (abstract)
PRESENTER: *Varun Athilat*

Rina Harsch and *Panayiota Kendeou*
The role of source expertise and its textual frequency in memory for explanations (abstract)
PRESENTER: *Rina Harsch*

Taylor Clark, *Jason Braasch*, *Antonio Gutierrez de Blume* and *Daniel Feller*
The Contributions of Intellectual Humility to Metamemory for Sources of Multiple Conflicting Claims on the Internet (abstract)
PRESENTER: *Taylor Clark*

Sarah Siemers, *Alexandria Wright*, *Nancy Gans*, *Doug Lombardi* and *Timothy Klavon*
Feelings about Fossils: Reflections of Affect and Scientific Literacy in Elementary Students' Written Responses (abstract)
PRESENTER: *Sarah Siemers*

Paola Pinzon-Henao, *Anmol Patel*, *Maddie Nielsen*, *Berenice Santana*, *Delila Devore* and *Perla B. Gámez*
The role of caregivers' verbal and non-verbal input during book reading in 2-year-old Spanish-English bilinguals' vocabulary skills (abstract)
PRESENTER: *Paola Pinzon-Henao*

John Rolfe Robertson, *Margaret Word Logan* and *Doug Lombardi*
Developmental and Regional Differences in Scaffolded Science Learning (abstract)
PRESENTER: *John Rolfe Robertson*

Mike Mensink, *Devin Close* and *Natasha Komperud*
The Effects of Seductive Details on Emotions and Recall for Scientific Misconceptions (abstract)
PRESENTER: *Mike Mensink*

Phuc Xuan Nhi Nguyen and *Andrew Jarosz*
Irrelevant Information in Geometric Word Problem (abstract)
PRESENTER: *Phuc Xuan Nhi Nguyen*

Jessica Owens, *Michael Sao Pedro*, *Cameron Betts* and *Janice Gobert*

Can group discussion in Collab-ITS promote students' learning of science and math practices? ([abstract](#))
PRESENTER: *Jessica Owens*

Lena Hildenbrand and *Jennifer Wiley*

Does Group Size Matter for Classroom Discourse? ([abstract](#))
PRESENTER: *Lena Hildenbrand*

Kaya Easley, *Anne Britt*, *Amanda Durik*, *James Wulf*, *Nathan Lusk*, *Alexis Rogganbuck* and *Caitlin Callahan*

Encouraging Students to Select Effective Learning Strategies ([abstract](#))
PRESENTER: *Kaya Easley*

Thomas D. Griffin, *Allison Jaeger*, *Nicole LaDue*, *R. Lane Adams* and *Jennifer Wiley*

Analogies in Geology Textbooks may Create Illusions of Understanding ([abstract](#))
PRESENTER: *Thomas D. Griffin*

Birgit Vogt

The effect of generalizations on reading and listening comprehension ([abstract](#))

Merel Scholman, *Hannah Rohde* and *Vera Demberg*

Discourse marker predictions in reading are not lexical ([abstract](#))
PRESENTER: *Merel Scholman*

Virginia Troemel, *Daniel Feller*, *Elizabeth Tighe*, *Lester Loschky* and *Joe Magliano*

Exploring Differences in Bridging Inferences Across Media Through Eye-Tracking Using Eye-Tracking ([abstract](#))
PRESENTER: *Virginia Troemel*

Shu Hu, *Virginia Troemel*, *Richard Gerrig* and *Joseph Magliano*

"Frog, don't do that!": An exploration of the impact of media on comprehension and participation in narrative experiences ([abstract](#))
PRESENTER: *Shu Hu*

Heather Ness-Maddox, *Püren Öncel*, *Shu Hu*, *Lingfei Luan*, *Laura K. Allen* and *Joseph P. Magliano*

The Influence of Narrative Modality on the Coherence of Mental Models ([abstract](#))
PRESENTER: *Joseph P. Magliano*

William Levine, *Alexia Dillard*, *Sarah Naylor* and *Amelia Ward*

Are literariness and identification related to the processing and aesthetic experience of short fiction? ([abstract](#))
PRESENTER: *William Levine*

Abigail Van Nuland and *Sandra Virtue*

Inferring Character Emotions During Text Comprehension: A Negativity Bias in Both Cerebral Hemispheres ([abstract](#))
PRESENTER: *Abigail Van Nuland*

Friday, July 19th

View this program: with abstracts   session overview   talk overview

08:00-08:30   Coffee and Breakfast Items (Regents Lobby, 16th floor)

08:30-09:30   Session 14: Distinguished Scientific Contribution Award Presentation: Dr. Ivar Bråten

CHAIRS: *Jason Braasch* and *M. Anne Britt*
LOCATION: Regents Hall (16th floor)

08:30 *Ivar Bråten*
Text Comprehension in the Digital Age: What's Justification Got to Do with it? (abstract)

09:30-10:30   Session 15A: Sourcing and Evaluation

CHAIR: *M. Anne Britt*
LOCATION: Regents Hall (16th floor)

09:30 *Victoria Johnson*, *Marianna Pagkratidou* and *Panayiota Kendeou*
Why are some scientists considered to be credible? (abstract)
PRESENTER: *Victoria Johnson*

09:45 *Yann Dyoniziak*
Navigating the Digital Seas: The Crucial Role of Social Cognition in Source-Based Critical Evaluation (abstract)

10:00 *Alexandra List*, *Eugene Zheng Yao* and *Lily A. Russell*
Using Automated Scoring Methods to Predict Students' Critique Generation When Learning From Multiple Texts (abstract)
PRESENTER: *Alexandra List*

10:15 *Martina Capurro*, *Mônica Macedo-Rouet*, *Jean Francois Rouet* and *Gaston Saux*
Effectiveness of a Peer-based Tutoring Intervention to Promote Freshmen Evaluation of Information Sources (abstract) 📄
PRESENTER: *Martina Capurro*

09:30-10:30   Session 15B: Interpretation of Meaning

CHAIR: *Michael Schober*
LOCATION: Beane Hall (13th floor)

09:30 *Mya Urena*, *Sam Winer* and *Caitlin Mills*
The Impact of Textual Valence: Insights from Reward Devaluation Theory (abstract)
PRESENTER: *Mya Urena*

09:45 *Rebecca Dolgin*, *Simone Calbi*, *Jeffrey Huang* and *Michael Schober*
Misunderstanding stance in tweets (abstract)
PRESENTER: *Rebecca Dolgin*

10:00 *Murray Singer* and *Jackie Spear*
Representing and Remembering Text Paraphrases: A Phantom Recollection Analysis (abstract)
PRESENTER: *Murray Singer*

10:15 *Taylor Miller* and *Jennifer Wiley*
The Click of Comprehension (abstract)
PRESENTER: *Taylor Miller*

10:45-12:00   Session 16A: Comprehension

CHAIR: *Michael Wolfe*
LOCATION: Regents Hall (16th floor)

10:45 *Scott Hinze* and *Kathryn McCarthy*
Does Combining Self-Explanation and Retrieval Practice(s) Improve Delayed Comprehension Test Performance? (abstract)

PRESENTER: *Scott Hinze*

11:00 *Delphine Oger*, *Jean-François Rouet* and *Mylène Sanchiz*
Impact of motivation on 6th graders' reading comprehension: the mediating role of the task model (abstract)
PRESENTER: *Delphine Oger*

11:15 *Jennifer Wiley*, *Jean-François Rouet* and *Lena Hildenbrand*
Improving Comprehension with Training on Question Types (abstract)
PRESENTER: *Lena Hildenbrand*

11:30 *Allison Jaeger*, *Phuc Xuan Nhi Nguyen*, *Tanner Grubbs* and *Logan Fiorella*
Understanding the metacognitive effects of viewing versus generating drawings (abstract)
PRESENTER: *Allison Jaeger*

11:45 *Megan Imundo*, *Micah Watanabe*, *Katerina Christhilf*, *Tracy Arner* and *Danielle McNamara*
Evaluating iSTART's Effectiveness in Enhancing Reading Comprehension and Knowledge Acquisition (abstract)
PRESENTER: *Megan Imundo*

10:45-12:00   Session 16B: Narratives and Characters

CHAIR: *William Levine*
LOCATION: Beane Hall (13th floor)

10:45 *Andrea Marini*
The usefulness of a multilevel procedure of discourse analysis in determining the characteristics of discourse production in healthy aging and their relation to attention and inhibitory control (abstract) 📑

11:00 *Peter Dixon* and *Marisa Bortolussi*
The Role of Analogy in Taking a Character's Perspective (abstract)
PRESENTER: *Peter Dixon*

11:15 *Richard Gerrig* and *Micah Mumper*
Person-Resilient Outcomes: When Bad Guys Deserve Good Fortune (abstract)
PRESENTER: *Richard Gerrig*

11:30 *Catherine Bohn-Gettler*, *Joseph Magliano*, *Héctor Pérez*, *Cynthia Cabañas*, *David Rapp* and *Víctor Hernández-Santaolalla*
The Role of Emotional Valence and Arousal in Perceived Memory Recall of Serialized Television Narratives (abstract)
PRESENTER: *Catherine Bohn-Gettler*

11:45 *Lauren Flynn* and *Laura Allen*
Swearing in the Spotlight: A Social Network Approach to Examine Patterns in Movie Characters' Taboo Language Use (abstract)
PRESENTER: *Lauren Flynn*

13:20-16:30   Cubs Game

20:00-23:59   Session 17: Remote Posters (Note: date and time is only a placeholder. Links/emails are provided for asynchronous viewing/commenting.)

- Bailing Lyu (bxl529@psu.edu) and Matthew McCrudden. Conception of Task Instructions: The Role of Reading Goals on Multiple-Text Reading
https://uofi.box.com/s/qvfvywmk47hoypyaf9tildapx2i6e7bh
- Bailing Lyu (bxl529@psu.edu) and Matthew McCrudden. The Effect of Pre-Reading Task Instructions on Reading Comprehension: A Systematic Review
https://uofi.box.com/s/cvld1clyoui6g6sgxp0tqkdnib5zbi4o
- Daniel Feller (dpfeller@memphis.edu), John Hollander, Joseph Magliano, Laura Allen and John Sabatini, Lexical Sophistication, Reading Strategies, and Reading Comprehension
https://uofi.box.com/s/9my0h485ck9f8gez4cdtcjj25f77fg34
- Elsi Kaiser (emkaiser@usc.edu), Coming or going? Exploring deictic perspective shift
https://uofi.box.com/s/vl9uiprfqybrynfdvlo6svscjkg2ytrz
- Habiba Bouali (habiba.bouali@ulb.be), Olivier Klein and Régine Kolinsky. The role of source evaluation in promoting source memory, critical thinking and reading comprehension
https://uofi.box.com/s/9uu9n236od1boan24b68j9153g2tcnsb
- John Hollander (jmhllndr@memphis.edu), John Sabatini and Tenaha O'Reilly. The relation of foundational skills to comprehension in adolescent readers
https://uofi.box.com/s/ijj5t35o40tn3a7q00klnpqfxnwet7q4
- John Sabatini (jpsbtini@memphis.edu), Dan Feller and John Hollander. Fans of SARA: Exploring reading skill profiles of at-risk college students
https://uofi.box.com/s/lrt1bfy98fqiqrlcrgkz1rbasusqkzee
- Lena Wimmer (lena.wimmer@ezw.uni-freiburg.de), Introducing a Measure of Fictionality Knowledge
https://uofi.box.com/s/ug7p19uodz2y4onevv9hgcgmel65rxsr
- Lorena Díaz Zepeda (lorena.diaz.zepeda@gmail.com) and Jazmín Cevasco, Causal Connectivity and Note-taking in the Comprehension of Spoken and Written Discourse about HIV Health Education by Chilean College Students
https://uofi.box.com/s/jiv3djazcpf6jcf7a2jr7gpn87oilhwm
- Mariola Giménez-Salvador (magisal2@alumni.uv.es) and Raquel Cerdán. The role of tasks in the comprehension of multiple texts: a scoping review
https://uofi.box.com/s/6yhrgcqmer17ilnw6ps59fe51fgmgtej
- Matthew Castle and Stephen Skalicky (stephen.skalicky@vuw.ac.nz), What can the text of international trade agreements tell us about fluctuations in the global trade regime?
https://uofi.box.com/s/hg2i95egr0fclb6d3etf16y13wwc1k93
- Pauline Frick (p.frick@iwm-tuebingen.de) and Anne Schüler, How pictures influence the automatic validation process and the awareness of inconsistencies
https://uofi.box.com/s/sersnoclfgy0wfngh29x4hvn5xbskhwh
- Philipp Marten (philipp.marten@rub.de), Sandra Aßmann and Marc Stadtler. Preparing for the post-truth era: Does teacher-led training on epistemic strategies increase 7th & 8th graders' resilience against online misinformation?
https://uofi.box.com/s/geua9m2t5xaredi0iicvvu3x7cr1gcfe
- Stephen Skalicky (stephen.skalicky@vuw.ac.nz), Nok Chin Lydia Chan and Priska Pramastiwi, Assessing comprehension of satirical discourse through one-word descriptions: Can less be more?
https://uofi.box.com/s/oc026fjc359xbo1h4s6ehptbcftluibd
- Tomoko Sakita (sakita@hi.h.kyoto-u.ac.jp), Cognitive and dialogic analyses of discourse development and

intersubjectivity
https://uofi.box.com/s/2864gpisampoub8u1zp0mobs2qxp3a9g
- Yi Song (ysong@ets.org), Chen Li, Brent Bridgeman and
Zhitong Yang. Assessing College Students' Argument
Evaluation Skills
https://uofi.box.com/s/0zucbz9w2phorysd9hyvwm0xx9pm3klp

Bailing Lyu and *Matthew McCrudden*
Conception of Task Instructions: The Role of Reading Goals on Multiple-Text Reading (abstract)
PRESENTER: *Bailing Lyu*

Bailing Lyu and *Matthew McCrudden*
The Effect of Pre-Reading Task Instructions on Reading Comprehension: A Systematic Review (abstract)
PRESENTER: *Bailing Lyu*

Daniel Feller, *John Hollander*, *Joseph Magliano*, *Laura Allen* and *John Sabatini*
Lexical Sophistication, Reading Strategies, and Reading Comprehension (abstract)
PRESENTER: *Daniel Feller*

Elsi Kaiser
Coming or going? Exploring deictic perspective shift (abstract)

Habiba Bouali, *Olivier Klein* and *Régine Kolinsky*
The role of source evaluation in promoting source memory, critical thinking and reading comprehension (abstract)
PRESENTER: *Habiba Bouali*

John Sabatini, *Dan Feller* and *John Hollander*
Fans of SARA: Exploring reading skill profiles of at-risk college students (abstract)
PRESENTER: *John Sabatini*

John Hollander, *John Sabatini* and *Tenaha O'Reilly*
The relation of foundational skills to comprehension in adolescent readers (abstract)
PRESENTER: *John Hollander*

Lena Wimmer
Introducing a Measure of Fictionality Knowledge (abstract)

Lorena Díaz Zepeda and *Jazmín Cevasco*
Causal Connectivity and Note-taking in the Comprehension of Spoken and Written Discourse about HIV Health Education by Chilean College Students (abstract)
PRESENTER: *Jazmín Cevasco*

Mariola Giménez-Salvador and *Raquel Cerdán*
The role of tasks in the comprehension of multiple texts: a scoping review (abstract)
PRESENTER: *Mariola Giménez-Salvador*

Matthew Castle and *Stephen Skalicky*
What can the text of international trade agreements tell us about fluctuations in the global trade regime? (abstract)
PRESENTER: *Stephen Skalicky*

Pauline Frick and *Anne Schüler*
How pictures influence the automatic validation process and the awareness of inconsistencies (abstract)
PRESENTER: *Pauline Frick*

Philipp Marten, *Sandra Aßmann* and *Marc Stadtler*
Preparing for the post-truth era: Does teacher-led training on epistemic strategies increase 7th & 8th graders' resilience against online misinformation? (abstract)

PRESENTER: *Philipp Marten*

Stephen Skalicky, *Nok Chin Lydia Chan* and *Priska Pramastiwi*
Assessing comprehension of satirical discourse through one-word descriptions: Can less be more? ([abstract](#))
PRESENTER: *Stephen Skalicky*

Tomoko Sakita
Cognitive and dialogic analyses of discourse development and intersubjectivity ([abstract](#))

Yi Song, *Chen Li*, *Brent Bridgeman* and *Zhitong Yang*
Assessing College Students' Argument Evaluation Skills ([abstract](#))
PRESENTER: *Yi Song*

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