Presentations by IES Grantees at Twenty-third Annual Meeting of the Society for Text and Discourse
July 17-18, 2013
http://congresos.adeituv.es/std2013/paginas/pagina_169_5.en.html

16-July
18.30 pm-20 pm Poster Session 1

1. Caccamise, Donna (University of Colorado) & Friend, Angela (University of Colorado), Kintsch, Walter (University of Colorado), Kintsch, Eileen (University of Colorado). *Measuring Text Complexity.*


17-July
9:00-10:30am Paper Sessions
Session A. Comprehension of Multiple Documents
Chair: José Antonio León (Universidad Autónoma, Madrid)

- Jaeger, Allison J., (University of Illinois at Chicago) & Griffin, Thomas., (University of Illinois at Chicago), Britt, Anne., (Northern Illinois University), Wiley, J., (University of Illinois at Chicago). *Learning Science from Multiple Documents: We don’t normally do this in science class?*

- Salas, Carlos R., (University of Illinois at Chicago) & Griffin, Thomas., (University of Illinois at Chicago), Jennifer, Wiley., (University of Illinois at Chicago), Britt, Anne., (Northern Illinois University). *Unique Contributors to Understanding of Climate Change in a Multiple-Document Inquiry Task.*

11:00-12:30am Paper Sessions
Session B. Assessment of comprehension skills
Chair: Emilio Sánchez (University of Salamanca)

- O’Reilly, Tenaha., (Educational Testing Service), Sabatini, John., Halderman, Laura & Bruce, Kelly, (Educational Testing Service). *What you don’t know doesn’t necessarily impede what you can understand: How a measure of word learning and background knowledge can add value to a reading.*


17pm-18.30 pm Poster Session 2

1. Person, Natalie., Rhodes College & Olney, Andrew (University of Memphis), D'Mello, Sidney (University of Notre Dame). *Tutor Feedback and Student Learning Gains.*

3. Taylor, Andrew (University of Illinois at Chicago) & Wiley, Jennifer (University of Illinois at Chicago), Griffin, Thomas (University of Illinois at Chicago), Britt, Anne (Northern Illinois University). *Being the Detective: Using Pre-Writing Activities to Foster Understanding from Multiple Document Inquiry Tasks.*


5. Wilson, Susan (Clarke University) & Millis, Keith, Wallace, Patty (Northern Illinois University), D'Mello, Sidney (Notre Dame Univ). *Inducing Cognitive Disequilibrium in a Digital Learning Environment.*

18-Jul
11:00-12:30am Paper Sessions

Session A. Comprehension and literary reading
Chair: Michael Schober (New School for Social Research)
- Briner, Stephen. University of Illinois at Chicago (USA) & Burkett, Candice, McCarthy, Kathryn S., Levine, Sarah, Northwestern University (USA), Sullivan, Mary Pat., Lee, Carol D., Northwestern University (USA), Goldman, Susan R. & Magliano, Joseph P., N. Illinois University at Chicago, (USA). *Developmental Trends in Literary Reasoning*
- Burkett, Candice. (University of Illinois at Chicago), Goldman, Susan (University of Illinois at Chicago), Lee, Carol (Northwestern University), Briner, Stephen W (University of Illinois at Chicago), McCarthy, Kathryn S (University of Illinois at Chicago), Magliano, Joseph P. (Northern Illinois University), Burkett. *Interpretive Processing in Literary Works: Sources of Complexity.*
- Magliano, Joe (Northern Illinois University) & Haymer, Jonetta (Northern Illinois University), Keith, Eve (Northern Illinois University), Goldman, Susan (University of Illinois at Chicago). *The role of familiarity in the effectiveness of cultural modeling for literary interpretation.*
- McCarthy, Kathryn (University of Illinois at Chicago) & Goldman, Susan R. (University of Illinois at Chicago). *Literary Interpretation of Poems and Short-Stories: Is There a Genre Expectation Effect?*