THE CONSTRUCTION OF MENTAL REPRESENTATIONS DURING READING

Edited by Herre van Oostendorp Susan R. Goldman

Construction Of Mental Representations During Reading

Max Louwerse, Don Kuiken

Construction Of Mental Representations During Reading:

The Construction of Mental Representations During Reading Herre van Oostendorp, Susan R. Goldman, 1998-11 This volume presents in depth investigations of the processes of meaning making during reading at both local discourse and global general knowledge levels It will be of theoretical and practical interest to cognitive scientists reading researchers

Handbook of Individual Differences in Reading Peter Afflerbach, 2015-08-11 The central unifying theme of this state of the art contribution to research on literacy is its rethinking and reconceptualization of individual differences in reading Previous research focused on cognitive components of reading signaled the need for ongoing work to identify relevant individual differences in reading to determine the relationship's of individual differences to reading development and to account for interactions among individual differences Addressing developments in each of these areas this volume also describes affective individual differences and the environments in which individual differences in reading may emerge operate interact and change The scant comprehensive accounting of individual differences in reading is reflected in the nature of reading instruction programs today the outcomes that are expected from successful teaching and learning and the manner in which reading development is assessed An important contribution of this volume is to provide prima facie evidence of the benefits of broad conceptualization of the ways in which readers differ The Handbook of Individual Differences in Reading moves the field forward by encompassing cognitive non cognitive contextual and methodological concerns Its breadth of coverage serves as both a useful summary of the current state of knowledge and a guide for future work in this Handbook of Research on Reading Comprehension Susan E. Israel, 2014-06-03 Researchers of reading area comprehension literacy educational psychology psychology and neuroscience are brought together for this handbook to document and summarize the current body of research on theory methods instruction and assessment in reading comprehension Situation Models and Levels of Coherence Isabelle Tapiero, 2007 Situation Models and Levels of Coherence proposes an integrated view of the various theoretical approaches to discourse comprehension and in particular of situation model building as evidenced by empirical findings and computational models. The objective has been to arrive at an in depth definition of the internal structure of situation models and of the cognitive processes that underlie their elaboration while articulating these two aspects of the reader's mental representations by bringing to the fore the core concept of coherence cit 4e p de couv Investigating the Role of Test Methods in Testing Reading Comprehension Jufang Kong, 2019-03-27 This book explores the construct of reading comprehension by means of two main test methods Research methods like the think aloud protocol and eye tracking are employed to tap into test takers cognitive processes while engaged in input text meaning building and in test tasks The book is the first systematic attempt to explore test takers cognitive processes through the control of test methods and presents findings in visualized form including processing route maps and eye fixation heat maps It offers readers essential support with digging into and analyzing data that has to date

remained difficult to access Computational Models of Reading Erik D. Reichle, 2021 Computational Models of Reading is a reference book that can be used to learn about reading research and how computer models have been used to explain and simulate the mental processes involved in reading These mental processes include the identification of printed words the active construction of larger units of meaning for example of sentences and the integration of the latter into memory so that a text can be understood and remembered The final chapter describes a new model of reading in its entirety and then reports simulations showing how it explains important findings related to reading *Processing Inaccurate Information* David N. Rapp, Jason L.G. Braasch, 2023-04-04 Interdisciplinary approaches to identifying understanding and remediating people s reliance on inaccurate information that they should know to be wrong Our lives revolve around the acquisition of information Sometimes the information we acquire from other people from books or from the media is wrong Studies show that people rely on such misinformation sometimes even when they are aware that the information is inaccurate or invalid And yet investigations of learning and knowledge acquisition largely ignore encounters with this sort of problematic material This volume fills the gap offering theoretical and empirical perspectives on the processing of misinformation and its consequences The contributors from cognitive science and education science provide analyses that represent a variety of methodologies theoretical orientations and fields of expertise The chapters describe the behavioral consequences of relying on misinformation and outline possible remediations discuss the cognitive activities that underlie encounters with inaccuracies investigating why reliance occurs so readily present theoretical and philosophical considerations of the nature of inaccuracies and offer formal empirically driven frameworks that detail when and how inaccuracies will lead to comprehension difficulties Contributors Peter Afflerbach Patricia A Alexander Jessica J Andrews Peter Baggetta Jason L G Braasch Ivar Br ten M Anne Britt Rainer Bromme Luke A Buckland Clark A Chinn Byeong Young Cho Sidney K D Mello Andrea A diSessa Ullrich K H Ecker Arthur C Graesser Douglas J Hacker Brenda Hannon Xiangen Hu Maj Britt Isberner Koto Ishiwa Matthew E Jacovina Panayiota Kendeou Jong Yun Kim Stephan Lewandowsky Elizabeth J Marsh Ruth Mayo Keith K Millis Edward J O Brien Herre van Oostendorp Jos Otero David N Rapp Tobias Richter Ronald W Rinehart Yaacov Schul The Psychology of Science Colleen M Seifert Marc Stadtler Brent Steffens Helge I Str ms Briony Swire Sharda Umanath Text Comprehension José Otero, José A. León, Arthur C. Graesser, 2014-04-04 This volume s goal is to provide readers with up to date information on the research and theory of scientific text comprehension It is widely acknowledged that the comprehension of science and technological artifacts is very difficult for both children and adults The material is conceptually complex there is very little background knowledge for most individuals and the materials are often poorly written Therefore it is no surprise that students are turned off from learning science and technology Given these challenges it is important to design scientific text in a fashion that fits the cognitive constraints of the learner The enterprise of textbook design needs to be effectively integrated with research in discourse processing educational technology and cognitive science

This book takes a major step in promoting such an integration This volume provides an important integration of research and theory with theoretical methodological and educational applications includes a number of chapters that cover how science text information affects mental representations and strategies introduces important suggestions about how text design and new technologies can be thought of as pedagogical features and establishes academic text taxonomies and a consensus of the criteria to organize inferences and other mental mechanisms The Role of Communication in Learning To Model Paul Brna, Michael Baker, Keith Stenning, Andree Tiberghien, 2014-05-12 In this book a number of experts from various disciplines take a look at three different strands in learning to model They examine the activity of modeling from disparate theoretical standpoints taking into account the individual situation of the individuals involved The chapters seek to bridge the modeling of communication and the modeling of particular scientific domains In so doing they seek to throw light on the educational communication that goes on in conceptual learning Taken together the chapters brought together in this volume illustrate the diversity and vivacity of research on a relatively neglected yet crucially important aspect of education across disciplines learning to model A common thread across the research presented is the view that communication and interaction as fundamental to most educational practices and as a repository of conceptual understanding and a learning mechanism in itself is intimately linked to elaborating meaningful coherent and valid representations of the world The editors hope this volume will contribute to both the fundamental research in its field and ultimately provide results that can be of practical value in designing new situations for teaching and learning modeling particularly those involving computers Comprehension, Causality, and Coherence Susan R. Goldman, Arthur C. Graesser, Paul van den Broek, 1999-08 This volume provides an excellent overview of the field of discourse processes capturing both its breadth and its depth World renowned researchers present the latest theoretical developments and thought provoking empirical data In doing so they cover a broad range of communicative activities including text comprehension conversational communication argumentation television or media viewing and more A central theme across all chapters concerns the notion that coherence determines the interpretation of the communication The various chapters illustrate the many forms that coherence can take and explore its role in different communicative settings Handbook of Reading Research, Volume III Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed **Building Students' Historical**

Literacies Jeffery D. Nokes,2013 This book explores the notion of historical literacy adopts a research supported stance on literacy processes and promotes the integration of content area literacy instruction into history content teaching

Emotions in Reading, Learning, and Communication Catherine Bohn-Gettler, Johanna Kaakinen, 2024-08-16 This book brings together experts engaging in empirical studies on how emotion influences learning and processing for varying text types in different contexts In our current era learners are confronted with many and varying sources of information such as news media books websites social media scientific articles communicative interactions and more In addition individuals must learn from such sources making it important to critically examine the factors underlying learning from text and discourse Importantly the valence pleasantness and activation intensity of learners emotions can influence the quality of processing which could help or hinder the learner's ability to understand and learn from text The chapters included in this book work toward developing a more comprehensive understanding of the influence of emotions in supporting learning comprehension processing and conceptual change to draw important connections to the broader fields of text and discourse learning and motivation This is an important and illuminating read for students and scholars of psychology education and educational technology The chapters in this book were originally published as a special issue of Discourse Processes Effects of Personal Involvement in Narrative Discourse Max Louwerse, Don Kuiken, 2014-05-22 Over the last several decades the study of discourse processes has moved from the complementary efforts characteristic of multidisciplinary research to the explicitly integrative focus of interdisciplinary research Some organizations have supported the methodological and conceptual merger of areas like literary studies psychology linguistics and education As evident in this special issue research concerning personal involvement in narrative discourse has benefited from these developments. The five studies supported in this issue examine a range of potential determinants of personal involvement in narrative discourse These include overt verbalization of thoughts and feelings foregrounding preference for genre and protagonists relevance of the content of a text to the reader and identifying with a character These studies also examine different aspects of what is absorbed by the reader including sophisticated forms of questioning lasting appreciation of story points involvement with story characters commitment to story consistent beliefs and changes in the sense of self Collectively these studies challenge the conception of what it means to understand media presentations of fictional narratives as well as the conception of the strategies through which such understanding is attained Multimedia and Literacy Development Adriana G. Bus, Susan B. Neuman, 2014-06-03 Representing the state of the art in multimedia applications and their promise for enhancing early literacy development this volume the first synthesis of evidence based research in its field broadens the field of reading research by looking beyond print only experiences to young readers encounters with multimedia stories on Internet and DVD Text Relevance and Learning from Text Gregory Schraw, Matthew T. McCrudden, Joseph P. Magliano, 2011-08-01 Why do people from similar backgrounds who read the same text construct different meanings Is there a question behind every

reading goal such that reading is an interactive process of asking and answering of questions Do people who believe that knowledge is dynamic construct meaning differently than those who believe that knowledge is certain This volume addresses questions such as these and presents cutting edge research and theory that explores how readers determine text relevance i e the different values they assign to information as they read how relevance affects understanding and the implications of these studies for theories of text comprehension This volume documents in a compelling manner the ongoing international effort to understand how text relevance affects reading and comprehension Contributing authors represent major academic institutions on three continents and nine countries demonstrating the multinational interest in text relevance Why is there so much interest in text relevance Learners are inundated with unprecedented amounts of information and increased research regarding how readers process non traditional texts e g documents on the web and multiple documents for example underscores the importance of understanding how readers determine the relevance of text information for personal academic or professional goals which can enable educators to design learning situations that help learners get the most out of reading

Teach Them ALL to Read Elaine K. McEwan-Adkins, 2009-07-15 Featuring vignettes graphic organizers instructional strategies up to date research and more this updated bestseller helps educators understand the most effective ways to teach Encoding and Navigating Linguistic Representations in Memory Claudia Felser, Colin Phillips, Matthew Wagers, 2017-03-22 Successful speaking and understanding requires mechanisms for reliably encoding structured linguistic representations in memory and for effectively accessing information in those representations later Studying the time course of real time linguistic dependency formation provides a valuable tool for uncovering the cognitive and neural basis of these mechanisms. This volume draws together multiple perspectives on encoding and navigating structured linguistic representations to highlight important empirical insights and to identify key priorities for new research in this area Communication Science Theory and Research Marina Krcmar, David R. Ewoldsen, Ascan Koerner, 2016-05-20 This volume provides a graduate level introduction to communication science including theory and scholarship for masters and PhD students as well as practicing scholars The work defines communication reviews its history and provides a broad look at how communication research is conducted It also includes chapters reviewing the most frequently addressed topics in communication science This book presents an overview of theory in general and of communication theory in particular while offering a broad look at topics in communication that promote understanding of the key issues in communication science for students and scholars new to communication research The book takes a predominantly communication science approach but also situates this approach in the broader field of communication and addresses how communication science is related to and different from such approaches as critical and cultural studies and rhetoric As an overview of communication science that will serve as a reference work for scholars as well as a text for the introduction to communication graduate studies course this volume is an essential resource for understanding and conducting scholarship in the communication discipline

Computer-Based Diagnostics and Systematic Analysis of Knowledge Pablo Pirnay-Dummer, Dirk Ifenthaler, 2025-04-26 This volume explores the rapidly advancing field of technology supported knowledge assessment Across academia research on learning and instruction AI based analysis psychology and education there is a pressing need for a comprehensive collection of foundations and methodologies related to knowledge While the market offers books on individual and locally developed methods a holistic overview is currently lacking It aims to fill that gap inspiring projects globally and benefiting knowledge intensive developments in both digital and traditional learning environments Understanding the state and processes of knowledge often poses a bottleneck in the quality of designs and implementations This book addresses this challenge by focusing on mostly automated easy to implement strategies supporting the crucial task of understanding knowledge

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