

EARLI SIG 2 Meeting Grenoble 2012

Wednesday, August 29, 2012

08.30 – 09.00 Welcome & Registration

09.00 – 09.15 Opening

09.25 – 11.00 Paper session

Chair: Mireille Bétrancourt

Multimedia learning

Judith Schweppe & Ralf Rummer

Long-Term Multimedia Learning

Huib Tabbers & Jacob Diepenhorst

Not Static or Dynamic Media but Navigational Affordances Promote Active Learning

Hector Garcia Rodicio & Emilio Sanchez

A Comparison of Prompts, Corrective Feedback, and Elaborative Feedback in Multimedia Learning

Erlijn van Genuchten, Charlotte van Hooijdonk,
Katharina Scheiter & Anne Schüler

Studying and Executing Procedures: Do Pictures Facilitate Visuo-Spatial Reasoning During Learning?

11.00 – 11.30 Coffee break

11.30 – 12.30 Keynote

Chair: Jean-Michel Boucheix

Nathalie Blanc

The Early Development of Text Comprehension Skills: Emotional Inferences are Relevant Cues

12.30 – 13.30 Lunch

13.30 – 15.30 Paper session

Chair: Ric Lowe

Text comprehension

Isabel Braun & Matthias Nückles

Reading Their Way Into Science: Students' Strategies For Comprehending Research Articles

Carlos Ferreira, Hector Garcia Rodicio, Emilio Sanchez

Signals in Expository Prose, Is the Ability to Recognize and Interpret them Specific of Reading Comprehension?

Lisanne van Weelden, Joost Schilperoord & Alfons Maes

Metaphors Activate Object Shape

Philippe Dessus, Maryse Bianco, Aurélie Nardy,
Françoise Toffa, Mihai Dascalu & Stefan Trausan-Matu

Automated Analysis of Pupils' Self-Explanations of a Narrative Text

Emmelien Merchie & Hilde Van Keer

Effects of a Mind Map Intervention on Fifth and Sixth Graders' Learning from Texts

15.30 – 16.00 Coffee break

16.00 – 17.35 Paper session

Chair: Tina Seufert

New directions

Adriana Alexandra Baltaretu, Alfons Maes & Carel van Wijk

Mere Presence, Object Orientation and Perspective Taking

Richard Lowe

Using Vibration to Guide Exploration of Haptic Graphics

Tinne Dewolf, Wim Van Dooren, Frouke Hermens & Lieven Verschaffel

Students' Eye Movements when Solving Mathematical Word Problems Together with Illustrations

Katharina Scheiter, Jana Arndt, Birgit Imhof & Shaaron Ainsworth

Move Like a Fish: Do Gestures Aid Learning from Photographs and Videos?

17.35 - 19.30 Poster Session & Welcome reception

Thursday, August 30, 2012

09.00 – 11.00 Paper Session

Chair: Huib Tabbers

Abilities and preferences

Mireille Betrancourt, Shaaron Ainsworth, Erica de Vries, Jean-Michel Boucheix & Richard Lowe

Graphicacy: Do Readers of Science Textbooks Need It?

Jean-Michel Boucheix, Richard Lowe, Shaaron Ainsworth, Mireille Bétrancourt & Erica de Vries

Paired Graphics: An Exploratory Study of Graphicacy

Marije Van Amelsvoort & Hans Westerbeek

Visualizing Football Statistics: Performance and Preference

Annemarie Quispel & Alfons Maes

Visual Ability in Navigation Communication

Sandra Nitz, Claudia Nerdel & Helmut Prechtl

Modelling the Relationship between Representational Competence and Domain Knowledge

11.00 – 11.30 Coffee break

11.30 – 12.30 Keynote

Chair: Katharina Scheiter

Sara Irina Fabrikant

Of Metaphors, Maps, and Methods: Cognitively Inspired and Perceptually Salient Graphic Displays

12.30 – 13.30 Lunch

13.30 – 15.30 Paper Session

Chair: André Tricot

Text-picture integration

Jana Arndt, Anne Schüler & Katharina Scheiter

Examining the Integration of Text and Pictures

Wolfgang Schnotz, Ulrike Hochpoechler, Thorsten Rasch, Mark Ullrich, Holger Horz, Nele McElvany & Jürgen Baumert

Information Access Patterns of Students Working on Text-Picture Integration Tasks

Felix Wagner, David Rudolf & Tina Seufert

Benefits of a Training for Visualizing as a Learning Strategy

Alexander Eitel, Katharina Scheiter, Anne Schüler, Marcus Nyström & Kenneth Holmqvist

How a Picture Can Scaffold Comprehension of Text

Patrik Pluchino, Maria Caterina Tornatora & Lucia Mason

Fourth Graders' Text and Picture Integration in Processing and Learning from Science Text: Evidence from Eye Movement Patterns

15.30 – 16.00 Coffee break

16.00 – 17.35 Paper Session

Chair: Jean-François Rouet

Learning with animations

Stefan Münzer

Animations Facilitate Spatial Perspective Taking

Sandra Berney, Gaëlle Molinari, Nady Hoyek & Mireille Bétrancourt

Using 3D Animation for Learning Functional Anatomy

Irene T, Skuballa, Rolf Schwonke & Alexander Renkl

Visual Attention Guidance in Narrated Animations: Understanding is More Than Just Seeing

Dian Kemala Putri, Jean-Michel Boucheix & Richard K. Lowe

Effects of Simplified Ancillary Representations and Cues on Learning from Animation

17.35 – 18.30 SIG 2 Business meeting

20.00 Dinner

Friday, August 31, 2012

09.00 - 11.00 Paper Session

Chair: Shaaron Ainsworth

Scientific and mathematical representations

Tobias Fredlund, John Airey & Cedric Linder

Critical Aspects of Scientific Phenomena - To the Fore, in the Background, or not Present in Scientific Representations

Stephanie Lem, Patrick Onghena, Lieven Verschaffel & Wim Van Dooren

The Misinterpretation of Box Plots

Víctor López Simó & Roser Pintó Cassulleras

Secondary Students' Reading of Digital Visual Representations when Using Physics' Educational Simulations

David Corradi, Jan Elen & Geraldine Clarebout

Limits and Potentials of Bottom-up Processing of Multiple External Chemical Representations

Dominique Bellec, Andre Tricot & Paul Ayres

A Comparison of Different Levels of Interactions when Using the Isolated-Elements Strategy

11.00 – 11.30 Coffee break

11.30 – 12.30 Keynote

Chair: Wolfgang Schnotz

Neil H. Schwartz & Robert W. Danielson

What Kind of Graphic is This? A Framework for Delineating the Graphics in Text-Graphic Research

12.30 – 13.30 Lunch

13.30 – 15.30 Paper Session

Chair: Marije van Amelsvoort

Multiple documents processing

Jean-François Rouet, Christine Ros, Guillaume de Pereyra, Mônica Macedo-Rouet & Ladislao Salmeron

Teenage Students' Awareness of Source Quality when Selecting Web Links

Yvonne Kammerer & Peter Gerjets

The Impact of Discrepancies across Web Pages on High-School Students' Source Trustworthiness Evaluations

Carla Firetto & Peggy Van Meter

The Effect of Task Instruction and Text Overlap on the Integration of Multiple Cross-Domain Sources

Marc Stadtler, Lisa Scharrer & Rainer Bromme

Does Relevance Matter in Comprehending Scientific Conflicts from Multiple Documents? Evidence from Online and Offline-Data

Johanna Maier & Tobias Richter

Effects of Text-Belief Consistency and Reading Goals on the Comprehension of Multiple Science-Related Texts

15.30 Closing

List of posters

1.	Jaan Mikk	<i>A Simple Scale of Noun Abstractness for Predicting Popular-Scientific Text Comprehension</i>
2.	Madeline Hallewell	<i>What's the Point of Bulletpoints? The use of Text in PowerPoint Lectures</i>
3.	Alexandra König, Mona Stadler, Melina Klepsch & Tina Seufert	<i>The Effects of Visualization Forms on Usability and Learning Outcomes – Dynamic Videos versus Static Pictures</i>
4.	Lena von Kotzebue & Claudia Nerdel	<i>Biology Teachers' Professional Knowledge of Diagrams</i>
5.	Anne Schüler, Katharina Scheiter & Francesca Pazzaglia	<i>What Pictures Are Good For</i>
6.	Jan van der Meij, Hans van der Meij	<i>Dynamic Representations on the Interactive Whiteboard</i>
7.	Richard Lowe, Jean-Michel Boucheix	<i>Addressing Challenges of Biological Animations</i>
8.	Gilles Dieumegard	<i>De-symbolization in Learning a New Symbolic System</i>
9.	Mar Mateos, Isabel Solé, Nuria Castells, Jara González Lamas	<i>The Role of Epistemological Beliefs and Reading Beliefs in Multiple Text Comprehension</i>
10.	Ulrike Magner, Rolf Schwonke, Inga Glogger, Alexander Renkl	<i>What Features Make Decorative Illustrations Interesting?</i>
11.	Ladislao Salmeron, Yvonne Kammerer	<i>Selecting Pages from Google to Learn about a Controversial Topic: The Role of Epistemic Beliefs</i>
12.	Birgit Imhof, Ann-Christine Ehlis, Peter Gerjets	<i>Learning with Dynamic Visualizations: The Role of the Human Mirror Neuron System</i>
13.	Raquel Fidalgo, Olga Arias, Mark Torrance, Thierry Olive, Rui Alves	<i>On-Line Assessment of Students' Global Reading Strategies through Triple Task Technique</i>
14.	Johan van Strien, Saskia Brand-Gruwel, Henny Boshuizen	<i>Do Prior Attitudes Influence Epistemic Cognition while Reading Conflicting Information?</i>
15.	Eva Lordán, Francesc Salvador Beltrán, Isabel Solé	<i>Towards a Suitable Way to Know What Undergraduates Believe about Reading</i>
16.	Eva Lordán, Mariana Miras, Esther Nadal, Sandra Espino, Marta Minguela, Cristina Luna	<i>Is Making Written Syntheses an Aid to the Comprehension of Documentary Sources?</i>
17.	Nicole Goossens, Gino Camp, Peter Verkoeijen, Huib Tabbers, Rolf Zwaan	<i>Picture-Word Learning by Spacing the Learning Sessions</i>
18.	Eniko Bezdan, Liesbeth Kester, Paul Kirschner	<i>The Influence of Annotation in Graphical Organizers</i>
19.	Sachiko Kiyokawa, Yotan Kura, Yuri Uesaka, Emmanuel Manalo	<i>Does Construction of Diagrams Deepen Understanding by Raising Awareness of Insufficiency in Learning?</i>
20.	Carina Schubert, Katharina Scheiter, Anne Schüler	<i>Unwinding the Relationship Between Cognitive Processes and Gaze Behavior during Multimedia Learning</i>
21.	Marion Geiger, Markus Vogel, Tina Seufert	<i>What do Representations Say? An Analysis of Students' Verbalizations</i>
22.	Stijn van Mierlo, Huib Tabbers, Fred Paas	<i>Does Targeting the Situation Model During Retrieval Promote Transfer from Expository Texts?</i>
23.	Olga Arias, Raquel Fidalgo	<i>Metacognition in Reading Comprehension: Descriptive Study</i>
24.	Sandra Nitz, Christine D. Tippett	<i>Measuring Representational Competence in Science</i>
25.	Muhammad Ashraf	<i>Categorization of Graphical Representations</i>
26.	Laure Philippon, Katharina Scheiter, Daniel Bodemer	<i>Supporting Collaborative Learning at the Museum</i>
27.	Franck Amadiou, Julie Lemarié, Aline Chevalier, Julien Cegarra, Ladislao Salmeron, Stéphane Blat	<i>Effects of Constructing Concept Maps while Navigating in a Hypertext</i>
28.	Carolin Enzengmüller, Claudia Nerdel, Helmut Prechtl	<i>Graphics in Science Education – German Biology Teachers' Beliefs, Instructional Practices, and Related Student Outcomes</i>
29.	Marta Minguela, Isabel Solé	<i>Meaningful Rereading for Meaning: the Role of Self-Regulation in Successful Reading Patterns</i>
30.	Julia Kranz, Birgit Imhof, Stefan Schwan, Barbara Kaup, Peter Gerjets	<i>Learning Art History on Multi-Touch-Tables: Metaphorical Meaning of Interaction Gestures Matters</i>
31.	Emilie Magnat	<i>Visualization and Manipulation of English Sounds on an Interactive Whiteboard at Primary School</i>