PROGRAM OVERVIEW

EARLI SIG 2
CONFERENCE 2022

Text and Graphics Comprehension in a Digital World:
Potential and Challenges

August 29th – 31st, 2022 // Kiel, Germany

www.earli.org/SIG2_Conference2022
CONFERENCE PROGRAM OVERVIEW

SUNDAY, AUGUST 28TH

16:00 – 17:30 // PhD / JURE Get-Together //

17:30 – 22:30 // Pre-Conference Get-Together // 🍴 💃

MONDAY, AUGUST 29TH

08:00 – 09:00 Conference Registration Hallway LS 1

09:00 – 09:30 Opening Session Klaus-Murmann Lecture Hall

09:30 – 10:30 A | PAPER SESSION I Klaus-Murmann Lecture Hall

Beliefs, Myths & Misconceptions About Learning with Text and Graphics

A1 Assessing and Reducing Misconceptions About Multimedia Learning Eitel, Prinz, & Dersch

A2 Pre-Service Teachers Evaluating Texts About Learning Styles: Role of Topic Beliefs and Reading Order Hämäläinen, Kulju, Mäkinen, & Kiili

A3 The Role of Text in Multimedia: Is it too Dominant? (A Theoretical Paper) Lowe & Boucheix
CONFERENCE PROGRAM OVERVIEW // MONDAY, AUGUST 29TH

10:30 – 11:00 // Coffee Break // ☕

11:00 – 12:30

B | PAPER SESSION II
Learning & Testing With Text and Graphics
Klaus-Murmann Lecture Hall

B1
A Closer Look at the Pre-Training Principle
Kühl

B2
Explicit Monitoring Increases Learning Time
but Not Performance
Hoch, Fleig, & Scheiter

B3
The Influence of Seductive Details and Animated vs.
Static Illustrations on Children’s Performances
Colliot, Boucheix, Chabot, Le Neuresse, & Ragueneau

B4
Representational vs. Decorative Pictures With
Different Dynamics in Testing
Ehrhart, Höffler, Grund, & Lindner

12:30 – 13:30 // Lunch Break // 🍽
C | KEYNOTE  
13:30 – 14:30  
*Using Gaze Displays to Foster Learning From Text and Graphics*  
Tamara van Gog 
Klaus-Murmann Lecture Hall

14:30 – 14:45  // Coffee Break // 💚

D | ROUNDTABLE SESSIONS  
14:45 – 15:30  
D1  
*Fostering Multiple Science Text Comprehension Through www-Learning Environment in Primary School*  
Erdmann & Mikkila-Erdmann  
Seminar Room 104b

D2  
*Teaching Expert Reading Strategies in Digital Environments to Undergraduates: An Intervention Study*  
Macedo-Rouet, Saux, Potocki, Dyoniziak, & Rouet  
Seminar Room 208a

D3  
*Evidence-Based Implementation of Automatic Response Assessment*  
Fleig, Padó, Hoch, Lachner, & Scheiter  
Seminar Room 208b

D4  
*Emotional Design Pictures – Pleasant but too Weak to Evoke Arousal and Attract Attention?*  
Lenski & Großschedl  
Seminar Room 209a

D5  
*Learning From Academic Video In a Second Language With Captions vs Subtitles: An Eye-Tracking Study*  
Pannatier & Betrancourt  
Seminar Room 209b
15:30 – 16:00  // Coffee Break //

16:00 – 17:00  E | PAPER SESSION III
Emotional Design in Learning With Multimedia
Klaus-Murmann Lecture Hall

E1  Emotional Design in Game-Based Learning for Children: A Long Saga of Null Results
Brom, Javora, Volná, Hannemann, Tetourová, Sýkora, Děchtěrenko, Lukavský, & Kolek

E2  Perceived Aesthetics of Images in Emotional Design
Venni & Betrancourt

E3  Sustained Attention and Emotional-Design: What is the Role of one’s Willingness to Self-Control?
Endres, Vössing, Renkl, & Eitel

17:00 – 17:30  // Coffee Break //

17:30 – 18:30  F | DIGITAL KEYNOTE
Multimedia Learning in the Digital Age
Richard E. Mayer

18:30 – 20:30  // „Welcome Drink“ Reception //
TUESDAY, AUGUST 30TH

09:00 – 10:30
G | PAPER SESSION IV
Learning With Videos
Klaus-Murmann Lecture Hall

G1
Like it or Learn From It: Effects of Instructor Presence in Educational Videos
Sondermann & Merkt

G2
Facing Text & Graphics in Instructional Video: The Role of Instructor Presence and Coherence Signals
Schmidt-Borcherding, Gehrke, & Bateman

G3
A Narrative Frame is Essential in Emotional Design – The Role of Value in Evoking Situational Interest
Endres, Eitel, & Renkl

G4
Text vs. Video: Comparing Comprehension Outcomes and Underlying Processes in Fourth Grade Children
van Zeijts, Ganushchak, de Koning, & Tabbers

G5
It’s not as Simple as I Thought: Do Prompts Support Learning With Explainer Videos and Text?
Krebs, Braschoß, & Eitel

10:30 – 11:00
// Coffee Break //
11:00 – 12:30

H1
Enhancing Adolescents’ Metacomprehension of Print and Digital Texts Through Keyword Generation
Delgado, Salmerón, Altamura García, Vargas Pecino, & Pelluch

H2
Not Just Texts – Reactivation, Integration, and Validation Processes Also Apply to Illustrated Texts
Frick & Schüler

H3
Plain Language Summaries of Psychological Research – Why and How? Results of a Preregistered Study
Kerwer, Jonas, Stoll, Benz, & Chasiotis

H4
Effects of Screen Size and Screen Dynamics When Reading Digital Text
Haverkamp, Latini, Bråten, & Salmerón

H5
Shifting From Paper to Computer in Low-Stakes Reading Tests: Mode Effects and Practical Issues
Schult & Ștefănică

12:30 – 13:30 // Lunch Break //
I | JURE KEYNOTE
13:30 – 14:30
Learning With Web-Based Texts: The Role of Nonstrategic and Strategic Validation Processes
Johanna Abendroth
Klaus-Murmann Lecture Hall

14:30 – 14:45 // Coffee Break // 

14:45 – 15:45 J | POSTERBLITZ PREVIEW
Klaus-Murmann Lecture Hall

16:00 – 17:30 K | POSTERSESSION
Seminar Room 209a/209b

K1
How do Messages in the Chat Box Influence Student Learning During Online Lectures?
Colliot, Flanigan, & Masse

K2
Does the Specialist Problem Improve Learning of Instructional Text on Gender Stereotypes in Math?
Dersch, Bohm, & Eitel

K3
Analyzing the Interplay Between Representational Competence and Content Knowledge over Time
Losjsew & Bernholt

K4
Multimedia Effects in Testing: A Systematic Review
Schewior & Lindner

K5
Learning From Texts Involves Diverse Self-Regulation Abilities Beyond Comprehension Skills
Tibus, Gottschling, & Gerjets
K6  
**Supporting Learning of Complex Representations Through Signals in Videos: An Eye-Tracking Study**  
Rodemer, Lindner, Eckhard, Graulich, & Bernholt

K7  
**Effects of “Easiness” and “Scientificness” Within Lay-Friendly Research Summaries**  
Jonas, Kerwer, Chasiotis, & Rosman

K8  
**“I can Look This up Later”: The Effect of Expected and Actual Video Availability on Test Performance**  
Merkt, Keuchel, & Meyerhoff

K9  
**Beyond the Effect Size: Can Visualizations from Emotional Design Really be Compared?**  
Venni & Désiron

K10  
**Seductive Details Hamper Learning not Because They Disrupt**  
Kienitz, Krebs, & Eitel

K11  
**Audio-Visual Spatial Contiguity in Three-Dimensional Space**  
Glaser, Werner, & Schwan

K12  
**Retrieval Practice of Multimedia vs Text Materials: On Learners’ Metacognitive Sensitivity**  
Kubik, Berthold, & Gaschler

19:00  // Conference Dinner // 🍽️ 🍷 🍹
WEDNESDAY, AUGUST 31\textsuperscript{TH}

08:30 – 09:50 // Morning Walk in the Botanic Garden // 🌿

10:00 – 11:00 L | POSTERBLITZ PREVIEW
Klaus-Murmann Lecture Hall

11:00 – 11:15 // Coffee Break // ☕️

11:15 – 12:30 M | POSTER SESSION & COFFEE
Seminar Room 209a/209b

\textbf{M1}

\textit{Animation-Based Learning: Effect of Cueing for Novice And Advanced Students}
Forge, Lemarié, & Lamine

\textbf{M2}

\textit{Can Interactive Decorative Pictures Enhance Learning Compared to Informative and Static Pictures?}
Wehrhahn, Zhao, Gaschler, & Haake

\textbf{M3}

\textit{Visual Representations of Electric Circuits – A Textbook Analysis}
Peter & Krey

\textbf{M4}

\textit{Learning From Complementary Sources: Do Medium and Context Matter?}
Ronconi, Mason, Tarchi, Manzione, Latini, & Bråten

\textbf{M5}

\textit{Students’ Leisure Time Reading of Books and Websites Predicts Reading Attitudes}
Strømsø
M6
A Meta-Analysis Analyzing the Relationship Between Digital Reading Habits and Reading Comprehension
Altamura García, Salmerón, & Vargas Pecino

M7
Videos in the Classroom: Do They Actually Come With Signaling (and Other Multimedia Principles)?
Désiron & La Torre

M8
What Knowledge Supports the Comprehension and Evaluation of Argumentative Text?
Diakidoy & Christodoulou

M9
Media Adaptation of Technical Documents in the Nuclear Industry
Vigne, Motak, Garcia, & Bonnardel

12:30 – 13:30 // Lunch Break // 🍽

N | KEYNOTE
13:30 – 14:30
Screen Inferiority Effect: Understanding why Digital Technologies may Disrupt Text Comprehension
Ladislao Salmerón

14:30 – 14:45 // Coffee Break // ☕
14:45 – 15:45
O | PAPER SESSION VI
Learning With Multiple Documents

O1
Eh... I Think I Understood Them all? Monitoring Accuracy in Multiple Document Comprehension
Tabbers, Hahnel, & Schoor

O2
Student’s Task Model Before and After Working on Multiple-Document Tasks
Schoor, Rouet, & Britt

O3
Why Trust or Mistrust? Sixth Graders’ Ability to Justify the Credibility of Online Texts
Kiili, Bråten, Strømsø, & Räikkönen

O4
Students’ Multiple Document use in an Asynchronous Online Course
Hahnel, Bengs, Biedermann, Ciordas-Hertel, Eichmann, & Goldhammer

15:45 – 16:00
// Coffee Break //
16:00 – 17:00  
**P | PAPER SESSION VII**  
Visuo-Spatial Abilities and Learning  
**Klaus-Murmann Lecture Hall**

**P1**  
*The Influence of Hand Proximity and Visuospatial Ability on Visuospatial Learning: An fNIRS Study*  
Brucker, Dischinger, Gerjets, & Ehlis

**P2**  
*The Links Between Visuo-Spatial Abilities and Children’s Spatial Knowledge of a Virtual Environment.*  
Bénard - Linh Quang, Berney, Maurer, & Betrancourt

**P3**  
*Spatial Navigation in a Virtual Environment and its Influence on Spatial Abilities*  
Berney, Bénard - Linh Quang, Maurer, & Betrancourt

17:00 – 17:30  
**CLOSING SESSION & JURE AWARDS**  
**Klaus-Murmann Lecture Hall**

17:30 – 17:45  
**Coffee Break**

17:45 – 18:30  
**SIG 2 MEMBERS MEETING (HYBRID)**  
**Klaus-Murmann Lecture Hall**

**THURSDAY, SEPTEMBER 1**

08:00 – 10:30  
**Post-Conference Breakfast**
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