

CURRICULUM VITAE
Paulus Willem van den Broek
June, 2020

Business Address:

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Websites: [Leiden University, Educational Sciences](#) (in Dutch)
[Brain and Education Lab](#)
[Google Scholar Page](#)

▪ **EDUCATION**

1981-1985 University of Chicago, Illinois.
1973-1981 Rijksuniversiteit Leiden, Netherlands.
1967-1972 Gymnasium Beta, MSG Visser 't Hooft, Leiden, Netherlands.
1961-1967 Leidsche Houtschool, Leiden, Netherlands.

▪ **DEGREES**

<u>Degree</u>	<u>Field</u>	<u>Institution</u>	<u>Year</u>
Ph.D.	Educational Psych.	University of Chicago	1985
Doctoraal	Experimental Psych.	University of Leiden, Netherlands	1981
Doctoraal	Developmental Psych.	University of Leiden, Netherlands	1980
Kandidaats	Philosophy	University of Leiden, Netherlands	1977
Kandidaats	Psychology	University of Leiden, Netherlands	1976

▪ **PROFESSIONAL EXPERIENCE**

2014-2019 Member, Reading Expert Group, PISA 2018 Development of the reading literacy framework.
Organization of Economic Cooperation and Development.
2008-present Full professor, Department of Education and Child Studies, Leiden University, the Netherlands.

2008-present	Professor in Cognitive Sciences, University of Minnesota.
1987-2008	Professor, Department of Educational Psychology, University of Minnesota (1987-1990, Assistant Professor; 1990-1995, Associate Professor; 1995-present, Full Professor). Adjunct Professor, Institute of Child Development. Adjunct Professor, Department of Psychology.
1989-2008	Faculty Member, Cognitive Science Minor Program, University of Minnesota.
1997-2008	Guy Bond Chair in Reading Research, University of Minnesota.
1985-1987	Assistant Professor, Department of Psychology, University of Kentucky. Cognitive and Developmental Studies program.
1985	Lecturer in the College, Collegiate Division of the Social Sciences, University of Chicago.
1981-1985	Research Assistant, Department of education, University of Chicago, with Professor T. Trabasso.
1984	Teaching Assistant, Departments of Education and Behavioral Sciences, University of Chicago. Graduate/undergraduate courses in cognition and learning.
1982-1983	Teaching Assistant, Department of Behavioral Sciences, Committee of Methodology, University of Chicago. Graduate courses in statistics.
1982-1983 of	Member, organizational committee of the Child Development Colloquia Series, University of Chicago.
1977-1979	Head of psychological staff, Child Department of Nolet Hospital, Schiedam, Netherlands.
1973-1979	Developmental psychologist, Board of Education of West Netherlands.
1975-1976	Teaching Assistant, Department of Psychophysiology, University of Leiden, Netherlands. Psychophysiological Laboratory.

▪ DIRECTOR POSITIONS

2005-2010	Co-Director, Minnesota Interdisciplinary Training in Education Sciences
1995-1999	Director, Center for Cognitive Sciences, University of Minnesota
1991-1995	Associate Director, Center for Cognitive Sciences (formerly Center for
&	Research in Learning, Perception & Cognition)
2005-2006	

▪ RESEARCH INTERESTS

Cognitive and neurological processes in reading comprehension and text production

Reading assessment and instruction

Mental representation of events, Situation models, Computational models of memory

Neurological processes in comprehension

Cognitive development, Development of reading comprehension, language, and memory

Reasoning, Development of reasoning

■ AWARDS

2019	Oswald-Külpe-Prize in recognition of exceptional scientific contributions to the experimental study of higher mental processes.
2016	Best Graduate Advisor (Promotor) Award, Vereniging voor Onderwijs Research (Society for Educational Research)
2016	Distinguished Scientific Contribution Award, Society for Text and Discourse
2009-present	Fellow, Society for Text and Discourse
1997-2008	Guy Bond Chair in Reading Research
2005-2008	Correspondent, Koninklijke Nederlandse Akademie van Wetenschappen (Royal Dutch Academy of Sciences)
2006-2007	Lorentz Fellowship, Royal Dutch Academy of Sciences
2005	Single Semester leave
1999-2000	Fellowship, Netherlands Institute for Advanced Studies/Golestan Foundation
1999-2000	Bush Sabbatical fellowship
1996	James J. Jenkins Award, Center for Cognitive Sciences
1995	Single Quarter Leave
1993	College Nominee for Continuing Education Teaching Award
1991	Single Quarter Leave
1989	Faculty Summer Research Fellowship, University of Minnesota.
1988	Departmental Nominee for McKnight-Land Grant Fellowship
1988	Distinguished Teaching Award, College of Education, University of Minnesota
1986	Faculty Summer Fellowship, University of Kentucky
1986	Psi Chi Award, Excellence in Undergraduate Teaching, University of Kentucky
1980-1986	Graduate Fellowship, University of Chicago
1982-1983	C.H. Judd Scholar in Educational Psychology, University of Chicago

■ PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
 American Psychological Association (APA)
 Association for Psychological Science (APS)
 Society for Research in Child Development (SRCD)
 Society for Text and Discourse
 Society for the Scientific Study of Reading (SSSR)
 International Association of Applied Psychology
 European Society for Cognitive Psychology

▪ PHD DEGREES COMPLETED

Leiden University

Kraal, Astrid	30-04-2020
Huisman, Bart	12-09-2018
Mouw, Jolien	21-06-2018
Beker, Katinka	02-03-2017
Helder, Anne	15-11-2016
Haar, Selma van der	12-02-2014
Gennip, Nanine van	23-10-2012

University of Minnesota

Carlson, Sarah Elizabeth	30-09-2011
Clinton, Virginia Elizabeth	30-09-2011
Mensink, Michael Craig	30-09-2011
Seipel, Benjamin Erwin	31-08-2011
White, Mary Jane	29-08-2008
Lewis, Ashley Elizabeth	30-11-2007
Yomha Cevalco, Jazmin	30-04-2007
Kendeou, Panayiota Andrea	31-05-2005
Sung, Yung-Chi	31-05-2005
Mischinski, Maureen	30-12-2004
Sundermeier, Brian	31-08-2004
Virtue, Sandra Marie	30-06-2003
Everson, Michelle Gaddy	31-10-2002
Lynch, Julie Stone	30-08-2002
Gustafson, Mary Susan	29-06-2001
Linderholm, Tracy	31-07-2000
Tzeng, Yuhtsuen	30-06-1999
Su, Yifen	30-06-1997
Clarey-Risden, Kirsten Ann	28-06-1996
Narvaez, Darcia Fe	30-11-1993
Hartmann, Elizabeth Anne	31-12-1992
Thurlow, Richard Ernest	31-12-1991
Wolman, Clara	28-09-1990

■ POSTDOCS

Leiden University

Karin Wanrooij	October 2016 – March 2019
Lesya Ganushchak	May 2013 – August 2015
Menahem Yeari	September 2010 – September 2012

University of Minnesota

Panayiota Kendeou	2005 - 2006
Jan Carol Naslund	1990 – 1991

■ GRANTS

Tabbers, H., & **van den Broek, P.** (2019-2023). Teaching text comprehension strategies without text. NRO-NW, € 500.000,00.

van den Broek, P. (2014-2017). The role of social cognition in the development of reading comprehension abilities: Evidence from behavioral, eye-tracking, and neuroimaging methods. Onderzoekstalent NWO, €171.362.

Mangen, A., van der Weel, A., **van den Broek, P.**, et al. (2014-2017). *Evolution of REading in the Age of Digitisation (E-READ)*. EU Horizon 2020 COST programme. €520.000.

van den Broek, P. & van Driel, J. (2013-2017). The effects of mid-course feedback on learning and motivation by university students. CROHO, Leiden University, €200.000.

van den Broek, P. (2014-2015). Optimizing Virtual Research Environments (VRE's) for fostering research skills and motivation by scripting the collaborative learning process. CROHO, Leiden University, €50.000.

van den Broek, P. (2012-2017). *Text that teach and readers that learn: The role of text characteristics and children's reading skills in comprehending and learning from informational texts*. Research grant Begrijpelijke Taal. NWO, €250.000. Joint with CED, Rotterdam.

Moens, M.F., Lavrac, N., Cavazza, M., **van den Broek, P.**, & Georg, G. (2012-2015). Machine Understanding for interactive Storytelling (MUSE). Future Emerging Technologies grant. European FP7 ICT programme. €2.000.000.

McMaster, K., **van den Broek, P.**, Espin, C.A. (2011-2015). Making the right connections: Improving the comprehension of struggling readers. Institute for Education Sciences, U.S. Department of Education. Research grant \$1,437,331.

van den Broek, P. (2011-2015). *Improving learning from text: Cognitive factors in knowledge acquisition through reading*. NWO, €250.000.

van den Broek, P. (2010-2014). *Inferential processes in reading comprehension*. NWO, €215.000.

van den Broek, P., & Yeari, M. (2010-2012). *Computational modeling of knowledge-based inference generation during reading comprehension*. European Research Council Marie Curie Grant, €170.535.

Pashiardis, P., Kendeou, P., Brauckmann, S., Michaelidou, A., **van den Broek, P.**, & Muis, K. (2008-2011). *Uncovering the relation between principals' leadership style and epistemological beliefs and its implications for school training*. Cyprus Research Promotion Foundation, €79.930.

Davison, M., & **van den Broek, P.** (PIs) (2005-2010). *Minnesota Interdisciplinary Education Sciences Training Program*. Institute of Education Sciences, U.S. Department of Education. \$4,999,998

Interdisciplinary Training Program in Cognitive Sciences (2004-2009). Key Personnel (PI: Gordon Legge). National Institutes of Health. Period: 07/01/2004-06/30/2009. \$3,118,348.

Elfenbein, A. (PI) & **van den Broek, P.** (Key personnel) (2005-2007). *Online Processing of Textual Modes of Organization*. University of Minnesota Grant-in-Aid. \$24,066.

van den Broek, P. (PI), Rapp, D. (Co-PI), McMaster, K. (Co-PI) (2004-2008). *Improving comprehension of struggling readers: connecting cognitive science and educational practice*. Institute of Education Sciences, U.S. Department of Education. \$1,443,487.

Rapp, D. & **van den Broek, P.** (2004-2006). *Development of Children's Comprehension Processes: Phase IV Longitudinal Study*. Office of the Associate Dean for Research, College of Education and Human Development, University of Minnesota. \$24,935.

Fletcher, C.R., & **van den Broek, P.** (2003). *A Computer Laboratory for Research on Reading Fluency*. University of Minnesota Graduate School Grant-in-Aid Research Program. \$11,738.

McConnell, S., **van den Broek, P.**, Rodriguez, M. *Minnesota Early Learning Training Project, Phase 2*. McKnight Foundation. Period 01-01-04 to 12-31-05. \$1,000,000.

- McConnell, S., Rodriguez, M.C., Horst, K., Passe, A., & **van den Broek, P.** (2004). *Minnesota's early literacy training program report, year 2*. Early Childhood Educator Professional Development Project (CFDA: 84.349A). Minneapolis, MN: Center for Early Education and Development, University of Minnesota.
- McConnell, S., Horst, K., Passe, A., Rodriguez, M.C., & **van den Broek, P.** (2003). *Minnesota's early literacy training project report, year 1*. Early Childhood Educator Professional Development Project (CFDA: 84.349A). Minneapolis, MN: Center for Early Education and Development, University of Minnesota. \$1,539,578.
- Yonas, A., & **van den Broek, P.** (1998-2003). *Cognitive science training program*. National Institute for Child, Health, and Human Development. \$1,260,965.
- van den Broek, P.** (1997-2002). *The role of television viewing in the development of reading comprehension*. Center for Improvement of Early Reading Achievement. U.S. Department of Education. Office of Educational Research and Improvement. \$82,952.
- Taylor, B., & **van den Broek, P.** (1997-2003). *Center for the improvement of early reading achievement*. National Science Foundation. \$537,552.
- van den Broek, P.** (1999-2000). *Hemispheric Differences in Inference Generation*. University of Minnesota Graduate School Grant-in-Aid Research Program. \$16,973.
- van den Broek, P.** (1997-1998). *The role of television in early childhood development of reading skills*. Center for Early Education and Development. \$2,200.
- van den Broek, P.**, & Yonas, A. (1993-1998). Training grant. Center for Research in Learning, Perception and Cognition. National Institute for Child, Health and Human Development. \$886,084.
- Overmier, J.B., Fletcher, C.R., Pick, H.L., & **van den Broek, P.** (1996-1998). *Research Experiences for Undergraduate (REU) Site in Cognitive Sciences*. National Science Foundation. \$215,849.
- van den Broek, P.**, & Yonas, A. (1994-1998). *Training Program for Visibility Research*. 3M Corporation. \$9,800 annually.
- van den Broek, P.**, Fletcher, C.R., & Gundel, J. (1995). *Cognitive processes in language comprehension*. University of Minnesota Grant-in-Aid. \$12,000.
- van den Broek, P.**, Fletcher, C.R., & Gundel, J. (1995). *Cognitive processes in language comprehension*. Center for Research in Learning, Perception, and Cognition. \$6,500.

van den Broek, P., & Ruiz, A. (1992-1995). Hispanic-American Committee on Collaborative Research. \$16,848.

Pick, H., & **van den Broek, P.** (1992). American Psychological Association, Science Directorate. \$11,910.

van den Broek, P. (1992). Wilson Learning Corporation. \$10,000.

van den Broek, P., & Fletcher, C.R. (1989-1990). *Attentional resources and reasoning skills in learning from texts: Implications for instruction*. Wilson Learning Corporation. \$12,500.

van den Broek, P. (1988-1989). *Causal reasoning in the comprehension of texts*. University of Minnesota Graduate School Grant-in-Aid Research Program. \$10,750.

▪ PUBLICATIONS

2020

162. Van Moort, M.L., Jolles, D.D., Koornneef A., & **van den Broek, P.W.** (2020). What you read versus what you know: Neural correlates of accessing context information and prior knowledge in constructing a mental representation during reading. *Journal of Experimental Psychology: General*.

161. Van Moort, M.L., Koornneef, A., & **van den Broek, P.W.** (2020). Differentiating text-based and knowledge-based validation processes during reading: Evidence from eye movements. *Discourse Processes*, 57, 1-20. doi:10.1080/0163853X.2020.1727683

2019

160. Beker, K., Kim, J., van Boekel, M., **van den Broek, P.**, Kendeou, P. (2019). Refutation texts enhance spontaneous transfer of knowledge. *Contemporary Educational Psychology*, 56, 67-78.

159. Beker, K., **van den Broek, P.** & Jolles, D. (2019). Children's integration of information across texts: reading processes and knowledge representations. *Reading and Writing*, 32(3), 663-687.

158. Van Blankenstein, F.M., Saab, N., Van der Rijst, R.M., Danel, M.S., Bakker-van den Berg, A.S., & **van den Broek, P.W.** (2019). How do self-efficacy beliefs for academic writing and collaboration and intrinsic motivation for academic writing and research develop during an undergraduate research project? *Educational Studies*, 45 (2), 209-225.

157. Cevasco, J., & **van den Broek, P.** (2019). Contributions of causality processing models to the study of discourse comprehension and the facilitation of student learning. *Psicología Educativa*, 25(2), 159-167.
156. Helder, A., Perfetti, C.A., **van den Broek, P.**, Stafura, J.Z., & Calloway, R.C. (2019) ERP Indicators of local and global text influences on word-to-text integration. *Language, Cognition and Neuroscience*, 34(1), 13-28.
155. Huisman, B., Saab, N., **van den Broek, P.** & van Driel, J. (2019). The impact of formative peer feedback on higher education students' academic writing: a Meta-Analysis. *Assessment & Evaluation in Higher Education*, 44 (6), 863-880.
154. Huisman, B., Saab, N., van Driel, J., & **van den Broek, P.** (2019). A questionnaire to assess students' beliefs about peer-feedback. *Innovations in Education and Teaching International*, 1-12. DOI: [10.1080/14703297.2019.1630294](https://doi.org/10.1080/14703297.2019.1630294)
153. Karlsson, J., Jolles, D., Koornneef, A., **van den Broek, P.**, & van Leijenhorst, L. (2019). Individual differences in children's comprehension of temporal relations: dissociable contributions of working memory capacity and working memory updating. *Journal of Experimental Child Psychology*, 185, 1-18.
152. Kraal, A., **van den Broek, P.**, Koornneef, A., Ganushchak, L., & Saab, N. (2019). Differences in text processing by low- and high-comprehending beginning readers of expository and narrative texts: Evidence from eye movements. *Learning and Individual Differences*, 74.
151. Martín-Arnal, L.A., León, J.A., **van den Broek, P.**, & Olmos, R. (2019). Understanding comics. A comparison between children and adults through a coherence/incoherence paradigm in an eye-tracking study. *Psicología Educativa*, 25(2), 127-137.
150. Mouw, J.M., Van Leijenhorst, L., Saab, N., Danel, M.S., & **van den Broek, P.** (2019) Contributions of emotion understanding to narrative comprehension in children and adults. *European Journal of Developmental Psychology*, 16, 66-81, DOI: [10.1080/17405629.2017.1334548](https://doi.org/10.1080/17405629.2017.1334548)
149. Mouw, J.M., Saab, N., Pat-El, R.J., & **van den Broek, P.** (2019). Student- and Task-Related Predictors of Primary-School Students' Perceptions of Cooperative Learning Activities. *Pedagogische Studiën*, 96(2), 98-122.

2018

148. Helder, A., Perfetti, C.A., **van den Broek, P.**, Stafura, J.Z., Calloway, R.C. (2018). ERP Indicators of local and global text influences on word-to-text integration. *Language, Cognition and Neuroscience*, 34(1), 13-28.
147. Oudega, M., & **van den Broek, P.** Standards of coherence in reading: Variations in processing and comprehension of text (2018). In K. Millis, D. Long, J. Magliano, & K. Wiemer (Eds.), *Deep Comprehension: Multi-Disciplinary Approaches to Understanding, Enhancing, and Measuring Comprehension* (pp. 41-51). NY, NY: Routledge/Taylor and Francis.
146. Karlsson, J., **van den Broek, P.**, Helder A., Hickendorff, M., Koornneef, A., van Leijenhorst, L. (2018). Profiles of young readers: Evidence from thinking aloud while reading narrative and expository texts. *Learning and Individual Differences*, 67, 105-116.
145. Huisman, B., Saab, N., van Driel, J., & **van den Broek, P.** (2018). Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance. *Assessment & Evaluation in Higher Education*, 43(6), 955-968.
144. Kraal, A., Koornneef, A. W., Saab, N., & **van den Broek, P.W.** (2018). Processing of expository and narrative texts by low- and high-comprehending children. *Reading and Writing*, 31, 2017-2040.
143. van Moort, M., Koornneef, A., & **van den Broek, P.** (2018). Validation: knowledge- and text-based monitoring during reading. *Discourse Processes*, 55(5/6), 480-496.
142. Thomson, J., Barzillai, M., **van den Broek, P.**, Schroeder, S. (2018). Learning to read in a digital world: Discussion. In M. Barzillai, J. Thomson, S. Schroeder & P. van den Broek (Eds.), *Learning to Read in a Digital World* (pp. 225-238). Amsterdam: John Benjamins.
141. Salmerón, L., Strømsø, H.I., Kammerer, Y., Stadtler, M., **van den Broek, P.** (2018). Comprehension processes in digital reading. In M. Barzillai, J. Thomson, S. Schroeder & P. van den Broek (Eds.), *Learning to Read in a Digital World* (pp. 91-120). Amsterdam: John Benjamins.

2017

140. Beker, K., Jolles, D., & **van den Broek, P.** (2017). Meaningful learning from texts: The construction of knowledge representations. In J.A. León & I. Escudero (Eds.), *Reading comprehension in educational settings* (pp. 29-62). Amsterdam: John Benjamins.

139. **van den Broek, P.**, Espin, C.A., McMaster, K., & Helder, A. (2017). Developing reading comprehension interventions: Perspectives from theory and practice. In E. Segers & P. van den Broek (Eds.), *Developmental Perspectives in Written Language and Literacy* (pp. 85-101). Amsterdam: John Benjamins.
138. **van den Broek, P.**, & Helder, A. (2017). Cognitive processes in discourse comprehension: Passive processes, reader-initiated processes, and evolving mental representations. *Discourse Processes*, 54(5-6), 360-372.
137. **van den Broek, P.**, & Kendeou, P. (2017). Development of reading comprehension: Change and continuity in the ability to construct coherent representations. In K. Cain, D. Compton & R.K. Parrila (Eds.), *Theories of Reading Development* (pp. 283-305). Amsterdam: John Benjamins.
136. Cevasco, J., & **van den Broek, P.** (2017). The importance of causality processing in the comprehension of spontaneous spoken discourse. *Ciencia Cognitiva*, 11(2), 43-45.
135. Elfenbein, A., **van den Broek, P.**, Carlson, S.E., Kendeou, P., and Bohn-Gettler, C. (2017). Text structure and expository prose. *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy*, 81-108.
134. Helder, A., **van den Broek, P.**, Karlsson, J., & Van Leijenhorst, L. (2017). Neural correlates of coherence-break detection during reading of narratives. *Scientific Studies of Reading*, 21(6), 463-479.
133. Huisman, B., Saab, N., van Driel, J., & **van den Broek, P.** (2017). Peer Feedback on College Students' Writing: Exploring the Relation between Students' Ability Match, Feedback Quality, and Essay Performance. *Higher Education Research & Development*, 36(7), 1433-1447.
doi:10.1080/07294360.2017.1325854
132. Muijselaar, M.L., Kendeou, P., de Jong, P.F., & **van den Broek, P.** (2017). What does the CBM-Maze test measure? *Scientific Studies of Reading*, 21, 120-132.
131. Porteous, J., Charles, F., Smith, C., Cavazza, M., Mouw, J., & **van den Broek, P.** (2017). Using virtual narratives to explore children's story understanding. In *Proceedings of the 16th Conference on Autonomous Agents and MultiAgent Systems (AAMAS '17)*. International Foundation for Autonomous Agents and Multiagent Systems, Richland, SC, 773-781.
130. Yeari, M., Oudega, M., & **van den Broek, P.** (2017). The effect of text highlighting on online processing, memory, and comprehension of central and peripheral information: Evidence from eye-movements. *Journal of Research in Reading*, 40, 365-383.

2016

129. Beker, K., Jolles, D., Lorch, R.F. Jr., & **van den Broek, P.** (2016). Learning from texts: Activation of information from previous texts during reading. *Reading & Writing*, 29(6), 1161-1178.
128. **van den Broek, P.**, Mouw, J., & Kraal, A. (2016). Individual differences in reading comprehension. In P. Afflerbach (Ed.), *Handbook of individual differences in reading: Reader, text, and context* (pp. 138-150). New York: Routledge.
127. Cevasco, J., & **van den Broek, P.** (2016). The effect of filled pauses on the processing of the surface form and the establishment of causal connections during the comprehension of spoken expository discourse. *Cognitive processing*, 17, 185-194.
126. Helder, A., Van Leijenhorst, L., & **van den Broek, P.** (2016). Coherence monitoring by good and poor comprehenders in elementary school: Comparing offline and online measures. *Learning and Individual Differences*, 48, 17-23.
125. Koornneef, A.W., Dotlačil, J., **van den Broek, P.**, & Sanders, T.J. (2016). The influence of linguistic and cognitive factors on the time course of verb-based implicit causality. *The Quarterly Journal of Experimental Psychology*, 69(3), 455-481.
124. Van Leijenhorst, L., Jolles, D.D., & **van den Broek, P.** (2016). Onderwijspedagogiek in neurocognitief perspectief: De rol van de neurowetenschappen in onderwijzen en leren. In M.H. van IJzendoorn & L. van Rosmalen (Eds.), *Pedagogiek in beeld* (pp. 363-375). Houten: Bohn Stafleu van Loghum.
123. Pavias, M., **van den Broek, P.**, Hickendorff, M., Beker, K., & Van Leijenhorst, L. (2016). Effects of social-cognitive processing demands and structural importance on narrative recall: Differences between children, adolescents, and adults. *Discourse Processes*, 53, 488-512.
122. Yeari, M., & **van den Broek, P.** (2016). A computational modeling of semantic knowledge in reading comprehension: Integrating the landscape model with latent semantic analysis. *Behavior Research Methods*, 48, 880-896.

2015

121. **van den Broek, P.**, Beker, K., & Oudega, M. (2015). Inference generation in text comprehension: Automatic and strategic processes in the construction of a mental representation. In E.J. O'Brien, A.E. Cook & R.F. Lorch (Eds.), *Inferences during reading* (pp. 94-121). Cambridge, UK: Cambridge University Press.

120. **van den Broek, P.**, & Kendeou, P. (2015). Building coherence in web-based and other non-traditional reading environments; Cognitive opportunities and challenges. In J.J. Spiro, M. Deschryver, M.S. Hagerman, P. Morsink & P. Thompson (Eds.), *Reading at a crossroads? Disjunctures and continuities in current conceptions and practices* (pp. 104-114). New York: Routledge.
119. Helder, A.*, Kraal, A.*, & **van den Broek, P.** (2015). De ontwikkeling van begrijpend lezen: Oorzaken van succes en falen vanuit een cognitief perspectief. In D. Schram (Ed.), *Hoe maakbaar is de lezer?* (pp. 59-78). Stichting Lezen: Eburon. *shared first authorship
118. McMaster, K.L., **van den Broek, P.**, Espin, C.A., Pinto, V., Janda, B., Lam, E.A., Hsu, H., Jung, P., Leinen, A.B., & van Boekel, M. (2015). Developing a reading comprehension intervention: Translating cognitive theory to educational practice. *Contemporary Educational Psychology*, 40, 28-40.
117. Wassenburg, S.I., Beker, K., **van den Broek, P.**, & Van der Schoot, M. (2015). Children's comprehension monitoring of multiple dimensions of a narrative. *Reading and Writing: An Interdisciplinary Journal*, 28(8), 1203-1232.
116. Yeari, M., & **van den Broek, P.** (2015). The role of textual semantic constraints in knowledge-based inference generation during reading comprehension: A computational approach. *Memory*, 23(8), 1193-1214.
115. Yeari, M., **van den Broek, P.**, & Oudega, M. (2015). Processing and memory of central versus peripheral information as a function of reading goals: Evidence from eye-movements. *Reading and Writing*, 28, 1071-1097.
- 2014
114. Carlson, S.E., **van den Broek, P.**, McMaster, K., Rapp, D.N., Bohn-Gettler, C.M., Kendeou, P., & White, M.J. (2014). Effects of comprehension skill on inference generation during reading. *International Journal of Disability, Development and Education*, 61(3), 258-274.
113. Clinton, V., Seipel, B., **van den Broek, P.**, McMaster, K.L., Kendeou, P., Carlson, S.E., & Rapp, D.N. (2014). Gender differences in inference generation by fourth-grade students. *Journal of Research in Reading*, 37(4), 356-374. doi: 10.1111/j.1467-9817.2012.01531.x
112. Kendeou, P., **van den Broek, P.**, Helder, A., & Karlsson, J. (2014). A cognitive view of reading comprehension: Implications for reading difficulties. *Learning Disabilities Research & Practice*. 29(1), 10-16.

111. McMaster, K.L., Espin, C.A., & **van den Broek, P.** (2014). Making connections: Linking cognitive psychology and intervention research to improve comprehension of struggling readers. *Learning Disabilities Research & Practice*. 29(1), 17-24.

2013

110. **van den Broek, P.**, Helder, A., & Van Leijenhorst, L. (2013). Sensitivity to Structural Centrality: Developmental and individual differences in reading comprehension skills. In M. A. Britt, S.R. Goldman & J.-F. Rouet (Eds.), *Reading: From words to multiple texts* (pp. 132-146). New York: Routledge.
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11. **van den Broek, P.** (1990). The causal inference maker: Towards a process model of inference generation in text comprehension. In D. A. Balota, G. B. F. d'Arcais & K. Rayner (Eds.), *Comprehension processes in reading* (pp. 423-446). Hillsdale, NJ: Lawrence Erlbaum Associates.
10. Bloom, C. P., Fletcher, C. R., **van den Broek, P.**, Reitz, L., & Shapiro, B. P. (1990). An on-line assessment of causal reasoning during comprehension. *Memory & Cognition*, 18, 65-71. doi: 10.3758/BF03202647

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8. **van den Broek, P.** (1989). The effects of causal structure on the comprehension of narratives: Implications for education. *Reading Psychology: An International Quarterly*, 10, 19-44. doi: 10.1080/0270271890100103

7. Trabasso, T., **van den Broek, P.**, & Suh, S. Y. (1989). Logical necessity and transitivity of causal relations in stories. *Discourse Processes*, 12, 1-25.

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6. **van den Broek, P.** (1988). The effects of causal relations and hierarchical position on the importance of story statements. *Journal of Memory and Language*, 27, 1-22. doi: 10.1016/0749-596X(88)90045-9

5. Trabasso, T., **van den Broek, P.**, & Liu, L. (1988). A model for generating questions that assess and promote comprehension. *Questioning Exchange*, 2, 25-38.

4. Russell, R., & **van den Broek, P.** (1988). A cognitive-developmental account of storytelling in child psychotherapy. In S. R. Shirk (Ed.), *Cognitive development and child psychotherapy* (pp. 19-52). New York: NY: Plenum Press.

1986

3. **van den Broek, P.**, & Trabasso, T. (1986). Causal networks versus goal-hierarchies in summarizing text. *Discourse Processes*, 9, 1-15. doi: 10.1080/01638538609544628

1985

2. Trabasso, T., & **van den Broek, P.** (1985). Causal thinking and the representation of narrative events. *Journal of Memory and Language*, 24(5), 612-630. doi: 10.1016/0749-596X(85)90049-X

1984

1. Trabasso, T., Secco, T., & **van den Broek, P.** (1984). Causal cohesion and story coherence. In H. Mandl, N. L. Stein & T. Trabasso (Eds.), *Learning and comprehension of text* (pp. 83-111). Hillsdale, NJ: Lawrence Erlbaum Associates.

■ BOOKS EDITED

Barzillai, M., Thomson, J., Schroeder, S. & **van den Broek, P.** (Eds.) (2018) *Learning to Read in a Digital World*. Amsterdam: John Benjamins.

Segers, E. & **van den Broek, P.** (Eds.) (2017) *Developmental Perspectives in Written Language and Literacy. In honor of Ludo Verhoeven*. Amsterdam: John Benjamins.

Taylor, B., Graves, M., & **van den Broek, P.** (Eds.) (1999) *Reading for meaning*. New York, NY: Teacher's College Press.

Goldman, S.R. Graesser, A.C., & **van den Broek, P.** (Eds.) (1999), *Narrative comprehension, causality and coherence: Essays in honor of Tom Trabasso*. Mahwah, NJ: Erlbaum.

van den Broek, P., Bauer, P., & Bourg, T. (Eds.) (1997). *Developmental spans in event comprehension and representation: Bridging fictional and actual events*. Mahwah, NJ: Erlbaum.

Graves, M., **van den Broek, P.**, & Taylor, B. (Eds.) (1996). *The first R: Children's right to read*. New York, NY: Teacher's College Press.

Pick, H., **van den Broek, P.**, Knill, D. (Eds.) (1992) *Cognition: Conceptual and Methodological Issues*. Washington, DC: American Psychological Association.

■ PUBLISHED CONFERENCES PROCEEDINGS

Clinton, V., D'Mello, S., & **van den Broek, P.** (2012). Predicting interest using Wii Fit™ balance boards. *Proceedings of the International Technology, Education, and Development Conference, 6th Edition* (pp. 62-67). Society for International Technology, Education, and Development.

Bernat, E.M., Marsolek, C.J., Collins, P.F., Steele, V.R., Westerberg, C.E., **van den Broek, P.**, & Patrick, C.J. (2004, April). Event-related potentials differentiate semantic processes contributing to inferences generated during comprehension. *Journal of Cognitive Neuroscience, 16 (Suppl.)*, 208-209.

Steele, V.R., Marsolek, C.J., Bernat, E.M., Collins, P.F., Lando, E.A.H., Venables, N.C., **van den Broek, P.**, Land, A.R., & Patrick, C.J. (2005, April). Does Alcohol Intoxication Affect Comprehension? An Event-Related Potential Investigation. Presented at the Cognitive Neuroscience Society Annual Meeting, New York, NY. *Journal of Cognitive Neuroscience, 17 (Suppl.)* 171.

- van den Broek, P.**, Kendeou, P., White, M., Butler, J., Lynch, J., Murphy, A., & Kremer, K. (2004, June). *Precursors to Reading Comprehension: A longitudinal study of basic language skills and comprehension skills from Kindergarten to Second Grade*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, the Netherlands.
- Sung, Y., & **van den Broek, P.** (2001). Hemispheric differences in Mandarin Tone Identification. *Proceedings of the 2001 meeting of the International Society of Cognitive Science*. Mahwah, NJ: Erlbaum.
- Tzeng, Y., **van den Broek, P.**, & Young, M. (1998). Updating mental representations during reading: The role of cohort competition. *Proceedings of the 20th Annual Conference of the Cognitive Science Society*. (p. 1272). Mahwah, NJ: Erlbaum.
- van den Broek, P.** (1994). An integrative perspective on the development of literacy: The changing functions of reading. *Contemporary Psychology*, 39, 279.
- van den Broek, P.** (1992). Inferential processes in the comprehension of narrative texts. *International Journal of Psychology*, 27, 67-68.
- van den Broek, P.** (1990). Establishing coherence during reading: A process model of inference generation. *Proceedings of the 12th Annual Conference of the Cognitive Science Society* (p. 1052). Hillsdale, NJ: Erlbaum.
- van den Broek, P.** (1986). Boekbespreking: J. F. Orlebeke et al. (Eds.), *Compendium van de Psychologie*, deel 5: Intelligentie, gedragsgenetica, persoonlijkheids psychologie, tests en beoordelen. *Pedagogisch Tijdschrift*, 11, 408-410.
- van den Broek, P.** (1983). Een Nederlandse bijdrage aan de empirische psychologie. *Pedagogisch Tijdschrift*, 8, 389-391.

■ PROFESSIONAL PRESENTATIONS

- Van den Broek, P.** (2020, June). *Genre as instructions for reader processing*. Paper presented at the Lorentz workshop on the Paradox of Genres in Discourse, Leiden, The Netherlands.
- Van Moort, M.L., Koornneef, A. & **van den Broek, P.** (2019, December). *Tracking the time course of validation: Influence of text-based and knowledge-based monitoring on eye movements during reading*. Paper presented at the 17th Winter conference on Brain and Cognition of the Dutch Society for Brain and Cognition, Egmond aan Zee, The Netherlands.

Van den Broek, P. (2019, November). *Constructing meaning from text: Passive and reader-initiated processes*. Award-acceptance presentation for Oswald Külpe prize for exceptional scientific contributions to the experimental study of higher mental processes, University of Würzburg. Würzburg, Germany.

Van Moort, M.L., Jolles, D., Koornneef A., & **van den Broek, P.** (2019, November). *What you read vs. what you know: Text-based and knowledge-based monitoring during reading*. Invited presentation at the University of Tübingen, Tübingen, Germany.

Van den Broek, P. (2019, November). *Tekstbegrip en Onderwijs*. Invited presentation for the theme group Language Skills and Education (Taalbeheersing en Onderwijs) of the Vereniging Interuniversitair Overleg Taalbeheersing (VIOT). Utrecht, The Netherlands.

De Bruïne, A., Jolles, D., & **van den Broek, P.** (2019, July). *Minding the load or loading the mind: Manipulating working memory in coherence monitoring*. Presentation at the 29th annual meeting of the Society for Text & Discourse, New York, USA.

Helder, A., Espin, C., Swart, E., **van den Broek, P.**, & Koornneef, A. (2019, July). *CBM maze tasks: Do they reflect comprehension?* Presentation at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

Kiniry, J., **van den Broek, P.**, & Raijmakers, M. (2019, July). *Inference and vocabulary in a reading comprehension assessment*. Poster presented at the 29th annual meeting of the Society for Text & Discourse, New York, USA.

Kiniry, J., **van den Broek, P.**, & Raijmakers, M. (2019, July). *The study of cognitive reading skill using data collected by a large-scale assessment of English reading*. Presentation at the 29th annual meeting of the Society for Text & Discourse, New York, USA.

Van Moort, M., Koornneef, A., & **van den Broek, P.** (2019, July). *Tracking the time course of validation: Effects of tekst-based and knowledge-based monitoring processes on eye movements during reading*. Presentation at the 29th annual meeting of the Society for Text & Discourse, New York, USA.

Van den Broek, P. (November, 2018). *Designing and using texts for effective learning in humanities*. Presentation and workshop at the conference on Eurasian Insights: Strengthening Central Asian Studies in Europe. Prague, Czech Republic.

Van den Broek, P. (October, 2018). *Developmental Aspects of Reading in a Digital World*. Invited presentation at the closing conference of COST action E-Read. Stavanger, Norway.

Van den Broek, P. (2018, September). *Reading of multiple texts* (Lezen van meerdere teksten). Invited presentation at the Educational Conference on 21th Century Reading Skills, Rotterdam, The Netherlands.

De Bruïne, A., Jolles, D., & **van den Broek, P.** (2017, December). *Monitoring information during reading: Investigating the role of working memory in a dual-task paradigm*. Poster presented at the Winterconference of the Nederlandse Vereniging voor Psychonomie (NVP), Egmond aan Zee, The Netherlands.

Moort, M.L. van., Koornneef, A., & **van den Broek, P.** (2017, December). *Validation: Knowledge- and Text-based Monitoring during Reading*. Poster presented at the Winter conference of the Nederlandse Vereniging voor Psychonomie (NVP) , Egmond aan Zee, The Netherlands.

Moort, M.L. van., Koornneef, A., & **van den Broek, P.** (2017, August). *Processing of Inconsistencies With Prior Text and Background Knowledge During Reading*. Paper presentation at the Annual Meeting of the Society for Text and Discourse, Philadelphia, USA.

Helder, A., Perfetti, C. A., **van den Broek, P.**, Stafura, J. Z., & Calloway, R. C. (2017, July). *ERP indicators of local and global text influences on word-to-text integration*. Presentation at the annual meeting of the Society for Text and Discourse, Philadelphia, PA.

Porteous, J., Charles, F., Smith, C., Cavazza, M., Mouw, J. M., **Van den Broek, P.** (2017, May). Using virtual narratives to explore children's story understanding. Paper presented at the 16th *International Conference on Autonomous Agents and Multiagent Systems* (pp. 773–781), Sao Paulo, Brazil.

Huisman, B., Saab, N., Van Driel, J., & **Van den Broek, P.** (2017, April). *Peer feedback on writing: The relation between students' ability match, feedback quality, and essay performance*. Paper presented at the American Educational Research Association (AERA), San Antonio, TX.

Huisman, B., Saab, N., Van Driel, J., & **van den Broek, P.** (2016, December). *Peer feedback on academic writing in higher education: A systematic review and meta-analysis*. Poster presented at the Society for Research in Higher Education (SRHE) Annual Research Conference, 6 December, Newport, Wales.

Huisman, B., Saab, N., Van Driel, J., & **van den Broek, P.** (2016, December). *The influence of peer feedback on higher education students' academic writing performance: A meta-analysis*. Poster presented at the Newer Researcher Conference of the Society for Research in Higher Education (SRHE) Annual Research Conference, 6 December, Newport, Wales.

Van den Broek, P. (2016, November). *Inferential processes during reading comprehension: Individual and developmental differences*. Invited keynote presentation at the International Workshop on Educational Literacy, Santiago, Chile.

Espin, C., Cevasco, J., & **van den Broek, P.** (2016, October). *The importance of the establishment of causal connections in the comprehension of History texts by students with learning disabilities*. Poster presented at the 2nd Meeting of the Association for the Advancement of Psychological Science. Buenos Aires, Argentina.

Espin, C., Cevasco, J., & **van den Broek, P.** (2016, October). *Causal connectivity and the comprehension of History texts by elementary school students*. Poster presented at the 12th Meeting of the Argentine Society of Neuropsychology. Buenos Aires, Argentina.

De Bruijne M., **van den Broek P.**, & Van Gelderen A.J.S. (2016, August). Development of individual self-regulation and reading task approach in a reciprocal teaching context. Presentation at the EARLI SIG Metacognition. Nijmegen, The Netherlands.

Arfé, B., Oakhill, J., Benincasa P., **van den Broek, P.**, & Genovese E. (2016, July). Comprehension of temporal and causal connectives in poor comprehenders with and without hearing loss. Paper presented at the twenty-third annual meeting of the Society for the Scientific Study of Reading. Porto, Portugal.

Beker, K., & **van den Broek, P.**, & Jolles, D. (2016, July). Children's integration of information across texts: Reading processes and knowledge representations. Paper presented at the 26th annual meeting of the Society for Text & Discourse. Kassel, Germany.

van den Broek, P. (2016, July). Cognitive processes in discourse comprehension: The interplay of passive processes, coherence-based processes, and the evolving mental representation. Keynote at the 26th annual meeting of the Society for Text & Discourse. Kassel, Germany.

De Bruijne M., **van den Broek P.**, & Van Gelderen A.J.S. (2016, July). Development of individual self-regulation and reading task approach in a reciprocal teaching context. Paper presented at the 26th annual meeting of the Society for Text & Discourse. Kassel, Germany.

Huisman, B., Saab, N., Van Driel, J., & **Van den Broek, P.** (2016, July). *The influence of peer feedback on students' academic writing in higher education: A systematic review*. Paper presented at the The Higher Education Conference (HEC), Amsterdam University of Applied Sciences, The Netherlands.

- Karlsson, J., Van Leijenhorst, L., & **van den Broek, P.**, (2016, July). *The role of connectives in elementary school children's comprehension of temporal relations between events during reading*. Paper presented at the twenty-third annual meeting of the Society for the Scientific Study of Reading. Porto, Portugal.
- Muijselaar, M.M.L., Kendeou, P., de Jong, P.F., & **van den Broek, P.** (2016, July). *Taking another look at measures of reading comprehension: A comparison of the demands of the CBM-Maze and the Gates-MacGinitie tests*. Paper presented at the twenty-third annual meeting of the Society for the Scientific Study of Reading. Porto, Portugal.
- Pavias, M., **van den Broek, P.**, & Van Leijenhorst, L. (2016, July). *The effect of imposing a perspective during reading on narrative comprehension in early adolescence*. Presentation at the 26th annual meeting of the Society for Text & Discourse. Kassel, Germany.
- Pavias, M., **van den Broek, P.**, & Van Leijenhorst, L. (2016, July). *The effect of imposing a perspective during reading on narrative comprehension in early adolescence*. Presentation at the twenty-third annual meeting of the Society for the Scientific Study of Reading. Porto, Portugal.
- Bansi, S., Oudega, M., Koornneef, A., & **van den Broek, P.** (2016, June) *The influence of presentation medium and induced beliefs on reading comprehension: An eye-tracking study*. Poster presented at the 7th Scandinavian Workshop on Applied Eye Tracking, Turku, Finland
- Oudega, M., Koornneef, A., & **van den Broek, P.** (2016, June) *Individual differences in text processing under cognitive load: The effect of reading skill and WM capacity*. Paper presented at the 7th Scandinavian Workshop on Applied Eye Tracking, Turku, Finland.
- Huisman, B., Saab, N., van Driel, J., & **van den Broek, P.** (2015, November). *Student ability and -matching with peer feedback: Effects on performance with essay assignments*. Paper presented at the ICO National Fall School, Utrecht University, The Netherlands.
- Yeari, M., & **van den Broek, P.** (2015, November). *A computational modeling of semantic knowledge in reading comprehension: Integrating the Landscape Model with the latent semantic analysis*. Invited presentation at the annual meeting of the Society for Computers in Psychology, Chicago, USA.
- van den Broek, P.** (2015, September). *Inferential processes during reading: Individual and developmental differences*. Key note presentation at the Biannual Conference of German Educational Psychologists. Kassel, Germany.

- Pavias, M., **van den Broek, P.**, Hickendorff, M., Beker, K., & Van Leijenhurst, L. (2015, September). *The effects of social-cognitive processing-demands and importance on narrative recall: Differences between children, adolescents, and adults*. Poster presented at the symposium Embodied Cognition in Multimedia Learning. Rotterdam, The Netherlands.
- De Bruijne M., **van den Broek P.**, & Van Gelderen A.J.S. (2015, August). Development of individual self-regulation and reading task approach in a reciprocal teaching context. (Part of the symposium Implementing Reciprocal Teaching in Classrooms: Promoting Reading Strategies and Comprehension). EARLI, Limassol, Cyprus.
- Cevasco, J., & **van den Broek, P.** (2015, August). *Discourse markers, causal connectivity and spontaneous discourse recall*. Poster presented at the annual meeting of the Asociación Argentina de Ciencias del Comportamiento. Tucumán, Argentina.
- Huisman, B., Saab, N., Van Driel, J., & **van den Broek, P.** (2015, August). *Matching students on ability: Effects on feedback quality and performance*. Paper presented at the European Association for Research on Learning and Instruction (EARLI), Limassol, Cyprus.
- Beker, K., Kendeou, P., van Boekel, M., & **van den Broek, P.** (2015, July). *Learning from texts: Do refutations texts enhance transfer of knowledge?* Paper presented at the 25th annual meeting of the Society for Text and Discourse, Minneapolis, MN.
- Cevasco, J., & **van den Broek, P.** (2015, July). *The role of causal, additive and adversative connectives and causal connectivity in the recall of written and spoken discourse*. Poster presented at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.
- Helder, A., Stafura, J., Calloway, R., **van den Broek, P.**, & Perfetti, C. (2015, July). *Centrality effects on word-to-text integration during reading: An ERP study*. Paper presented at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.
- Janda, B., McMaster, K., Jung, P., Shin, J., **van den Broek, P.**, & Espin, C. (2015, July). *How struggling readers process narrative and informational texts: Insights from think-alouds*. Poster presented at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.
- Karlsson, J., Van Leijenhurst, L., Helder, A., & **van den Broek, P.** (2015, July). *Inference making in developing readers: Profiles in good and poor comprehenders*. Presentation at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.
- Koornneef, A.W., & **van den Broek, P.** (2015, July). *The flipside of predictive reading: Consolidating a lexical prediction comes at a processing cost*. Poster presented at the twenty-second annual meeting of the Society for the Scientific Study of Reading. Hawaii.

Oudega, M., Koster, A., Koornneef, A., & **van den Broek, P.** (2015, July). *Individual differences in standards of coherence for short and long-distance causal inferences*. Poster presented at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.

Pavias, M., **van den Broek, P.**, Hickendorff, M., Beker, K., & Van Leijenhorst, L. (2015, July). *The effects of social-cognitive processing-demands and importance on narrative recall: Differences between children, adolescents, and adults*. Presentation at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.

Steele, V.R., Bernat, E.M., **van den Broek, P.**, Collins, P.F., Patrick, C.J., & Marsolek, C.J. (2015, July). *Reading what has been inferred: Electrophysiological evidence for dissociable processes*. Symposium presentation at the 25th annual meeting of the Society for Text and Discourse. Minneapolis, MN.

van den Broek, P. (2015, June). *Leesonderwijs voor de toekomst*. Presentation at the Onderwijs Research Dagen, Leiden, The Netherlands.

Huisman, B., Saab, N., Van Driel, J., & **van den Broek, P.** (2015, June). *Het matchen van studenten bij peer feedback op geschreven opdrachten*. Paper presented at the Onderwijs Research Dagen (ORD), Leiden University, The Netherlands.

Pavias, M., **van den Broek, P.**, Hickendorff, M., Beker, K., & Van Leijenhorst, L. (2015, May). *The effects of social-cognitive processing-demands and importance on narrative recall: Differences between children, adolescents, and adults*. Poster presented at the annual meeting of the Leiden Institute for Brain and Cognition, Leiden, The Netherlands.

van den Broek, P. (2015, April). *Reading comprehension and reading instruction*. Keynote at the Reading Network Symposium. Leiden, The Netherlands.

Pavias, M., **van den Broek, P.**, Hickendorff, M., Beker, K., & Van Leijenhorst, L. (2015, April). *The effects of social-cognitive processing-demands and importance on narrative recall: Differences between children, adolescents, and adults*. Presentation at the Reading Network Symposium. Leiden, The Netherlands.

van den Broek, P. (2014, December). *Sources of reading comprehension problems*. Invited presentation at the 3rd International Symposium on Reading: Reading Processes and Disorders. Lisbon, Portugal.

Cevasco, J., & **van den Broek, P.** (2014, November). *Establishment of discourse connections and discourse marker presence in the comprehension of oral and written narrative discourse*. Poster presented at the biannual meeting of the Sociedad Argentina de Neuropsicología. Buenos Aires, Argentina.

Huisman, B. Saab, N., Van Driel, J. & **van den Broek, P.** (2014, November). *Peer feedback on written assignments: Investigating the effect of different ability matching constellations on performance.* Round table presentation at the International Fall School of the Dutch Interuniversity Centre for Educational Research, 10-14 November, Blankenberge, Belgium.

van den Broek, P. (2014, September). *Coherence building during discourse comprehension.* Invited presentation at the symposium on Grounding Discourse Comprehension, Rotterdam, Netherlands.

Huisman, B., Saab, N., Van Driel, J., **van den Broek, P.** (2014, August). *Formative feedback in interactive lectures: The effect of web-based interaction on lecturers' feedback, and students' self-efficacy, engagement and performance.* Research design forum presentation at the SIG4 & SIG17 conference of the European Association for Research on Learning and Instruction, 20-22 August, Leuven, Belgium.

van den Broek, P. (2014, August). *Cognitive processes in constructing meaningful representations: Implications for learning from multiple sources.* Keynote at the EARLI SIG2 meeting. Rotterdam, The Netherlands.

Helder, A., Karlsson, J., **van den Broek, P.**, & Van Leijenhurst, L. (2014, August). *Neural correlates of individual differences in coherence monitoring during reading.* Poster presented at the annual meeting of the Society for Text and Discourse, Chicago, IL.

Kraal, A., Saab, S., Schuitema, J., & **van den Broek, P.** (2014, August). *The relation between reading motivation and reading skills in second grade pupils in Dutch elementary school.* Poster presented at the annual meeting of the Society for Text and Discourse, Chicago, IL.

Mouw, J.M., Saab, S., Van Leijenhurst, L., & **van den Broek P.** (2014, August). *Identifying valence and arousal of protagonists' and readers' own emotional states.* Paper presented at the annual meeting of the Society for Text and Discourse, Chicago, IL.

Oudega, M.H., & **van den Broek, P.** (2014, August). *Reading texts in a dual task: The influence of individual differences in reading skill and working memory on reading with cognitive load.* Poster presented at the annual meeting of The Society for Text and Discourse, Chicago, IL.

Karlsson, J., Van Leijenhurst, L., & **van den Broek, P.** (2014, July). *Reading comprehension in children: Understanding sentences with dual events.* Presentation at the biannual meeting of International Association for the Study of Child Language, Amsterdam, The Netherlands.

Van Leijenhorst, L., Karlsson, J., Helder, A., & **van den Broek, P.** (2014, July). *Neural correlates of revising a situation model for sentences with multiple events in children and young adults*. Presentation at the biannual meeting of International Association for the Study of Child Language, Amsterdam, The Netherlands.

Huisman, B., Saab, N., Van Driel, J., **van den Broek, P.** (2014, June). *Het effect van web-based interactie op de feedback van docenten, en de self-efficacy, engagement en prestaties van studenten [The effect of web-based interaction on lecturers' feedback, and students' self-efficacy, engagement and performance]*. Poster presented at the Onderwijs Research Dagen, 11-13 June, Groningen.

van den Broek, P. (2014, May). *The comprehension of texts: Inferential processes in adults and children*. Invited presentation at the University of Poitiers, Poitiers, France.

Karlsson, J., Van Leijenhorst, L., & **van den Broek, P.** (2014, May). *The role of working memory in updating a mental model during sentence comprehension in children*. Poster presentation at the annual meeting of Leiden Institute for Brain and Cognition, Leiden, The Netherlands.

Kraal, A., Saab, S., & **van den Broek, P.** (2014, May). *Texts that teach and readers that learn: The role of text characteristics and children's reading skills in comprehending and learning from informational texts*. Poster presented at the annual meeting of the Leiden Institute for Brain and Cognition, Leiden, Netherlands.

Helder, A., Karlsson, J., **van den Broek, P.**, & Van Leijenhorst, L. (2014, April). *Neural correlates of individual differences in coherence monitoring during reading*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.

Karlsson, J., Helder, A., **van den Broek, P.**, & Van Leijenhorst, L. (2014, April). *Neural correlates of sentence comprehension: Effects of the position of event-structure cues*. Poster presentation at the annual meeting of Cognitive Neuroscience Society, Boston, USA.

Van Leijenhorst, L., Helder, A., Karlsson, J., & **van den Broek, P.** (2014, April). *Neural correlates of coherence monitoring during narrative comprehension in children and young adults*. Poster presented at the annual meeting of Cognitive Neuroscience Society, Boston, USA.

McMaster, K. L., Janda, B., Leinen, A. B., Hsu, H., Espin, C. A., & **van den Broek, P.** (2014, April). *You're on the right track! Giving feedback during a reading comprehension intervention*. Presented at the 2014 Annual Convention of the Council for Exceptional Children, Philadelphia, PA.

McMaster, K.L., **van den Broek, P.**, Espin, C., Janda, B., & Pinto, V. (2014, March). *Making in-the-text connections to support struggling readers' comprehension*. Presented at the 2014 Society for Research in Educational Effectiveness Conference, Washington, DC.

De Mulder, W., Do, Q. D. T., **van den Broek, P.**, & Moens, M-F. (2013, November). *Machine understanding for interactive storytelling*. Paper presented at the 8th International Conference on Knowledge, Information and Creativity Support Systems (KICSS'2013) held in Kraków, Poland.

Pavias, M., **van den Broek, P.**, Beker, K, & Van Leijenhurst, L. (2013, November). *Reading comprehension of narrative texts: A developmental causal network approach*. Poster presented at the annual ISED research meeting, Amsterdam, The Netherlands.

Arfé, B., Benincasa, P., Genovese, E., **van den Broek, P.**, Oakhill, J., & Boureux, M. (2013, September). *Comprehension of temporal and causal connectives: A comparison between hearing and deaf poor readers*. Presentation at the CoGDev conference, Reading, UK.

van den Broek, P. (2013, September). *Inferential processes during reading comprehension: Individual and developmental differences*. Invited presentation at the Current Trends in Reading Research conference, Madrid, Spain.

Arfé, B., Benincasa, P., Genovese, E., Reggio, E., **van den Broek, P.**, Oakhill, J., & Boureux, M. (2013, July). *Comprehension of temporal and causal connectives in hearing and deaf poor readers*. Poster session presented at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.

Beker, K., **van den Broek, P.**, Lorch, R., & Van Leijenhurst, L. (2013, July). *Learning from text: Facilitation of comprehension across texts*. Presentation at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.

Cevasco, J., & **van den Broek, P.** (2013, July). *The role of adversative connectives and causal connections in recall and recognition of written and spoken discourse*. Poster session presented at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.

Helder, A., Van Leijenhurst, L., & **van den Broek, P.** (2013, July). *Coherence monitoring in adolescents: The effect of textual distance on the strength of inconsistency effects*. Poster session presented at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.

Karlsson, J., Van Leijenhurst, L., & **van den Broek, P.** (2013, July). *The role of working memory and cognitive flexibility in revision of mental models, when the temporal order of events is reversed*. Poster session presented at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.

- Oudega, M., Van Leijenhorst, L., & **van den Broek, P.** (2013, July). *Cognitive control during reading comprehension by adolescent readers: The effect of social pressure and educational level*. Poster session presented at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.
- Van der Schoot, M., Wassenburg, S.I., Beker, K., De Koning, B.B., & **van den Broek, P.** (2013, July) *Inconsistency detection in primary school children: An eye fixation and self-paced reading study in good and poor reading comprehenders*. Presentation at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.
- Van Leijenhorst, L., Seipel, B., Clinton, V., & **van den Broek, P.** (2013, July). *Neural correlates of discourse comprehension: Coherence monitoring in texts and sentence pairs*. Poster session presented at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.
- Yeari, M., **van den Broek, P.**, & Oudega M. (2013, July). *The effect of reading goals and information centrality on online text processing and offline text comprehension*. Presentation at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.
- Yeari, M., **van den Broek, P.**, & Oudega, M. (2013, July). *The effect of text highlighting on online text processing and offline text recall and comprehension*. Poster session presented at the Twenty-third Annual Meeting of the Society for Text and Discourse, Valencia, Spain.
- van den Broek, P.** (2013, April). *Inferential processes during reading comprehension: Individual and developmental differences*. Invited presentation at the conference on Reading comprehension: From theory to practice held at Bar Ilan University, Ramat-Gan, Israel.
- McMaster, K. L., Espin, C., **van den Broek, P.**, Janda, B., Pinto, V., & Jung, P. G. (2013, April). *Making the right connections: Improving the comprehension of struggling readers*. Presented at the 2013 Annual Convention of the Council for Exceptional Children.
- Seipel, B. & **van den Broek, P.** (2013, April). *The role of implicit learning in incidental vocabulary acquisition while reading in economically diverse populations*. Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.
- Wassenburg, S.I., Beker, K., van der Schoot, M., de Vries, M.H., & **van den Broek, P.** (2013, April). *Children's ability to monitor comprehension relates differently to the multiple dimensions of a situation model*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, USA.

McMaster, K. L., Pinto, V., **van den Broek, P.**, Espin, C., & Janda, B. (2013, February). *Making the right connections: Improving the comprehension of struggling readers*. Presented at the 2013 Pacific Coast Research Conference, San Diego, CA.

van den Broek, P. (2012, September). *The role of standards of coherence in reading comprehension*. Paper presented at the 5th Biennial Meeting of the EARLI SIG 16 Metacognition. Milan, Italy.

Carlson, S. E., **van den Broek, P.**, & McMaster, K., (2012, August). *Inferential processing during and after reading: How do skilled and less-skilled comprehenders' inference generation differ during an online and offline reading activity?* Paper presented at the 6th European Graduate School Workshop on Literacy Research, Egmond aan Zee, the Netherlands.

van den Broek, P. (2012, July). *Individual differences in cognitive processes during reading comprehension by adolescent readers*. Paper presented at the 19th Annual Meeting of the Society for the Scientific Study of Reading. Montreal, Canada.

Beker, K., Wassenburg, S., van der Schoot, M., de Vries, M. H., & **van den Broek, P.** (2012, July). *The detection of inconsistencies along different dimensions by elementary school children*. Paper presented at the annual meeting of the Society for Text and Discourse, Montreal, Canada.

Helder, A., Van Leijenhorst, L., & **van den Broek, P.** (2012, July). *Coherence monitoring in good and poor comprehending readers in elementary school*. Paper presented at the annual meeting of the Society for Text and Discourse, Montreal, Canada.

Van Leijenhorst, L., Helder, A., **van den Broek, P.** (2012, July). *Neural correlates of coherence monitoring in reading comprehension*. Paper presented at the annual meeting of the Society for Text and Discourse, Montreal, Canada.

van den Broek, P. (2012, June). *Sources of comprehension problems during reading*. Invited presentation at the 13th meeting of The Dyslexia Foundation Extraordinary Brain Series. Tallinn, Estonia.

Clinton, V.E., D'Mello, S., & **van den Broek, P.** (2012, May). *Predicting interest while reading with Wii Fit balance boards*. Paper presented at the 24th Annual Meeting of the Association of Psychological Science, Chicago, IL, USA.

van den Broek, P., Kendeou, P., & Bohn-Gettler, C. (2012, April). *Revisiting the role of standards of coherence in reading comprehension*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Carlson, S.E., **van den Broek, P.**, & McMaster, K., (2012, April). *Examining skilled and less-skilled readers' inference generation during an online and offline reading activity*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

Clinton, V. & **van den Broek, P.** (2012, April). *Interest, inferences, and learning from texts*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

Clinton, V., D'Mello, S., & **van den Broek, P.** (2012, April). *Measuring interest with Wii Fit balance boards*. Paper presented at the Annual Meeting of the American Educational Research Association on April 14, 2012.

van den Broek, P. (2011, October). *The development of reading comprehension skills from kindergarten to adolescence*. Presentation at symposium on Cognitive, Metacognitive, and Motivational Processes in Reading Comprehension. Leiden, Netherlands.

Bohn-Gettler, C.M., Rapp, D.N., White, M.J., Kendeou, P., & **van den Broek, P.** (2011, July). *Age, skill, and working memory effects on inference generation*. Paper presented at the annual meeting of the Society for Text and Discourse, Poitiers, France.

van den Broek, P. & Kendeou, P. (2011, July). *The development of reading comprehension skills from kindergarten to adolescence*. Invited presentation at the 21st Annual Meeting of the Society for Text & Discourse, Poitiers, France.

Carlson, S.E., McMaster, K., & **van den Broek, P.** (2011, July). *Examining skilled and less-skilled comprehenders' inference generation when tested with an online and offline reading activity*. Poster presented at the annual meeting of the Society for Text and Discourse, Poitiers, France.

Clinton, V., Bohn-Gettler, C., Kendeou, P., McMaster, K., **van den Broek, P.**, & Rapp, D.N., (2011, July). *The effects of a questioning-while-reading intervention on the eye movements of struggling adolescent readers*. Poster presented at the Annual Meeting of the Society of Text and Discourse on July 12th, 2011.

Seipel, B., & **van den Broek, P.W.**, (2011, July). *The role of implicit learning in incidental vocabulary acquisition while reading*. Paper presentation at the 2011 annual meeting of the Society for Text and Discourse, Poitiers, France.

Yeiri, M. & **van den Broek, P.** (2011, July). *The role of textual semantic constraints in knowledge -based inference generation, as evaluated by Latent Semantic Analysis*. Paper presented at the 21st Annual Meeting of the Society for Text & Discourse, Poitiers, France.

van den Broek, P. (2011, May). *Reading between the lines: Text comprehension by adults and children*. Invited presentation at Minnesota Training in Educational Research program, Minneapolis, MN, USA.

van den Broek, P. (2011, May). *Reflections on reading comprehension*. Paper presented at the meeting of the Dyslexia Foundation, Philadelphia, PA, USA.

Clinton, V., Bohn-Gettler, C., Kendeou, P., McMaster, K., **van den Broek, P.**, & Rapp, D.N., (2011, April). *The effects of a questioning-while-reading intervention on the eye movements of struggling adolescent readers*. Poster presented at the Annual Meeting of the American Educational Research Association on April 9th, 2011.

van den Broek, P. (2010, November). *Reading between the lines: Text comprehension by adults and children*. Paper presented at annual ISED research meeting. Leiden, the Netherlands.

van den Broek, P., Elfenbein, A., Carlson, S.E., Lewis, M. (2010, July). *Expository text reading comprehension: Evidence from eye-tracking*. Symposium presented at Society for the Scientific Study of Reading, Berlin, Germany.

van den Broek, P., Elfenbein, A., Carlson, S., White, M.J., & Kendeou, P. (2010, July). *Comprehension of expository texts: The effect of text structure*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading. Berlin, Germany

van den Broek, P. (2010, August). *Cognitive processes during reading comprehension: Implications for assessment*. Invited address at the Annual Meeting of the Society for Text and Discourse in Chicago, IL.

Clinton, V., Seipel, B., **van den Broek, P.**, & O'Brien, E.J. (2010, August). *Taking a second look: How readers process global inconsistencies in narratives*. Paper presented at the 20th Annual Meeting of the Society for Text and Discourse in Chicago, IL.

Seipel, B., Clinton, V.E., **van den Broek, P.**, O'Brien, E., & Landi, N. (2010, August). *Examination of global text and local text coherence utilizing EEG*. Poster presented at the 20th Annual Meeting of the Society of Text and Discourse in Chicago, IL.

Clinton, V., Seipel, B., **van den Broek, P.**, & O'Brien, E. (2010, June). *Examination of global text and local text coherence utilizing eye-tracking*. Poster presented at the 4th Annual Institute of Education Sciences Conference in Washington, D.C.

Seipel, B., Clinton, V.E., **van den Broek, P.**, O'Brien, E., Burton, P. C., & Landi, N. (2010, June). *Examination of global text and local text coherence utilizing functional MRI*. Poster presented at the 4th Annual Institute of Education Sciences Conference in Washington, D.C.

van den Broek, P. (2010, May). *Models of text comprehension*. Presentation at Department of Psychology, Erasmus University, Rotterdam.

van den Broek, P. (2010, May). *Inferential Processes during Text Comprehension*. Presentation at University of Padua, Italy.

van den Broek, P.W. (2010, February). *Inferential processes during text comprehension by adults and children*. Invited presentation at Department of Psychology, University of Sussex, Brighton, England.

van den Broek, P., Seipel, B., Clinton, V., O'Brien, E., Burton, P., & Landi, N. (2009, November). *Establishing global and local coherence in discourse processing: Evidence for fMRI*. Paper presented at the 2009 annual meeting of the Psychonomic Society, Boston, MA.

van den Broek, P., Seipel, B., Clinton, V.E., O'Brien, E., Burton, P.C., & Landi, N. (November, 2009). *Examination of global text and local text coherence utilizing functional MRI*. Paper presented at the 50th annual meeting of the Psychonomic Society, Boston, MA.

van den Broek, P. (November, 2009). *Cognitieve en neurologische processen tijdens begrijpend lezen: Fundamenteel onderzoek en onderwijskundige toepassing (Cognitive and neurological processes during reading comprehension: Basic research and educational applications)*. Inaugural presentation at Leiden University, Leiden, the Netherlands.

van den Broek, P. (September, 2011). *Cognitive and neurological factors in text comprehension*. Invited presentation to National Research Council/National Academy of Sciences Congressional panel on Adult Literacy, Washington DC.

van den Broek, P., & Kendeou, P. (Augustus, 2009). *Refuting misconceptions: Co-activation and its impact on reading comprehension*. Paper presented at 13th Biennial Conference of the European Association for Research on Learning and Instruction, Amsterdam, the Netherlands.

Bohn-Gettler, C.M., Rapp, D.N., Kendeou, P., White, M.J., & **van den Broek, P.** (July, 2009). *Monitoring events in the service of comprehension*. Paper presented at the annual meeting of the Society for Text and Discourse, Rotterdam, the Netherlands.

Kendeou, P., White, M.J., & **van den Broek, P.** (July, 2009). *Development of reading comprehension: Going beyond the simple view*. Paper presented at the annual meeting of the Society for Text and Discourse, Rotterdam, the Netherlands.

- Clinton, V., White, M.J., & **van den Broek, P.** (July, 2009). *The incorporation of setting information in the construction of global coherence*. Paper presented at the annual meeting of the Society for Text and Discourse, Rotterdam, the Netherlands.
- Carlson, S.E., **van den Broek, P.**, McMaster, K., White, M.J., Bohn-Gettler, C.M., Kendeou, P., Rapp, D. (July, 2009). *Building a coherent representation during reading: Understanding inferences generated by early grade school struggling and non-struggling comprehenders*. Paper presented at the annual meeting of the Society for Text and Discourse, Rotterdam, Netherlands.
- Seipel, B., Clinton, V.E., **van den Broek, P.**, O'Brien, E., Burton, P. C., Landi, N. & Olman, C. (June, 2009). Examination of global text and local text coherence utilizing functional MRI. Poster presented at the 2009 annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Seipel, B., Clinton, V., **van den Broek, P.**, O'Brien, E., Burton, P. C., Landi, N., & Olman, C. (June, 2009). *Monitoring global and local coherence with fMRI*. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA
- Carlson, S.E., **van den Broek, P.**, McMaster, K., White, M.J., Bohn-Gettler, C.M., Kendeou, P., Rapp, D. (July, 2009). *Understanding inferences generated by early grade School students during a reading and causal questioning activity*. Poster presented at the 2009 IES Research Conference, Washington, D.C.
- Clinton, V., **van den Broek, P.**, McMaster, K., Kendeou, P., & Rapp, D.N. (July, 2009). *Differences in inference generation while reading between elementary and secondary students*. Poster presented at the Fourth Annual Institute of Education Sciences Research Conference, Washington, D.C
- Seipel, B., & **van den Broek, P.** (April, 2009). *Where readers look when reading new words: Using eye-tracking to monitor word learning*. Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA.
- Seipel, B., Clinton, V.E., **van den Broek, P.**, & Olman, C. (April, 2009). *Examination of global text coherence utilizing functional MRI*. Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA.
- Seipel, B., Clinton, V.E., **van den Broek, P.**, O'Brien, E., Burton, P. C., Landi, N. & Olman, C. (April, 2009). Examination of global text coherence utilizing functional MRI. Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA.

- Carlson, S. E., **van den Broek, P.**, McMaster, K., White, M. J., Bohn-Gettler, C. M., Kendeou, P., Rapp, D. (2009, March). *Understanding inferences generated by early grade school students during a reading and causal questioning activity*. Poster presented at the Center for Cognitive Sciences Research Day, University of Minnesota, Twin Cities, Minneapolis, MN
- van den Broek, P.** (January, 2009). *Some observations on cognitive and neurological processes during reading comprehension*. Paper presented at workshop Causality in Discourse and Cognition, Utrecht, Netherlands.
- Seipel, B., & **van den Broek, P.** (November, 2008). *Monitoring reading of explicitly learned words in context using eye-tracking*. Paper presented at the 2008 annual meeting of the Psychonomic Society, Chicago, IL.
- White, M.J. & **van den Broek, P.** (November, 2008). *Causality in embodied text comprehension*. Paper presented at the 2008 annual meeting of the Psychonomic Society, Chicago, IL
- Elfenbein, A., **van den Broek, P.**, Carlson, S., Lewis, M., & Kendeou, P. (July, 2008). *Eye-tracking and text-structure*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.
- Clinton, V., Seipel, B., **van den Broek, P.**, McMaster, K., Rapp, D., & White, M.J. (July, 2008). *Gender differences in elaborative inference generation in fourth grade students*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.
- van den Broek, P.** (June, 2008). *The Mind in Action: Cognitive Processes in Comprehending Texts*. Invited presentation at the Netherlands Institute for Advanced Study (NIAS), Wassenaar, the Netherlands.
- Clinton, V., Seipel, B., **van den Broek, P.**, McMaster, K.L., Rapp, D.N., White, M.J. (June, 2008). *Gender Differences in Elaborative Inferences*. Poster presented at the 2008 IES Research Conference, Washington, D.C.
- Fehr, C., **van den Broek, P.**, McMaster, K., & Rapp, D. N. (June, 2008). *Generation of Mental State Inferences by Fourth Grade Readers during a Think Aloud Procedure*. Poster presented at the 2008 IES Research Conference, Washington, D.C.
- McMaster, K., **van den Broek, P.**, Rapp, D., White, M. J., Carlson, S., Kendeou, P., Espin, C., & Deno, S. L. (June, 2008). *Using Cognitive Science to Inform Reading Comprehension Interventions for Struggling, Average, and Good Readers*. Poster presented at the 2008 IES Research Conference, Washington, D.C.

- van den Broek, P.** (April, 2008). *Developmental and individual differences in reading comprehension: On- and off-line aspects*. Invited presentation at the ETS/IES conference on Assessing Reading in the 21st Century Conference: Aligning and Applying Advances in the Reading and Measurement Sciences, Philadelphia, PA.
- White, M.J., **van den Broek, P.**, McMaster, K., Rapp, D.N., Kendeou, P., Bohn, K., Carlson, S. (March, 2008). *Using Cognitive Science to Inform Reading Comprehension Interventions for Struggling, Average, and Good Readers*. Presentation at the annual meeting of the American Educational Research Association, New York, NY.
- van den Broek, P.** (January, 2008). *Issues in neurological study of inference generation during reading*. Presentation at Causality in Discourse Processing and Acquisition Workshop, Utrecht, the Netherlands.
- van den Broek, P.**, Merkle, A., Karageorgiou, E., Kendeou, P., Leuthold, A., & Georgopoulos, A. (November, 2007). *Cognitive and neurological bases of inferential processes during reading*. Presentation at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Steele, V., Bernat, E., Collins, P., **van den Broek, P.**, Patrick., C. & Marsolek, C. (November, 2007). *Separable electrophysiological effects underlie N400s elicited by new versus inferred information during comprehension*. Presentation at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Lea, B., **van den Broek, P.**, Cevasco, J., & Mitchell, A. (November, 2007). *Bilingual resonance: reactivating text elements between L1 and L2*. Presentation at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Larson, A., Britt, M.A., **van den Broek, P.**, & Kendeou, P. (November, 2007). *Predicting Argument and Blended Text Recall with the Landscape Model*. Presentation at the annual meeting of the Society for Computers in Psychology, Long Beach, CA.
- van den Broek, P.** (June, 2007). *Cognitive Processes during Discourse Comprehension*. Paper presented at the Leiden Institute for Brain and Cognition, Leiden, the Netherlands.
- Carlson, S. E., **van den Broek, P.**, McMaster, K., White, M. J., Bohn-Gettler, C. M., Kendeou, P., Rapp, D. (2009, March). *Understanding inferences generated by early grade school students during a reading and causal questioning activity*. Poster presented at the Center for Cognitive Sciences Research Day, University of Minnesota, Twin Cities, Minneapolis, MN.
- van den Broek, P.** (April, 2007). *Inferential Processes in Discourse Comprehension*. Paper presented at the University of Cyprus, Nicosia, Cyprus.

Rapp, D.N., Kendeou, P., **van den Broek, P.**, McMaster, K., Espin, C.A., & White, M.J. (April, 2007). *Using readers' cognitive profiles to examine successes and failures in comprehension*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Bohn, C.M., Rapp, D.N., **van den Broek, P.**, Kendeou, P., & White, M.J. (April, 2007). *Do children and adults rely on similar text dimensions when organizing memory for narratives?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

van den Broek, P. (April, 2007). *Studying cognition: Dynamic interactions between theory, methods, and technology*. Paper presented at the Graduate School, Faculty of Social Sciences, University of Leiden, the Netherlands.

van den Broek, P. (March, 2007). *Cognitive Processes in Comprehension by Struggling Readers*. Paper presented at the Department of Child and Family Studies, University of Leiden, the Netherlands.

van den Broek, P. (March, 2007). *Inferential Processes in Discourse Comprehension*. Paper presented at the Institute for Behavioral Science, University of Nijmegen, the Netherlands.

van den Broek, P. (March, 2007). *To make sense or not to make sense: that's the question*. Paper presented at the Faculty of Mathematics & Sciences, University of Leiden, the Netherlands.

van den Broek, P. (March, 2007). *Cognitive Processes during Text Comprehension*. Paper presented at the workshop on Brain Mechanisms and Cognitive Processes in the Comprehension of Discourse. Lorentz Center, Leiden, the Netherlands.

Merkle, A., **van den Broek, P.**, Karageorgiou, E., Leuthold, A. Kendeou, P., Bohn, C., Seipel, B., & Georgopoulos, A. (March, 2007). *Cognitive and neurological bases of inferential processes during reading*. Paper presented at the workshop on Brain Mechanisms and Cognitive Processes in the Comprehension of Discourse. Lorentz Center, Leiden, the Netherlands.

Steele, V. R., Bernat, E. M., Collins, P. F., **van den Broek, P.**, Patrick, C. J., & Marsolek, C. J. (March, 2007). *Conflict and Resolution in Semantic Processes Underlying Comprehension: An ERP Time-Frequency Analysis*. Paper presented at the workshop on Brain Mechanisms and Cognitive Processes in the Comprehension of Discourse. Lorentz Center, Leiden, the Netherlands.

van den Broek, P. (2007, January). *Inferential Processes in Discourse Comprehension*. Invited presentation at Utrecht Institute of Linguistics, Utrecht, The Netherlands.

van den Broek, P. (2007, January). *Inferential Processes in Discourse Comprehension*. Invited presentation at the Max Planck Institute for Psycholinguistics, Nijmegen, the Netherlands.

- van den Broek, P.** (2007, January). *Cognitive Processes in Discourse Comprehension*. Invited presentation at the Economic & Social Research Council workshop on Reading Comprehension: from Theory to Practice, York, Great Britain.
- van den Broek, P.** (2006, December). *Cognitive Processes in Discourse Comprehension: A dynamic interplay of attention, memory, and strategies*. Invited presentation at the Netherlands Institute for Advanced Studies, Wassenaar, The Netherlands.
- Steele, V. R., Bernat, E. M., Collins, P. F., **van den Broek, P.**, Patrick, C. J., & Marsolek, C. J. (2006, October). *Conflict and Resolution in Semantic Processes Underlying Comprehension: An ERP Time-Frequency Analysis*. Paper presented at the Society for Psychophysiological Research Annual Meeting, Vancouver, BC Canada. (abstract in *Psychophysiology*, 43 (Suppl.), 94.)
- van den Broek, P.** (2006, September). *Comprehension processes and the construction of a memory representation for a text: A dynamic interaction*. Paper presented at the Memory & Text Comprehension Meeting, Montpellier, France.
- Elfenbein, A., Carlson, S. E., Kendeou, P., & **van den Broek, P.** (2006, July). *Readers' cognitive processes of expository prose*. Poster presented at the annual meeting for the Society for Text and Discourse, Minneapolis, MN
- van den Broek, P.W.**, Kendeou, P., & Tzeng, Y. (2006, July). *New Computational Tools for Analyzing Text and Modeling Text Comprehension*. Paper presented at the Preconference Workshop of the Society for Text and Discourse (ST&D), Minneapolis, Minnesota
- Blanc, N., Kendeou, P., & **van den Broek, P.** (2006, July). *Both the protagonist and reader's perspective intervene during emotional inference generation*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.
- Elfenbein, A., Carlson, S., Kendeou, P., & **van den Broek, P.** (2006, July). *Readers' cognitive processing of expository prose*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.
- Kendeou, P., **van den Broek, P.**, Rapp, D. N., McMaster, K., White, M., & Bohn, K. (2006, July). *Independent contribution of reader and text characteristics during reading: Evidence from eye-tracking*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

- White, M., **van den Broek, P.**, Kendeou, P., Rapp, D. N., & McMaster, K. (2006, July). *Examining genre in the online reading processes of 4th, 7th, and 9th graders*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.
- Tilstra, J., **van den Broek, P.**, McMaster, K., Kendeou, P., & Rapp, D. (2006, July). *The Contribution of Fluency, Vocabulary and Listening Comprehension to Reading Comprehension in 4th, 7th and 9th Grade Readers*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, Canada.
- Kendeou, P., White, M. & **van den Broek, P.** (2006, July). *A longitudinal investigation of comprehension and basic language skills from 4- to 8-years old*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, Canada.
- McMaster, K., Kendeou, P., Rapp, D., & **van den Broek, P.** (2006, July). *Cognitive profiles of struggling, average, and good readers in elementary, middle, and high school*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, Canada.
- van den Broek, P.**, McMaster, K., Rapp, D.N., Kendeou, P., Espin, C., & Deno, S. (2006, June). *Connecting cognitive science and educational practice to improve reading comprehension*. Paper presented at the Institute of Education Sciences Research Conference. Washington, D.C.
- van den Broek, P.** (2006, May). *A longitudinal study of reading comprehension and basic skills*. Paper presented at the Annual Meeting of the Association for Psychological Science, New York City, NY.
- Kendeou, P., **van den Broek, P.**, Rapp, D.N., McMaster, K.L., White, M.J., & Bohn, C. (2006, May). *The role of readers' working memory and text genre on reading comprehension*. Paper presented at the Annual Meeting of the Association for Psychological Science, New York City, NY.
- Rapp, D.N., Kendeou, P., **van den Broek, P.**, & McMaster, K.L. (2006, May). *Improving comprehension: Cognitive profiles of struggling, average, and good readers*. Paper presented at the Annual Meeting of the Association for Psychological Science, New York City, NY.
- Kendeou, P., **van den Broek, P.**, McMaster, K., & Rapp, D. N. (2006, May). *What do eye-movements reveal about struggling, average, and good readers?* Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- van den Broek, P.** (2006, March). *Cognitive processes during reading comprehension by preschool and elementary/high school students*. Paper presented at the conference on Behavioral and Biological Bases of Reading Comprehension, Florida Center for Reading research, St. Petersburg, FL.

Kendeou, P., & **van den Broek, P.** (2005, November). *Interactions Between Readers Characteristics and Text Properties in Comprehension of Scientific Principles*. Paper presented at the Annual Meeting of the Psychonomic Society, Toronto, Canada.

van den Broek, P., Kendeou, P., White, M., Butler, J., & Kremer, K. E. (2005, August). *Predicting reading comprehension from Kindergarten to Second grade*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.

Kendeou, P., & **van den Broek, P.** (2005, August). *Inferences and representations: Effects of Misconceptions on text comprehension*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.

Kendeou, P., **van den Broek, P.**, Lewis, A., Bohn, C., & Lynch, J. (2005, August). *The relation between basic language skills and comprehension skills from Kindergarten to Second grade*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.

Kendeou, P., & **van den Broek, P.** (2005, July). *Effects of need for cognition and working memory capacity on refutation text comprehension*. Paper presented at the Fifteenth Annual Meeting of the Society for Text and Discourse, Amsterdam, Netherlands.

Blanc, N., Brouillet, D., **van den Broek, P.**, & Kendeou, P. (2005, July). *Updating situation models: Empirical data and simulations*. Paper presented at the Fifteenth Annual Meeting of the Society for Text and Discourse, Amsterdam, Netherlands.

Lorch, E.P., Milich, R., Berthiaume, K., **van den Broek, P.** (2005, June). *Story comprehension in children with ADHD: Research findings and treatment implications*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

Cevasco, J., **van den Broek, P.**, & Rapp, D. (2005, May). The role of causal connections in the comprehension of spontaneous spoken discourse. *Midwestern Psychological Association 77th Annual Meeting*. Chicago, Illinois. May 6th.

Kendeou, P., **van den Broek, P.**, & White, M. (May, 2005). *Preschool and early elementary school comprehension: Skill development and strategy interventions*. Invited presentation at the Reading Strategies Workshop, Department of Psychology, University of Memphis, Memphis, TN.

van den Broek, P., Kendeou, P., White, M. J., Butler, J., Murphy, A., Lynch, J. S., & Kremer, K. (April, 2005). *Predicting reading comprehension: A longitudinal study from Preschool to Second Grade*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

- Steele, V. R., Marsolek, C. J., Bernat, E. M., Collins, P. F., Lando, E. A.H., Venables, N. C., **van den Broek, P.**, Land, A. R., & Patrick, C. J. (April, 2005). *Does Alcohol Intoxication Affect Comprehension? An Event-Related Potential Investigation*. Presented at the Cognitive Neuroscience Society Annual Meeting, New York, NY.
- Lewis, A., Kendeou, P., White, M., Butler, J., & **van den Broek, P.** (April, 2005). *The Relations of Reading and Media Habits to Young Children's Comprehension: A Longitudinal Study*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Kendeou, P., Bohn, C., Koch, A., White, M., & **van den Broek, P.** (April, 2005). *Inference generation and narrative comprehension in young children*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Sung, Y. C., Tang, D., & **van den Broek, P.** (January, 2005). *The Cerebral Basis for Chinese Word Recognition and Mandarin Tone Identification*. Presentation at the Third Hawaii International Conference on Arts and Humanities, Honolulu, HI, U.S.A.
- van den Broek, P.** (November, 2004). *Modeling Inference Making and memory for Text: Illustrations from the Landscape Model*. Paper presented at a symposium at the 34th Annual Meeting of the Society for Computers in Psychology, Minneapolis, MN.
- Kendeou, P., & **van den Broek, P.** (November, 2004). *Modeling comprehension of non-narrative genres: Expository and refutation texts*. Paper presented at a symposium at the 34th Annual Meeting of the Society for Computers in Psychology, Minneapolis, MN.
- Kendeou, P., & **van den Broek, P.** (November, 2004). *Processing scientific texts: Effects of prior knowledge and text structure*. Poster presented at the Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- van den Broek, P.** & Kendeou, P. (August, 2004). *About inferences and representations: Simulating reading comprehension in various circumstances using the landscape model*. Paper presented at the Fourteenth Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- Virtue, S. & **van den Broek, P.** (August, 2004). *Processing of anaphoric inferences: The activation of multiple antecedents*. Paper presented at the Fourteenth Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- Kendeou, P. & **van den Broek, P.** (August, 2004). *Comprehension of refutation texts: A simulation using the landscape model*. Paper presented at the Fourteenth Annual Meeting of the Society for Text and Discourse, Chicago, IL.

Cevasco, J. & **van den Broek, P.** (August, 2004). *The importance of causal connections in the comprehension of spontaneous discourse*. Paper presented at the Fourteenth Annual Meeting of the Society for Text and Discourse, Chicago, IL.

van den Broek, P., Kendeou, P., White, M., Butler, J., Lynch, J., Murphy, A., & Kremer, K. (June, 2004). *Precursors to Reading Comprehension: A longitudinal study of basic language skills and comprehension skills from Kindergarten to Second Grade*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, the Netherlands.

Bernat, E. M., Marsolek, C. J., Collins, P. F., Steele, V. R., Westerberg, C. E., **van den Broek, P.**, & Patrick, C. J. (April, 2004). *Event-related potentials differentiate semantic processes contributing to inferences generated during comprehension*. Presented at the Cognitive Neuroscience Society Annual Meeting, San Francisco, CA.

Kendeou, P., White, M., Butler, J., Lynch, J., Murphy, A., Kremer, K., & **van den Broek, P.** (April, 2004). *Identifying Precursors to Reading Comprehension: A Longitudinal Study from Kindergarten to Second Grade*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

van den Broek, P., & Kendeou, P. (November, 2003). *On- and off-line effects of misconceptions on comprehension of scientific text*. Paper presented at the annual meeting of the Psychonomic Society, Vancouver, Canada.

van den Broek, P. (October, 2003). *Human Language Abilities*. Paper presented at the Center for Cognitive Sciences, University of Minnesota, Minneapolis, MN.

van den Broek, P. (October, 2003). *Reading for Meaning: inferences and the construction of a mental representation of text*. Invited presentation at Department of Psychology, Carleton College, Northfield, MN.

van den Broek, P., Kendeou, P., Sung, Y.C., & Chen, M. (June, 2003). *Comprehension and memory of science texts: A simulation using the Landscape Model*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Madrid, Spain.

van den Broek, P. (June, 2003). *Inference making during reading: Computational and neurological evidence*. Invited presentation at the International Conference on Higher-level Processes in the Brain: Inference and Comprehension Processes. Delmerhorst, Germany.

Kremer, K. E., Lorenz, I., & **van den Broek, P.** (June, 2003). *Fostering comprehension skills in early childhood*. Presentation at the Pathwise Teaching and Learning Conference, Chicago, IL.

Kendeou, P., & **van den Broek, P.** (April, 2003). *The effects of readers' misconceptions on text comprehension*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Kendeou, P., Kremer, K., Butler, J., **van den Broek, P.** (April, 2003). *The Ability of Making Inferences: Age and Media Effects*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Tampa Bay, FL.

van den Broek, P., Kremer, K., Lynch, J.S., Kendeou, P., White, M.J., Butler, J., Wenner, J. (April, 2003). *Comprehension Skills in Preschool Children and Their Relation to Later Reading Comprehension*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Tampa Bay, FL.

White, M. J., Kendeou, P., **van den Broek, P.**, Lynch, J., Kremer, K., & Butler, J. (April, 2003). *Patterns of goal recall in different media from age six to age eight*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

van den Broek, P. (February, 2003). *Assessment of Comprehension Capabilities in Young Children*. Paper presented at the eleventh Pacific Coast Research Conference, San Diego, CA.

Linderholm, T., Virtue, S., & **van den Broek, P.** (November, 2002). *The Role of Working Memory Capacity and Textual-Causal Constraints in the Hemispheric Processing of Bridging and Predictive Inferences*. Paper presented at the 43rd Annual meeting of the Psychonomic Society, Kansas City.

van den Broek, P. (October, 2002). *Assessment of comprehension capabilities in young children*. Paper presented at the CIERA/OERI conference on Assessment of Reading Comprehension: Directions for the Future, Ypsilanti, MI.

Kendeou, P., Lynch, J., Kremer, K. E., & **van den Broek, P.** (August, 2002). *Children's comprehension of stories and emerging literacy*. Paper presented at the Twelfth Meeting of the European Early Childhood Education Research Association, Nicosia, Cyprus.

van den Broek, P. (June, 2002). *The landscape model*. Invited presentation at the Twelfth Annual Meeting of the Society for Text and Discourse, Chicago, IL.

Kendeou, P., & **van den Broek, P.** (June, 2002). *Effects of readers' inaccurate prior knowledge on comprehension and memory of expository texts*. Paper presented at the Twelfth Annual Meeting of the Society for Text and Discourse, Chicago, IL.

- White, M.J., Lynch, J., Kremer, K.E., Kendeou, P., Butler, J., & **van den Broek, P.** (June, 2002). *Sensitivity to narrative structure in different media by preschool children*. Paper presented at the Twelfth Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- Linderholm, T., Gernsbacher, M.A., **van den Broek, P.**, Neninde, L., Robertson, R., & Sundermeier, B. (June, 2002). *Enhancement and suppression of story character goals during reading*. Paper presented at the Twelfth Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- Sundermeier, B., Marsolek, C.J., **van den Broek, P.**, & Virtue, S. (June, 2002). *Situation familiarity affects hemisphere asymmetries of causal inference generation*. Paper presented at the Twelfth Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- Kremer, K., Lynch, J., Kendeou, P., Butler, J., & **van den Broek, P.** (April, 2002). *The role of early narrative understanding in predicting future reading comprehension*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- van den Broek, P.** (March, 2002). *The dynamics of reading comprehension: On-line inferences and memory representations*. Invited presentation at the Learning Research & Development Center (LRDC), University of Pittsburgh.
- Lynch, J.S., & **van den Broek, P.** (December, 2001). *Fostering comprehension skills in preschool children: Using TV and other media to encourage inference-making*. Paper presented at the Georgia Reading Excellence Act Best Practices Institutes, Savannah and Atlanta, Georgia.
- van den Broek, P.**, Tzeng, Y., Virtue, S., Linderholm, T., & Young, M. (November, 2001). *Inference making and memory for text: The Landscape Model*. Paper presented at the 42nd Annual meeting of the Psychonomic Society, Orlando.
- Sung, Y., & **van den Broek, P.** (August, 2001). *Hemispheric differences in Mandarin Tone Identification*. Paper presented at the 2001 meeting of the International Society of Cognitive Science, Beijing, China.
- van den Broek, P.W.** (August, 2001). *Fostering Comprehension Skills in Preschool Children*. Paper presented at the Second Annual CIERA Summer Institute, Ann Arbor, MI.
- Lynch, J. S., Kremer, K. E., **van den Broek, P.**, Lorch, E. P., & Wenner, J. A. (April, 2001). *The role of narrative comprehension in emergent literacy*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

Kremer, K. E., Lynch, J. S., **van den Broek, P.** & Wenner, J.A. (April, 2001). *Children's memory for televised and aural stories: Evidence for the importance of medium-general cognitive processes*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

van den Broek, P. (March, 2001). *Reading beyond the words: What it means to comprehend what we read*. Invited presentation at the University of Buenos Aires, Argentina.

van den Broek, P., Virtue, S., Sundermeier, B., & Linderholm, T. (January, 2001). *Hemispheric differences in the generation of inferences during reading*. Paper presented at the 12th Annual Winter Conference on Discourse, Text, and Cognition, Jackson Hole, WY.

Sundermeier, B., Virtue, S., **van den Broek, P.**, Marsolek, C. (November, 2000). *Hemispheric asymmetries for connecting and predictive inferences: The role of causal constraint and textual familiarity*. Paper presented at the 41th Annual meeting of the Psychonomic Society. New Orleans.

Virtue, S., Linderholm, T., & **van den Broek, P.** (July, 2000). *Hemisphere differences in the processing of high and low constraint predictive inferences*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Lyon, France.

Quintana, M., P., Tapiero, I., & **van den Broek, P.** (July, 2000). *The influence of distance and sufficiency on the production and maintain of forward inferences*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Lyon, France.

León, J.A., Escudero, I., & **van den Broek, P.** (July, 2000). *Genre of the text and the activation of elaborative inferences: A cross-cultural study based on thinking-aloud tasks*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Lyon, France.

Tzeng, Y., **van den Broek, P.**, & Zwaan, R. Modeling (July, 2000). *Online processes of situation models using the Landscape model of comprehension*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Lyon, France.

van den Broek, P. (June, 2000). *The dynamics of reading comprehension: On-line inferences and the construction of a coherent memory representation*. Paper presented at the University of Lyon-2, France.

Sung, Y., Tang, D., **van den Broek, P.**, & Fang, P. (June, 2000). *The textual location of attention for the word-inferiority effect*. Paper presented at 12th Annual Convention of the American Psychological Society, Miami Beach, FL.

- van den Broek, P.** (May, 2000). *The dynamics of discourse processing: Inferences and memory representations*. Paper presented at the Institute for Linguistics OTS, University of Utrecht, Utrecht, Netherlands.
- van den Broek, P.** (April, 2000). *The dynamics of reading: On-line inferences and the construction of a coherent memory representation*. Invited address at the 23rd Mini-symposium on Reading symposium at the Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Lynch, J. S., **van den Broek, P.**, & Naslund, J. (April, 2000). *Student's comprehension of main ideas and story structure across grades*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Sung, Y., & **van den Broek, P.** (April, 2000). *Mandarin tone identification in the cerebral hemisphere*. Paper presented at the Annual Meeting of the Cognitive Neuroscience Society. San Francisco, CA.
- van den Broek, P.** (March, 2000). *Discovering the cement of the universe: Cognitive Processes in our understanding of events*. Invited presentation, Netherlands Institute for Advanced Study in the Humanities and Social Sciences, Wassenaar, the Netherlands.
- van den Broek, P.** (March, 2000). *The dynamics of reading: On-line inferences and the construction of a coherent memory representation*. Invited presentation, Department of Psychology, University of Padova, Padua, Italy
- van den Broek, P.** (March, 2000). *Cognitive processes in our understanding of text*. Invited presentation, Department of Psychology, University of Padova, Padua, Italy.
- Linderholm, T. & **van den Broek, P.** (August, 1999). *The effects of reading purpose and memory capacity limitations on the processing of expository texts*. Paper presented at the Ninth Annual Meeting of the Society for Text and Discourse. Vancouver, B.C., Canada.
- van den Broek, P.** (May, 1999). *The development of inference making skills during comprehension*. Invited paper at the Faculty of Psychology, Leiden University, Leiden, The Netherlands.
- Lynch, J.S., **van den Broek, P.**, & Wenner, J.A. (April, 1999). *That is quite sufficient: The development of young children's sensitivity to necessity and sufficiency in causal relations*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
- van den Broek, P.** (March, 1999). *Cognitive processes in the comprehension of text*. Four-day workshop at the Autonomous University of Madrid, Spain.

Leon, J.A., **van den Broek, P.**, & Escudero, I. (March, 1999). *The processing of elaborative inferences in relation to working memory and as a function of text type*. Paper presented at the conference on the Psychology of Memory, Barcelona, Spain.

van den Broek, P., & Linderholm, T. (January, 1999). *The Effect of Readers' Goals on Patterns of Inference Making during Reading and Expository Texts*. Paper presented at the Annual Winter Text Conference, Jackson Hole, WY.

Leon, J.A., Escudero, I. & **van den Broek, P.** (December, 1998). *Influence of type of text on the activation of elaborative inferences: A cross-cultural study based on a thinking aloud task for scientific texts*. Paper presented at the First Workshop on the Psychology of Science Text Comprehension, Madrid, Spain.

Tzeng, Y., **van den Broek, P.**, & Young, M. (August, 1998). *Updating mental representations during reading: The role of cohort competition*. Paper presented at the 20th Annual Conference of the Cognitive Science Society, Madison, WI.

van den Broek, P., Tzeng, Y., & Young, M. (July, 1998). *The role of attention allocation during reading in the construction of mental representation of text*. Paper presented at the Eighth Annual Meeting of the Society for Text and Discourse, Madison, WI.

Quintana, M., Tapiero, I., & **van den Broek, P.** (July, 1998). *The influence of causal connections on the construction of a coherent memory text representation: Connection strength versus connectivity strength*. Paper presented at the Eighth Annual Meeting of the Society for Text and Discourse, Madison, WI.

Tzeng, Y., & **van den Broek, P.** (July, 1998) *The effects of questioning timing on comprehension of stories*. Paper presented at the Eighth Annual Meeting of the Society for Text and Discourse, Madison, WI.

Linderholm, T., Gaddy, M., Mischinski, M., & **van den Broek, P.** (July, 1998). *The effects of causal text revision on more-and less-skilled readers' comprehension of easy/difficult texts*. Paper presented at the Eighth Annual Meeting of the Society for Text and Discourse, Madison, WI.

Brannon, L., Lorch, R.F., Jr., **van den Broek, P.**, Linderholm, T. (April, 1998). *The effect of readers' goals on text inferences*. Presented at the annual convention of the Midwestern Psychological Association, Chicago.

Wenner, J. A., Stone, J. K., Bauer, P. J., & **van den Broek, P.** (March, 1998). *Was that really necessary: Preschoolers' comprehension of necessity and sufficiency in causal events*. Presented at the Conference on Human Development, Mobile, AL.

- van den Broek, P., & Tzeng, Y.** (January, 1998). *Constructing a situation model on-line: The competitive cohort model*. Paper presented at the Annual Winter Text Conference, Jackson Hole, WY.
- van den Broek, P., Zwaan, R., Sundermeier, B., & Gaddy, M.** (November, 1997). *Activation and representation of spatial inferences in reading: The role of causality*. Paper presented at the 38th Annual Meeting of the Psychonomic Society, Philadelphia, PA.
- van den Broek, P.** (October, 1997). *The mind in action: What it means to comprehend*. Paper presented at the Guy Bond Conference on Reading for Meaning, Minneapolis, MN.
- van den Broek, P.** (July, 1997). *The on-line construction of a text representation: Inferences and the allocation of attention*. Invited presentation of the International Workshop on Text Representation: Linguistic and Psycholinguistic Aspects, Utrecht, the Netherlands.
- van den Broek, P.** (July, 1997). *The dynamics of reading: On-line comprehension processes and the construction of a coherent memory representation*. Invited presentation at the Seventh Annual Meeting of the Society for Text and Discourse, Utrecht, the Netherlands.
- van den Broek, P., & Young, M.** (April, 1997). *The landscape model of reading comprehension: Inferential processes and the on-line construction of a memory representation*. Invited presentation at Department of Psychology, Carnegie-Mellon University.
- van den Broek, P., Ridsen, K., & Trabasso, T.** (April, 1997). *Developmental differences in the effects of questioning on reading comprehension*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Washington D.C.
- Lorch, E. P., Sanchez, R., **van den Broek, P.** & Murphy, E. (April, 1997). *Recall of television stories by young children with ADHD and normal peers: Effects of story structure*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Washington D.C.
- van den Broek, P.** (March, 1997). *A 'Landscape' model of reading: The role of inferences in comprehension and memory for texts*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Linderholm, T., Gustafson, M., **van den Broek, P.**, & Lorch, R. F. (March, 1997). *The effect of reading goals on inference generation during reading expository texts*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- van den Broek, P.** (December, 1996). *Cognitive processes in reading comprehension: Theoretical issues and implication for instruction*. Workshop at the International Conference on Instruction and Research in Educational Psychology, Taipei, Taiwan.

- Linderholm, T., Gustafson, M., **van den Broek, P.**, & Lorch, R.F. Jr. (November, 1996). *Effect of reading goals on inference generation*. Paper presented at the 37th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Zwaan, R.A., **van den Broek, P.**, Truitt, T.L., Sundermeier, B. (November, 1996). *Causal coherence and the accessibility of object locations in narrative comprehension*. Paper presented at the 37th Annual Meeting of the Psychonomic Society, Chicago, IL.
- van den Broek, P.**, Zwaan, R., Sundermeier, B., & Truitt, T. (July, 1996). *The role of spatial information in reading comprehension*. Paper presented at the Sixth Annual Meeting of the Society for Text and Discourse, San Diego, CA.
- Tzeng, Y. & **van den Broek, P.** (July, 1996). *Accessibility of causal information in multidimensional stories*. Paper presented at the Sixth Annual Meeting of the Society for Text and Discourse, San Diego, CA.
- van den Broek, P.**, Zwaan, R., & Sundermeier, B. (March, 1996). *The fate of spatial information during reading*. Paper presented at the 'Minimalist vs. Constructionist' Workshop at the University of Montpellier, Montpellier, France.
- van den Broek, P.** (March, 1996). *The "Landscape" model of reading: Inferences and memory representation*. Paper presented at the 'Minimalist vs. Constructionist' Workshop at the University of Montpellier, Montpellier, France.
- van den Broek, P.**, Sundermeier, B., & Zwaan, R. (January, 1996). *The fate of spatial information during reading*. Paper presented at the Seventh Annual Winter Text Conference in Jackson Hole, WY.
- van den Broek, P.** & Huang, Y. (November, 1995). *Forward inferences during text comprehension: The role of causal constraints*. Paper presented at the 36th Annual Meeting of the Psychonomic Society, Los Angeles, CA.
- van den Broek, P.** (August, 1995). *Inferential processes during reading comprehension: The construction of coherent memory representation*. Paper presented at the Biennial Meeting of the European Association of Research in Learning and Instruction, Nijmegen, the Netherlands.
- Risden, K., **van den Broek, P.**, & Brown, R. (July, 1995). *The 'landscape' model of reading: Inferences and memory representation*. Paper presented at the Fifth Annual Meeting of the Society for Text and Discourse, Albuquerque, New Mexico.
- Risden, K., & **van den Broek, P.** (April, 1995). *Explanation-based processing in narrative comprehension*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

- van den Broek, P.**, Mischinski, M., Crittenden, A., & Samuels, S. J. (April, 1995). *Comparison of the effects of principled revisions on adult readers' comprehension and recall of easy and difficult narrative texts*. Paper presented at Annual Meeting of the American Educational Research Association, San Francisco, CA.
- van den Broek, P.** (March-April, 1995). *Reading instruction and the development of inferential abilities*. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Indianapolis, IN.
- van den Broek, P.**, & Huang, Y. (January-February, 1995). *Causal constraints and the generation of forward inferences*. Paper presented at the Sixth Annual Winter Text Conference in Jackson Hole, WY.
- Bourg, T., **van den Broek, P.**, Masten, S., & Linderholm, T. (January, 1995). *Effects of reader expectations and story genre on predictive inference generation*. Paper presented at the Sixth Annual Winter Text Conference in Jackson Hole, WY.
- Risden, K., & **van den Broek, P.** (November, 1994). *A 'landscape' model of reading: On-line inferences and memory representation*. Paper presented at the 35th Annual Meeting of the Psychonomic Society, St. Louis, MO.
- van den Broek, P.** (October, 1994). *The study of reading: bridging the gap between research and practice*. Paper presented at the Inaugural Guy Bond Conference on Reading and Literacy. Minneapolis, MN.
- Näslund, J. C., Schneider, W., & **van den Broek, P.** (October, 1994). *Beginning reading in Germany and the U.S.: A comparison of phonological segmentation, decoding, lexical access, and comprehension*. Paper presented at the NATO Advanced Study Institute for Cognitive and Linguistic Bases of Reading, Writing, and Spelling. Alvor-Algarve, Portugal.
- van den Broek, P.** (July, 1994). *Where did all the inferences go?* Paper presented at the Lake Geneva Language Processing Conference, Lake Geneva, WI.
- van den Broek, P.** (May, 1994). *A 'Landscape' model of reading comprehension: Inferential processes and the construction of a stable memory representation*. Paper presented at the Banff Annual Seminar on Cognitive Science (BASICS), Banff, Canada.
- van den Broek, P.** (April, 1994). *Comprehension of literary texts: The role of causal inferences*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- van den Broek, P.** (April, 1994) *Cognitive processes in reading*. Invited presentation at Institute for Cognitive Science, University of Boulder, CO.

- van den Broek, P.** (March, 1994). *To connect or not to connect, that's the question: Inferential processes and memory for text.* Invited presentation at Department of Psychology, Texas Christian University; Fort Worth, TX.
- van den Broek, P.,** Ridsen, K., Fletcher, R., Thurlow, R. (January, 1994). *How little pieces make a big picture: Fluctuating patterns of activations and stable memory representations.* Paper presented at the Fifth Annual Winter Text Conference, Jackson Hole.
- van den Broek, P.** (November, 1993). *To understand or not to understand. That's the question: Inferential processes and memory for text.* Invited presentation at the University of Wisconsin, Madison.
- van den Broek, P.** (August, 1993). *Comprehension of narrative texts: The role of causal inferences.* Paper presented at the Biennial Meeting of the European Association of Research in Learning and Instruction, Aix-en-Provence, France.
- Ridsen, K. & **van den Broek, P.** (June, 1993). *Individual differences in generation of bridging inferences during reading.* Paper presented at the Third Annual Meeting of the Society for Text and Discourse, Boulder, CO.
- Milich, R., Lorch, E., Hooks, K., Hartung, C., Inman, E., Krane, K., Polley, R., Campbell, T., **van den Broek, P.,** & Welsh, R. (February, 1993). *The use of television viewing methodology to understand the comprehension of ADHD boys.* Paper presented at the Annual Meeting of the Society for Research in Child and Adolescent Psychopathology, Santa Fe.
- Rohleder, L. & **van den Broek, P.** (March, 1993). *Inferring the cause of ambiguous events in stories: Third and fifth grade students' use of background knowledge in reading.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.
- van den Broek, P.** (January, 1993). *Comprehension of literary texts.* Paper presented at the Fourth annual Winter Text Conference at Jackson Hole, WY.
- van den Broek, P.,** Ridsen, K., Husebye, E. (November, 1992). *Causal and associative constraints in the generation of bridging inferences.* Paper presented at the 33rd Annual Meeting of the Psychonomic Society, St. Louis, MO.
- van den Broek, P.** (July, 1992). *Inferential processes in the comprehension of narrative texts.* Paper presented at the International Congress of Psychology, Brussels, Belgium.
- van den Broek, P.,** Rohleder, L., Narvaéz, D., Husebye, E. (June, 1992). *Causal inferences in the comprehension of literary texts.* Paper presented at the Annual Meeting of the International Society for the Empirical Study of Literature, Memphis, TN.

van den Broek, P. (April, 1992). *Understanding cause-effect relations in texts*. Paper presented at the Annual Meeting of American Educational Research Association, San Francisco, CA.

van den Broek, P. (April, 1992). *Reading comprehension: The study of teacher, student and text interactions*. Paper presented at Annual Meeting of American Educational Research Association, San Francisco, CA.

van den Broek, P., Ridsen, K., Husebye, E. (January, 1992). *Connecting inferences during reading: The role of associative and causal constraints*. Paper presented at Third Annual Winter Text Conference at Jackson Hole, WY.

van den Broek, P.W. (June, 1991). *Reading comprehension*, Workshop at White Bear Lake School District.

van den Broek, P.W. (May, 1991). *Constraints on inference generation during text comprehension*. Paper presented at the Northern Plains Text Workshop, Bemidji, MN.

van den Broek, P.W., & Travis, L. (April, 1991). *The development of conditional reasoning: Component processes in the Wason task*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

van den Broek, P.W., & Husebye, E. (April, 1991). *Elaborative inferences in comprehension of narrative texts*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

van den Broek, P.W. (March, 1991). *Recreating social studies curricula*. Paper presented at the Bloomington School District, Bloomington, MN.

van den Broek, P.W. (January, 1991). *Constraints on inference generation during reading*. Paper presented at the Second Annual Winter Text Conference, Jackson Hole, WY.

van den Broek, P.W., & Thurlow, R. (November, 1990). *Reinstatements and elaborative inferences during the reading of narratives*. Paper presented at meeting of Psychonomic Society, New Orleans, LA.

van den Broek, P.W. (July, 1990). *Establishing coherence during reading: A process model of inference generation*. Paper presented at Annual Meeting of Cognitive Science Society, Boston.

van den Broek, P.W., Trabasso, T., & Thurlow, R. (March, 1990). *The effects of story structure on children's and adults' ability to summarize stories*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

van den Broek, P.W. (January, 1990). *Building coherence: Inferential processes during reading*. Paper presented at the First Annual Winter Text Conference, Jackson Hole, WY.

van den Broek, P.W. (July, 1989). *Inferential processes during reading: The effect of causal connections*. Paper presented at the Sylvia Beach Language Comprehension Conference, Newport, Oregon.

van den Broek, P.W. (June, 1989). *On-line inferential processes in reading*. Invited address, University of Denver, Colorado.

van den Broek, P.W., Lorch, E. P., & Thurlow, R. (April, 1989). *Effects of causal structure, story- grammar categories, and episodic level on children's and adult's memory for television stories*. Paper presented at Biennial Meeting of Society for Research in Child Development in Kansas City, KS.

van den Broek, P.W., & Rohleder, L. (March, 1989). *The effect of causal relations on the importance of story statements*. Paper presented at the Annual Meeting of the American Educational Research Association in San Francisco, CA.

van den Broek, P.W., Fletcher, C. R., & Marsolek, C. J. (March, 1989). *Cognitive processes in the composition of narrative texts: The role of causal reasoning*. Paper presented at the Annual Meeting of the American Educational Research Association in San Francisco, CA.

van den Broek, P., & Lorch, R. F. (November, 1988). *Causal relations in the representation of narratives*. Paper presented at the meeting of the Psychonomic Society, Chicago, IL.

van den Broek, P.W. (November, 1988). *Teaching methods for the adult learner: Planning and conducting in-service training sessions*. Invited address, Conference on Learners at Risk, Virginia, MN.

van den Broek, P.W. (October, 1988). *Human information processing and mathematics instruction*. Invited address at Twin Cities Urban Mathematics Collaborative.

van den Broek, P.W. (June, 1988). *Causal inferences in the comprehension of narrative texts*. Paper presented at Conference on 'Comprehension processes in reading' at NIAS, Wassenaar, Netherlands.

van den Broek, P.W. (April, 1988). *Teaching methods for the adult learner: Planning and conducting in-service training sessions*. Invited address to Conference on Learners at Risk. Virginia, MN.

van den Broek, P.W. (March, 1988). *The identification of causal inferences in text comprehension*. Paper presented at the Memphis Conference on Inference Making, Memphis, TN.

van den Broek, P.W. (December, 1987). *Effects of causal structure on comprehension of narratives*. Paper presented at symposium "Causal Connections and their Role in Text Comprehension," National Reading Conference, St. Petersburg, FL.

van den Broek, P.W. (November, 1987). *Causal and hierarchical factors in the comprehension of narratives*. Paper presented at the meeting of the Psychonomic Society, Seattle, WA.

Russell, R.L., **van den Broek, P.W.**, Adams, S., & Rosenberger (June, 1987). *Structural transformations in children's autogenic stories in therapeutic retellings: A preliminary empirical investigation*. Paper presented at the 18th Annual Meeting of the Society for Psychotherapy Research in Ulm, Federal Republic of Germany.

van den Broek, P.W. (April, 1987). *Developmental changes in the understanding of simple and complex causal relations in stories*. Presentation at the Biennial Meeting of the Society for Research in Child Development in Baltimore, MD.

Trabasso, T., & **van den Broek, P.W.** (May, 1986). *Distance, directional and relational constraints on question generation and answering*. Paper presented at the Memphis Conference on Question Generation, Memphis, TN.

van den Broek, P.W. (March, 1986). *Critical thinking in the classroom*. Invited address, Cumberland College.

van den Broek, P.W. (October, 1985). *Teaching critical thinking*. Paper presented at the Conference on Critical Thinking, held by the Appalachian Colleges.

van den Broek, P.W., & Trabasso, T. (November, 1984). *Causal distance and judgments of relatedness of story elements*. Paper presented at the meeting of the Psychonomic Society, San Antonio, TX.

Trabasso, T., & **van den Broek, P.W.** (November, 1983). *Causal thinking and story understanding*. Paper presented at the meeting of the Psychonomic Society, San Diego, CA.

Trabasso, T., & **van den Broek, P.W.** (November, 1981). *Causal cohesion and story coherence*. Paper presented at the meeting of the Psychonomic Society, Philadelphia, PA.

Trabasso, T., & **van den Broek, P.W.** (July, 1981). *Causal cohesion and story coherence*. Paper presented at the conference on text comprehension and learning, held in Tübingen, Federal Republic of Germany.

▪ EDITORIAL/REVIEWER RESPONSIBILITIES

<u>Book Series Editor</u> (with Dr. L. Verhoeven)	<i>Studies in Written Language & Literacy</i>	2009-present
<u>Associate Editor</u>	<i>Scientific Study of Reading</i>	2009-2012
<u>Editorial Board</u>	<i>Memory and Cognition</i>	1997-2007
	<i>Journal of Educational Psychology</i>	1993-2006, 2020-present
	<i>Discourse Processes</i>	1993-present
	<i>Scientific Study of Reading</i>	2001-present
	<i>Research Reading Quarterly</i>	2007-present
	<i>Cognitive Critique</i>	2009-present

Editor Special Issues:

van den Broek, P. & Kendeou, P. (2013). Problems in Reading Comprehension: Connecting Theory and Practice. Special issue of *Learning Disabilities: Research and Practice*.

Expert reviewer funding agencies

NWO Veni competition, scientific review panel, 2010
 NWO Veni competition, scientific review panel, 2012
 Institute of Education Sciences, Reading & Writing Scientific Review Panel,
 2005-2008
 Institute for Education Sciences, March, 2004

Adhoc Reviewer journals/funding agencies

Academic Press
American Journal of Education
Bogazici University Journal of Education
Brain & Language
Child Development
Cognition and Instruction
Computer and Human Behavior
Developmental Psychology
Discourse Processes
European Educational Research Journal
European Journal of Cognitive Psychology
 Fulbright Fellowship Program

German-American Council on Collaborative Research
Journal of Educational Psychology
Journal of Experimental Child Psychology
Journal of Experimental Psychology: General
Journal of Memory and Language
Journal of Reading Behavior
Journal of Experimental Psych.: Learning, Memory & Cognition
Language and Education
Learning and Individual Differences
Memory and Cognition
Memory
 National Institutes of Mental Health
 National Science Foundation
Neuroscience Letters
Psychological Review
Psychonomic Bulletin & Review
Questioning Exchange
Reading Behavior
Scientific Study of Reading
 Social Science and Humanities Research Council

Student Editor

American Journal of Education, 1984-1985

Conference Reviewer

Society for Research in Child Development
 American Educational Research Association
 Society for Text and Discourse
 AERA Special Interest Group: Text, Technology and Learner
 Characteristics
 AERA Special Interest Group: Basic Research in Reading
 Winter Text Conference

▪ SCIENTIFIC SERVICE

Board member

- | | |
|---|--------------|
| - International Society for Text and Discourse | 1999-present |
| - Chair, board Golestan Foundation, NIAS, the Netherlands | 2012-present |
| - Advisory board Netherlands Institute for Advanced Study (NIAS),
the Netherlands. | 2007-present |

- Board Leiden Institute for Brain & Cognition. 2010-2018
- Board Leiden Institute for Brain & Cognition-jr. 2009-2018

Conferences Organized

- Co-chair, Lorentz Workshop on (Neuro) Cognitive Development in Complex Thinking, Lorentz Center, Leiden, the Netherlands, 2010.
- Chair, International Workshop on Brain Mechanisms and Cognitive Processes in Discourse Comprehension, Lorentz Center, Leiden, the Netherlands, 2007.
- Organizer, conference of the Society for Text and Discourse, Minneapolis, 2006.
- Organizer, workshop on Computational Tools for Analyzing Texts and Text Comprehension, Minneapolis, 2006.
- Co-organizer, Workshop on Brain, Language, and Cognition, U. of Minnesota, Oct. 2005.
- Organizer, International Workshop on Cognitive Models of Reading, May, 2001.
- Literacy Summit, Minneapolis, MN, September 1999.
- Guy Bond Conference on Reading for Meaning, Minneapolis, October 1997.
- Seventh Annual Meeting of Society for Text and Discourse, Utrecht, Netherlands, July 1997.
- Seventh Annual Winter Text Conference, Jackson Hole, WY, January 1996.
- Sixth Annual Winter Text Conference, Jackson Hole, WY, January 1995.
- Guy Bond Conference on Reading and Literacy, Minneapolis, October 1994.
- AERA SIG: Text design and learner characteristics. AERA, April 1995.
- Annual meeting of Society for Text and Discourse, Washington, DC, June, 1994.
- Fifth Annual Winter Text Conference, Jackson Hole, WY, January 1994.
- Fourth Annual Winter Text Conference, Jackson Hole, WY, January 1993.
- Biennial Conference of International Society for Study of Behavioral Development, Minneapolis, June 1992.
- Third Annual Winter Text Conference, Jackson Hole, WY, January 1992.
- The Study of Cognition: Conceptual and Methodological Issues, University of Minnesota, February 1991.
- Second Annual Winter Text Conference, Jackson Hole, WY, January 1991.
- First Annual Winter Text Conference, Jackson Hole, WY, January 1990.

Other

- Institute of Education Sciences, Reading & Writing Scientific Review Panel, 2005-2008.
- Advisor, American Academy for Arts and Sciences, Boston. Initiative on Brain and Society, 2006.
- Ad-hoc grant reviewer Royal Dutch Academy of Sciences, 2005.
- Correspondent, Koninklijke Nederlandse Akademie van Wetenschappen (Royal Dutch Academy of Sciences), 2005-present.
- Fellows Committee, Netherlands Institute for Advanced Study in the Humanities And Social Sciences, The Netherlands, (1999-2000).

■ VALORISATION/OUTREACH

Publications for Professionals/Public

- van den Bosch, L., Helder, A., Goossens, A., & **van den Broek, P.** (2020). Geef leerlingen betere teksten. *Didactief*, 50, 30-31.
- Segers, E. & **van den Broek, P.** (2020). Het nieuwe lezen: De digitale wereld. *Didactief*, 50, 46-47.

Presentations for Professionals/Public

- **van den Broek, P.** (2020, January). *Onderwijzen van begrijpend lezen*. Presentatie voor Werkgroep Onderzoek en Didactiek Nederlands van de vereniging van leraren Nederlands (Levende Talen Nederlands). Utrecht.
- **van den Broek, P.** (2019, November). *Tekstbegrip en Onderwijs*. Presentatie voor Vereniging Interuniversitair Overleg Taalbeheersing. Utrecht
- **van den Broek, P.** (2018, September). *Lezen in een digitale wereld*. Presentatie op Conferentie Kenniscentrum Begrijpend Lezen en 21ste-eeuwse vaardigheden, Rotterdam.
- De Bruijne M., **van den Broek P.**, & Van Gelderen A.J.S. (2016, May)., De ontwikkeling van het leesstrategiegebruik en de tekstaanpak van individuele vmbo-leerlingen onder invloed van klassikaal begrijpend leesonderwijs. ORD, Rotterdam.
- Kraal, A., Koornneef, A., Saab, N., & **van den Broek, P.** (2016, November). *Waarom hebben sommige kinderen moeite met het begrijpen van teksten en andere kinderen niet? Verschillen tussen zwakke en goede begrijpend lezers in groep 4*. Presentatie op Slotconferentie NWO Begrijpelijke Taal, Utrecht, Nederland.
- Pavijs, M., **van den Broek, P.**, & Van Leijenhof, L. (2016, November). *The Effect of Imposing a Perspective during Reading on Story Comprehension in Early Adolescence*. Poster presented at the "Dag van de Pedagogiek", Leiden, The Netherlands.
- **van den Broek, P.** (2016, September). Co-organizer National Teacher Conference 'Reading & Writing, Rotterdam, the Netherlands).
- Kraal, A., Koornneef, A., Saab, N., & **van den Broek, P.** (2016, Mei). *De ene zwakke begrijpend lezer is de andere niet: een hardop-denkstudie onder zwakke begrijpend lezers in groep 4*. Presentatie op jaarlijkse conferentie van de Onderwijs Research Dagen (ORD), Rotterdam, Nederland.
- **van den Broek, P.** (2015, November) *Hoe leert het kindbrein?*. College bij Rijksmuseum Volkenkunde, Leiden, the Netherlands.
- **van den Broek, P.** (2015, November). *Teksten waar je van leert of: Hoe leren kinderen van teksten?* Masterclass op conferentie 'Taal en lezen: Wat werkt echt?', NHL-ECNO, Groningen.
- **van den Broek, P.** (2014, November). *De ontwikkeling van begrijpend lezen: Bronnen van succes en falen*. Keynote at conference *Hoe maakbaar is de lezer?*, Stichting Lezen, Amsterdam.
- **van den Broek, P.**, Kraal, A., Saab, N. (2014, September). *Teksten waar je van kunt leren*. Presentatie op NWO symposium Begrijpelijke Taal, Amsterdam.
- De Bruijne M., **van den Broek P.**, & Van Gelderen A.J.S. (2014). Ontwikkeling van het leesproces van zwakke lezers in het vmbo en de invloed van strategieonderwijs. (Part of the symposium Lezen en schrijven met Nieuwsbegrip: onderzoek naar interventies, leesprocessen, opvattingen en de lespraktijk van docenten). ORD, Groningen.

- **van den Broek, P.** (2014, March). *Begrijpend lezen*. Makkelijk Lezen Pleinconcept (MLP), Amersfoort.
- **van den Broek, P.** (2013, June). *Begrijpend lezen*. Ambulante Educatieve Dienst, Leiden.
- **van den Broek, P.** (2013, January). *Problemen in begrijpend lezen*. Sardes, Utrecht.
- **van den Broek, P.** (2012, November). *Begrijpend lezen*. Kenniscentrum Begrijpend Lezen, Rotterdam.
- **van den Broek, P.** (April, 2102). *Reading between the lines: Cognitive and neurological processes during reading comprehension*. Honours Class LUMC 2012 Looking Good: Vision from different, challenging perspectives. Leiden, Netherlands.
- **van den Broek, P.** (March, 2012). *Het cement van het universum. De rol van causaliteit in het begrijpen van tekst en in het dagelijks leven*. Studium Generale en Instituut voor Wijsbegeerte. Leiden, the Netherlands.
- **van den Broek, P.** (2010, October). *Het lezende brein*. Presentatie op Festival Key of Life, Leiden, the Netherlands.
- **van den Broek, P.** (March, 2010). *Cognitieve processen in begrijpend lezen*. Studentenvereniging Psychologie: Labyrinth, Leiden, the Netherlands.
- **van den Broek, P.** (February, 2010). *Cognitieve processen in begrijpend lezen*. Annual meeting of Stichting Lezen & Schrijven, Utrecht, Netherlands.
- **van den Broek, P.** (October, 2009). *Cognitieve processen in leren en lezen*. Master class, Opening Leiden Railway station, Leiden, Netherlands.
- **van den Broek, P.** *Cognitive processes in reading comprehension*. Workshop presented to the Departments of Psychology and Philosophy, the University of Buenos Aires, Argentina (March, 2001).
- **van den Broek, P.** Innovations in Education and Human Development lecture (Guy Bond), *Reading beyond The words: What it means to comprehend what we read*. College of Education and Human Development, University of Minnesota (March, 2001).
- **van den Broek, P.** Invited lecture in College of Educations, "Cross-cultural Perspectives on Learning and Intellectual Skills" (January, 1998).

Teacher training workshops/presentations

- *The mind in action: What it means to comprehend*. Keynote speaker, K-12 District wide Staff Development Day, Hennepin School District (November, 1997).
- Literacy: Development and Instruction. College of Education Conversation Hour (April, 1995).
- In-service training: Implementing change: Improving Reading Comprehension. White Bear Lake School District (1993).
- Consulting: National Dental Association, United States (1993).
- In-service training: Reading and reading comprehension. White Bear Lake School District (1991).
- Invited address at teacher convention on Learners at Risk, Virginia, Minnesota (1991).
- Invited address at Meeting of Twin Cities' Urban Mathematics Collaborative (1991).
- In-service training: Recreating Social Studies Curricula: Bloomington, school district, Minnesota (1991).
- In-service training: Cognitive factors in individual differences in learning. University of Minnesota, Waseca (1990).
- Workshops on Critical Thinking for the Appalachian Center, Kentucky (1986).

Public Media

- Interview on 21th century reading and reading education. *El País* (January 16, 2020)
- Interview on reading in a digital world, *Frankfurter Allgemeine Zeitung* (October 13, 2018).
- Interview Qué Pasa national news magazine, Santiago, Chile. Topic: brain and education (2016, November).
- Interview Centro de Investigación Avanzada de Educación, University of Chili, Santiago, Chile. Topic: development of reading skills (2016, November).
- QUEST (July, 2017). Jong geleerd, oud gedaan. Report with interview on memory and learning in elementary and high school.
- Leids Universitair Weekblad Mare, 2016, June 2. Interview on Best Graduate Advisor (Promotor) Award.
- Sleutelstad FM, 2016, June 1. Radio interview on Best Graduate Advisor (Promotor) Award.
- Leidsch Dagblad, December 10, 2014. Interview, Lezen in 't digitijdperk: anders, maar hoe?
- Didactief, jaargang 40, 3, March 2010. Interview, *Waarom lezen soms mislukt*.
- Het Onderwijsblad, January 30, 2010. Interview *Het moeilijk lezende brein*.
- Leids Universitair Weekblad Mare, November 5, 2009. Interview *Lezende hersenen lezen*.
- Interview on *Memory*. KARE-TV, Channel 11, Minnesota (April, 1995).
- Interview: Channel 5 Minnesota radio(1994).
- Interview: Minnesota Public Radio (1994).
- Interview: national radio show, *Times and Seasons*, United States (1993).

Other

- board member, Joris de Witte school, Oegstgeest
- Board member, De Boekenwurm (Dutch Language school), 2005-2006.
- Volunteer Toddler teacher, de Boekenwurm (Dutch Language) school, weekly class, 2004-2005).

▪ TEACHING EXPERIENCE

Teaching Awards

1993	College Nominee for Continuing Education Teaching Award, College of Education, University of Minnesota
1988	Distinguished Teaching Award, College of Education, University of Minnesota
1985-1986	Psi Chi Award, Excellence in Undergraduate Teaching, University of Kentucky

Seminars

Cognitive Processes in Reading
Learning, Brain & Cognition
Learning & Instruction
Computer Models in Text Comprehension
Educational Applications of Cognitive Psychology
Reading and Reasoning
Research Methods in Developmental Psychology
Cohesion in Language
Development of reading skills
Scientific Writing
The Development of Event Comprehension
Individual differences in reading and writing

Survey Courses

The Learning Brain/Het Lerende Brein
Het Lerende Kind
Inleiding op Psychologie
Statistics
Cognitive Psychology
Psychology of Reading
Developmental Psychology
Psychology of Language
Psychophysiology
Cognitive Development
Language and Mind
Educational Psychology
Methods in Experimental Psychology