Effective learning often requires the revision of incorrect knowledge or misconceptions. In formal and informal learning environments such revision can be accomplished with refutation texts. Refutation texts acknowledge misconceptions, directly refute them, and provide a satisfactory explanation. In this talk, I will discuss a series of studies that examine the incremental steps of knowledge revision, detailing its time course and mechanisms during reading comprehension in the context of the Knowledge Revision Components framework (KReC; Kendeou & O’Brien, 2014). KReC aligns itself nicely with what we know about knowledge revision in the context of reading comprehension and has implications for research in text comprehension, conceptual change, persuasion, and the misinformation effect.

Panayiota (Pani) Kendeou, Ph.D. Associate Professor and Guy Bond Chair in Reading, Department of Educational Psychology, University of Minnesota. Dr. Kendeou conducts both experimental and developmental research on the cognitive processes that support learning and memory in the context of reading comprehension. Ongoing research projects in her lab (Reading & Language Lab) aim to (a) determine the conditions that promote successful change of pre-existing beliefs in the context of the Knowledge Revision Components framework (KReC; Kendeou & O’Brien, 2014), including individual differences and text characteristics, and (b) develop and examine technology-based, individualized, comprehension interventions and assessments for young readers (e.g., Project TeLCI; IES). Dr. Kendeou won the Early Career Impact Award from the FABBS Foundation in 2015, the Tom Trabasso Young Investigator Award from the Society for Text & Discourse in 2012, and the Research in Literacy Award from the UK Literacy Association in 2009. Dr. Kendeou also serves as Associate Editor for the Journal of Educational Psychology and on several other editorial boards (Contemporary Educational Psychology, Scientific Studies of Reading, and Learning and Instruction).