

CURRICULUM VITAE
PANAYIOTA (PANI) KENDEOU

<https://orcid.org/0000-0002-0392-7659>
[Google Scholar](#)

IDENTIFYING INFORMATION

Academic Rank

Distinguished McKnight University Professor, *Department of Educational Psychology*
 Guy Bond Endowed Chair in Reading, *College of Education and Human Development*
 Adjunct Professor, *Department of Psychology*
 Core Faculty Member, *Data Science Initiative*
 Affiliate Faculty, *Minnesota Robotics Institute*
 Full Faculty Member, *Center for Cognitive Sciences*

Education

Degree	Institution	Date Degree Granted
B.A.	University of Cyprus Education	1998
M.A	University of Minnesota Educational Psychology	2002
Ph.D.	University of Minnesota Psychological Foundations: Learning & Cognition Department of Educational Psychology	2005

Positions/Employment

University of Minnesota, Twin Cities

Distinguished McKnight University Professor	2021-present
Professor	2018-present
Guy Bond Chair in Reading	2016-present
Associate Professor	2013-2018

Neapolis University Pafos, Cyprus

Associate Professor	2013-2013
Assistant Professor	2010-2013

McGill University, Canada

Assistant Professor	2007-2009
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Open University of Cyprus 2007-2012
Adjunct Faculty

Ministry of Education & Culture, Cyprus
Researcher, Center for Educational Research and Evaluation 2006-2007

University of Minnesota, Twin Cities
Postdoctoral Fellow 2005-2006
Research Assistant 2000-2005

Ministry of Education & Culture, Cyprus
Elementary School Teacher 1998-2000

Current Membership in Professional Organizations

American Educational Research Association (AERA; Division C)
American Psychological Association (APA; Division 15 on Educational Psychology)
European Association for Research in Learning and Instruction (EARLI)
Psychonomic Society
Society for Text and Discourse (ST&D)
Society for the Scientific Studies of Reading (SSSR)

HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE

University of Minnesota

CEHD Educational Leadership Award 2024
Distinguished McKnight University Professor 2021
CEHD Research Excellence Award 2020
Guy Bond Endowed Chair of Reading 2016
Advising and Mentoring Award, Graduate and Professional Student Assembly 2015

External Sources

Scholarship of Teaching and Learning Award, National Institute on Teach of Psy 2023
Fellow, American Educational Research Association 2020
Fellow, Society for Text & Discourse 2020
Fellow, American Psychological Association 2019
Early Career Impact Award, FABBS Foundation 2015
Tom Trabasso Young Investigator Award, Society for Text & Discourse 2012
Research in Literacy Award, UK Literacy Association 2009
Robert and Corrie Beck Graduate Fellowship 2004
Eva. O. Miller Graduate Fellowship 2003
Fulbright Scholarship 2000

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants and Contracts

External Sources

Received at the University of Minnesota [~ \$17M]

Co-PI

PI: Kristen McMaster

Office of Special Education Programs, U.S. Department of Education

Universal Inference Galaxy: Expanding Access to Evidence-Based Early Language Comprehension Instructional Technology

(H327S250007)

2025-2030

\$1,985,966

Co-PI

PI: George Veletsianos

National Science Foundation

Generative Artificial Intelligence Methods in STEM Education Research

(DRL – 2526452)

2025-2028

\$999,991

Co-PI

PI: Malini Srivastava

BEEK: Behavioral Energy Efficiency Kit + Game; An environmental education coalition to empower K-12 Youth in Title I Schools to reduce energy burden

Environmental Protection Agency

(NE - 00E05015 – 0)

2025-2027

\$125,650

Principal Investigator

Institute of Education Sciences, US Department of Education

Efficacy of Early Language Comprehension Individualized Instruction (ELCII)

(R305A220107)

2022-2027

\$3,799,419

Co-PI

PI: Vasile Rus

Institute of Education Sciences, US Department of Education

iCODE: Adaptive Training of Students' Code Comprehension Processes

(R305A220385)

2022-2026

\$1,999,598

Co-PI

PI: Krista R. Muis

Social Sciences and Humanities Research Council of Canada (SSHRC)

Fostering Epistemic Cognition and Self-Regulated Learning in Mathematics and Science

2020-2024

\$358,281 CAN

Co-PI

PI: Danielle McNamara

Institute of Education Sciences, US Department of Education

iSTART-Early: Interactive Strategy Training for Active Reading and Thinking for Developing Readers (R305A190050)

2019-2023

\$1,400,000

Principal Investigator

Institute of Education Sciences, US Department of Education

Early Language Comprehension Individualized Instruction (ELCII) (R305A170242)

2017-2021

\$1,399,651

Principal Investigator

Institute of Education Sciences, US Department of Education

Developing a Technology-Based Early Language Comprehension Intervention (TELCI) (R324A160064)

2016-2020

\$1,498,749

Lead Evaluator

PI: John Nietfeld, North Carolina State University

National Science Foundation

Missions with Monty: A Game-Based Approach to Comprehension Monitoring with Informational Science Text (DRL – 1761110)

2018-2023

\$ 1,469,395

Evaluator

PI: Jamie Schneider, University of Wisconsin-River Falls

National Science Foundation

Research on Optimizing Testing Feedback for Improved Student Learning.

2016-2021 (IUSE – 1625233)

\$498,483

Co-Investigator
 PI: Theodore Christ
 Institute of Education Sciences, US Department of Education
Computer-Based Assessment System for Reading: Skills Analysis and Progress Monitoring. (R305A120086)
 2013-2016
 \$1,599,950

Received at the University of Minnesota – Post-Doc Grant

Faculty Supervisor
 PI: Gregory Trevors
 Social Sciences and Humanities Research Council of Canada (SSHRC)
The role of epistemic cognition, identity, and emotions on knowledge revision
 2015-2017
 \$81,000

Received at other institutions

Co-Principal Investigator
 PI: Petros Pashiardis, Open University of Cyprus
 Cyprus Research Promotion Foundation, Cyprus
Uncovering the relation between principals' leadership style and epistemological beliefs and its implications for school training
 2008-2011
 79,930 EURO

Principal Investigator
 Fonds de Recherche sur la Société et la Culture (FQRSC), Québec Canada
A systematic Investigation of Expository Text Comprehension
 2008-2009
 \$40,000

University Sources

Received at the University of Minnesota

Principal Investigator
 Grant-in-Aid of Research, Artistry and Scholarship (GIA)
Improving Reading Comprehension: Project ELCII
 2021-2023
 \$29,766

Principal Investigator
 CEHD Global Signature Program

A global effort to understand and reduce the impact of misinformation about ASD
2016-2017
\$7,500

Received at other institutions

Co-Principal Investigator
PI: Debra Titone
Center for Research on Language, Mind and Brain, McGill University
Language and Schizophrenia
2007-2008
\$10,000

Principal Investigator
SSHRC Internal Research Grants, McGill University
Inferential Processes in Reading Comprehension
2007-2008
\$4,500

Publications [153]

Books [3]

Van Meter, P., List, A., Lombardi, D., & **Kendeou, P.** (2020). *Handbook of Multiple Representations*. New York, NY: Routledge.

Kendeou, P., Robinson, D. H., & McCrudden, M. (2019). *Misinformation and Fake News in Education*. Charlotte, NC: Information Age Publishing, Inc.

Zembylas, M., Michaelidou-Evripidou, A., & **Kendeou, P.** (2010). *Advanced Research Methods*. Nicosia: Open University of Cyprus Press.

Online Handbooks [2]

Lewandowsky, S., Cook, J., Schmid, P., Holford, D. L., Finn, A., Leask, J., Thomson, A., Lombardi, D., Al-Rawi, A. K., Amazeen, M. A., Anderson, E. C., Armaos, K. D., Betsch, C., Bruns, H. H. B., Ecker, U. K. H., Gavaruzzi, T., Hahn, U., Herzog, S., Juanchich, M., **Kendeou, P.**, Newman, E. J., Pennycook, G., Rapp, D. N., Sah, S., Sinatra, G. M., Tapper, K., Vraga, E. K. (2021). *The COVID-19 Vaccine Communication Handbook. A practical guide for improving vaccine communication and fighting misinformation*. Available at: <https://sks.to/c19vax>

Lewandowsky, S., Cook, J., Ecker, U. K. H., Albarracín, D., Amazeen, M. A., **Kendeou, P.**, Lombardi, D., Newman, E. J., Pennycook, G., Porter, E. Rand, D. G., Rapp, D. N., Reifler, J., Roozenbeek, J., Schmid, P., Seifert, C. M., Sinatra, G. M., Swire-Thompson, B., van der Linden, S., Vraga, E. K., Wood, T. J., Zaragoza, M. S. (2020). *The Debunking Handbook 2020*. Available at: <https://sks.to/db2020>. DOI: 10.17910/b7.1182

Refereed Journal Articles (*student or post-doc fellow) [110]

- *Burey, J., *Kim, J., Kohli, N., McMaster, K., & **Kendeou, P.** (2025). The promise of computer-based literacy learning: the effect of ELCII on kindergarteners' inference skill development. *Contemporary Educational Psychology*, 82, 102399. <https://doi.org/10.1016/j.cedpsych.2025.102399>
- *Castellana, M. A., Langley, E. B., Watanabe, M., Arner, T., *Fulsher, A., *Jensen, A., **Kendeou, P.**, & McNamara, D. S. (in press). Engineering the design of iSTART-Early: Adapting an intelligent tutoring system for 3rd, 4th, and 5th grade reading. *Journal of Formative Design & Learning*.
- *Fulsher, A., *Pagkratidou, M., & **Kendeou, P.** (2025). GenAI and Misinformation in Education: A Systematic Scoping Review of Opportunities and Challenges. *AI & Society*. <https://doi.org/10.1007/s00146-025-02536-y>
- Lee, S., Hwang, H., Shin, Y., & **Kendeou, P.** (2025). Teaching presence, social presence, and digital literacy in predicting online learning experience in elementary students. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.70004>
- *Jheng, Y.-L., Catrysse, L., Van de Cruys, S., **Kendeou, P.**, Poels, K., & Gijbels, D. (2025). Investigating epistemic emotions experienced while reading refutation texts through a fine-grained measure of emotion. *npj Science of Learning*. <https://doi.org/10.1038/s41539-025-00324-3>
- Rus, V., & **Kendeou, P.** (2025). Are LLMs actually good for learning? *AI & Society*. <https://doi.org/10.1007/s00146-025-02323-9>
- *Johnson, V., *Butterfuss, R., *Harsch, R., & **Kendeou, P.** (2025). Patterns of belief and trust in climate change information. *Journal of Research in Science Teaching*, 62 (3), 655-683. <https://doi.org/10.1002/tea.21967>
- *Kohatsu, M.C., Muis, K., Pekrun, R., Sinatra, G., **Kendeou, P.**, Robinson, K., Kennedy, A., & Potola, S. (2025). The Struggle is Real: An Intervention to Regulate and Resolve Confusion During Complex Statistics Problem Solving. *Journal of Experimental Education*, 1-27. <https://doi.org/10.1080/00220973.2025.2459388>.
- Hwang, H., **Kendeou, P.**, & McMaster, K. L. (2025). Fostering Inference-Making Through Video-Based Technology in Young Children With Early Reading Difficulties. *Journal of Special Education Technology*, 40, 117-126. <https://doi.org/10.1177/01626434241257203>
- *Frick, P., **Kendeou, P.** & Schüler, A. (2025). Knowledge revision processes during reading: How pictures influence the activation of outdated information. *Memory & Cognition*, 53(2), 547-567. <https://doi.org/10.3758/s13421-024-01586-9>

- Hattan, C., & **Kendeou, P.** (2024). Expanding the science of reading: Contributions from educational psychology. *Educational Psychologist*, 59(4), 217–232.
<https://doi.org/10.1080/00461520.2024.2418048>
- van den Broek, P., & **Kendeou, P.** (2024). From comprehension to learning and back again. *Discourse Processes*, 61, 337-341.
<https://doi.org/10.1080/0163853X.2024.2350289>
- *Johnson, V., *Butterfuss, R. & **Kendeou, P.** (2024). Dynamic source credibility and its impacts on knowledge revision. *Memory & Cognition*. <https://doi.org/10.3758/s13421-024-01562-3>
- Kendeou, P.** (2024). A Theory of Knowledge Revision: The Development of the KReC Framework. *Educational Psychology Review*, 36(2), Article 44.
<https://doi.org/10.1007/s10648-024-09885-y>
- Allen, L. K., & **Kendeou, P.** (2024). ED-AI Lit: An Interdisciplinary Framework for AI Literacy in Education. *Policy Insights from the Behavioral and Brain Sciences*, 11(1), 3-10.
- Hwang, H., *Choi, S., *Guha, M., McMaster, K., *Harsch, R., & **Kendeou, P.** (2024). Indirect and direct contributions of executive functions to reading comprehension. *Journal of Experimental Child Psychology*, 243, 105925.
- Paakkari, L., Ruotsalainen, J., Lahti, H., Kulmala, M., **Kendeou, P.**, Raittila, T. L., ... & Torppa, M. (2024). The role of the home in children’s critical reading skills development. *Humanities and Social Sciences Communications*, 11(1), 1-10.
- Kendeou, P.**, & *Johnson, V. (2024). The Nature of Misinformation in Education. *Current Opinion in Psychology*, 55, 101734
- McMaster, K. L., **Kendeou, P.**, *Kim, J., & *Butterfuss, R. (2024). Efficacy of a technology-based early language comprehension intervention (TeLCI): A randomized control trial. *Journal of Learning Disabilities*, 57, 139-152.
<https://doi.org/10.1177/00222194231182974>
- *Peralta, Y., Kohli, N., **Kendeou, P.**, Davison, M., & Lock, E. (2024). Modeling the Interrelation of Reading and Mathematics Achievement Trajectories: Is their Development Intertwined? *Reading & Writing*, 37, 1267-1287.
- Muis, K. R., **Kendeou, P.**, *Kohatsu, M. & *Wang, S. (2024). “Let’s get back to normal”: emotions mediate the effects of persuasive messages on willingness to vaccinate for COVID-19. *Frontiers in Public Health*, 12, 1377973. doi: 10.3389/fpubh.2024.1377973
- *Harsch, R., & **Kendeou, P.** (2023). Learning from Refutation Texts about Scientific Topics with Analogical and Causal Explanations. *Contemporary Educational Psychology*, 73, 102172.

- *Hwang, H. & *Orcutt, E., *Reno, E., *Kim, J., *Harsh, R., McMaster, K., **Kendeou, P.**, & Slater, S., (2023). Making the most of read-alouds to support primary-grade students' inference-making. *The Reading Teacher*, 77, 167-177. ***Top read article in *The Reading Teacher* between January 1, 2023 - December 31, 2023, up to 12 months after publication.**
- McMaster, K., & **Kendeou, P.** (2023). Refocusing Reading Comprehension: Aligning Theory with Assessment and Intervention. *Learning and Individual Differences*, 102256.
- *Kim, J., *Hwang, H., *Burey, J., McMaster, K. L., & **Kendeou, P.** (2023). Supporting Inference-Making During COVID-19 through Individualized Scaffolding and Feedback: A Natural Experiment. *Reading & Writing*, 36, 467-490.
- Hwang, H., McMaster, K., & **Kendeou, P.** (2023). A Longitudinal Investigation of Directional Relations between Domain Knowledge and Reading in the Elementary Years. *Reading Research Quarterly*, 58, 59-77. <https://doi.org/10.1002/rrq.481>
- Muis, K. R., Sinatra, G. M., Pekrun, R., **Kendeou, P.**, Mason, L., Jacobs, N., Van Tilburg, W. A. P., *Orcutt, E., *Zaccoletti, S., & *Losenno, K. (2022). Flattening the COVID-19 Curve: Emotions Mediate the Effects of a Persuasive Message on Preventive Action. *Frontiers in Psychology: Personality and Social Psychology*, 13: 1047241. <https://doi.org/10.3389/fpsyg.2022.1047241>
- *Johnson, V., *Butterfuss, R., *Kim, J., *Orcutt, E., *Harsch, R., & **Kendeou, P.** (2022). The 'Fauci Effect': Reducing COVID-19 Misconceptions and Vaccine Hesitancy Using an Authentic Multimodal Intervention. *Contemporary Educational Psychology*, 70, np.
- McNamara, D., & **Kendeou, P.** (2022). The early Automated Writing Evaluation (eAWE) Framework. *Assessment in Education: Principles, Policy & Practice*, 29, 150-182. <https://doi.org/10.1080/0969594X.2022.2037509>
- Ecker, U., Lewandowsky, S., Cook, J., Schmid, P., Fazio, L., Brashier, N., **Kendeou, P.**, Vraga, E., & Amazeen, M. (2022). Drivers of Misinformation Belief and its Resistance to Correction. *Nature Reviews Psychology*, 1, 13-29.
- *Butterfuss, R., **Kendeou, P.**, McMaster, K. L., *Orcutt, E., & Bulut, O. (2022). Question Timing, Language Comprehension, and Executive Function in Inferencing. *Scientific Studies of Reading*, 26, 61-78.
- *Kim, J., & **Kendeou, P.** (2021). Knowledge Transfer in the Context of Refutation Texts. *Contemporary Educational Psychology*, 67, 102-117.
- *Trevors, G., Bohn-Gettler, C., & **Kendeou, P.** (2021). The Effects of Experimentally Induced Emotions on Revising Common Vaccine Misconceptions. *Quarterly Journal of Experimental Psychology*, 74, 1966-1980.

- Mensink, M.C., **Kendeou, P.**, & Rapp, D. N. (2021). Do different kinds of introductions influence comprehension and memory for scientific explanations? *Discourse Processes*, 58, 491-512.
- *Butterfuss, R., & **Kendeou, P.** (2021). KReC-MD: Knowledge Revision with Multiple Documents. *Educational Psychology Review*, 33, 1475-1497.
- Kendeou, P.**, McMaster, K. L., *Butterfuss, R., *Kim, J., Slater, S., & Bulut, O. (2021). Development and validation of the Minnesota Inference Assessment. *Assessment for Effective Intervention*, 47, 47-52.
- Kendeou, P.** (2021). Enhancing research excellence through diversity and transparency. *Journal of Educational Psychology*, 113(1), 1-2.
- Iordanou, K., Zembylas, M., & **Kendeou, P.** (2020). Examining My-Side Bias During and After Reading Controversial Historical Accounts. *Metacognition and Learning*, 15, 319-342.
- Mason, L., Borella, E., Diakidoy, I.A., *Butterfuss, R., **Kendeou, P.**, & Carretti, B. (2020). Learning from Refutation and Standard Expository Science Texts: The Contribution of Inhibitory Functions in Relation to Text Type. *Discourse Processes*, 57, 921-939.
- Pearson, P. D., Cervetti, G., Palincsar, A. S., Afflerbach, P., **Kendeou, P.**, Biancarosa, G., Higgs, J., Fitzgerald, M., & Berman, A. I. (2020). Embracing reading for understanding: Expanding our vision for the science of reading. *Literacy Today*, (Sept/Oct), 26-28.
- Cervetti, G., Pearson, P. D., Palincsar, A. S., Afflerbach, P., **Kendeou, P.**, Biancarosa, G., Higgs, J., Fitzgerald, M., & Berman, A. I. (2020). How Reading for Understanding research complicates the Simple View of Reading invoked in the Science of Reading. *Reading Research Quarterly*, 55(S1), S161-S172.
- *Trevors, G., & **Kendeou, P.** (2020). The Effects of Positive and Negative Emotional Text Content on Knowledge Revision. *Quarterly Journal of Experimental Psychology*, 73 (9), 1326-1339.
- *Butterfuss, R., *Aubele, J. D., & **Kendeou, P.** (2020). Hedged language and partisan media influence belief in science claims. *Science Communication*, 42, 147-171.
- *Butterfuss, R., & **Kendeou, P.** (2020). Reducing Interference from Misconceptions: The Role of Inhibition in Knowledge Revision. *Journal of Educational Psychology*, 112, 782-794.
- Kendeou, P.**, McMaster, K., *Butterfuss, R., *Kim, J., *Bresina, B., & *Wagner, K. (2020). The Inferential Language Comprehension (iLC) Framework. *Topics in Cognitive Science*, 12, 256-273.
- McMaster, K. L., **Kendeou, P.**, *Bresina, B., Slater, S., *Wagner, K., White, M. J., *Butterfuss, R., *Kim, J., & *Umana, C. (2019). Interactive web-based inference instruction for

- children in the primary grades. *L1 - Educational Studies in Languages and Literature*, 1-30.
- *Manez, I., Vidal-Abarca, E., Martinez, T., & **Kendeou, P.** (2019). How Do Students Process Complex Formative Feedback in Question-Answering Tasks? A Think-Aloud Study. *Metacognition and Learning*, 14, 65-87.
- *Will, K., Vlach, H., & **Kendeou, P.** (2019). The Effects of Refutation Texts on Generating Explanations. *Learning and Individual Differences*, 69, 109-115.
- Iordanou, K., Muis, K., & **Kendeou, P.** (2019). Epistemic Perspective and Online Epistemic Processing of Evidence: Developmental and Domain Differences. *Journal of Experimental Education*, 87, 531-551.
- Fleury, V. P., *Trevors, G., & **Kendeou, P.** (2019). Public perception of autism treatments: The role of credibility and evidence. *Journal of Autism and Developmental Disabilities*, 49, 1876-1886.
- *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.
- Kendeou, P.**, *Butterfuss, R., *Kim, J., & *Van Boekel, M. (2019). Knowledge Revision Through the Lenses of the Three-Pronged Approach. *Memory & Cognition*, 47, 33-46.
- *Butterfuss, R., & **Kendeou, P.** (2018). The role of executive functions in reading comprehension. *Educational Psychology Review*, 30, 801-826.
- *Trevors, G., **Kendeou, P.**, *Butterfuss, R. (2017). Emotions in knowledge revision. *Discourse Processes*, 54 (5-6), 406-426.
- *Trevors, G., **Kendeou, P.**, Bråten, I., & Braasch, J. L. G., (2017). Adolescents' epistemic profiles in the service of knowledge revision. *Contemporary Educational Psychology*, 49, 107-120.
- Kendeou, P.**, *Butterfuss, R., *Van Boekel, M., & O'Brien, E. J. (2017). Integrating relational reasoning and knowledge revision during reading. *Educational Psychology Review*, 29, 27-39.
- *Muijselaar, M., **Kendeou, P.**, de Jong, P. F., & van den Broek, P. (2017). What does the CBM-Maze test measure? *Scientific Studies of Reading*, 20, 120-132.
- *Van Boekel, M., Lassonde, K., O'Brien, E. J., & **Kendeou, P.** (2017). Source credibility and the processing of refutation texts. *Memory & Cognition*, 45, 168-181.

- Elfenbein, A., van den Broek, P., Carlson, S. E., **Kendeou, P.**, & Bohn-Gettler, C. (2016). Text structure and expository prose. *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy*, 61, 81-108.
- *Danielson, R. W., Sinatra, G. M., & **Kendeou, P.** (2016). Augmenting the Refutation Text Effect with Analogies and Graphics. *Discourse Processes*, 53 (5-6), 392-414.
- Kendeou, P.**, & Rapp, D. N. (2016). Special Issue: 2015 Society for Text and Discourse Annual Meeting. *Discourse Processes*, 53 (5-6), 325-325.
- Kendeou, P.**, Braasch, J. L. G., & Bråten, I. (2016). Optimizing conditions for learning: Situating refutations in epistemic cognition. *Journal of Experimental Education*, 84, 245-263.
- Kendeou, P.**, McMaster, K. L., & Christ, T. J. (2016). Reading Comprehension: Core Components and Processes. *Policy Insights from the Behavioral and Brain Sciences*, 3, 62-69.
- Lassonde, K., **Kendeou, P.**, & O'Brien, E. J. (2016). Refutation Texts: Overcoming Psychology Misconceptions that are Resistant to Change. *Scholarship of Teaching and Learning in Psychology*, 2, 62-74.
- Kendeou, P.**, *Walsh, E., *Smith, E. R., & O'Brien, E. J. (2014). Knowledge Revision Processes in Refutation Texts. *Discourse Processes*, 51, 374-397.
- Kendeou, P.** (2014). Validation and Comprehension: An integrated overview. *Discourse Processes*, 51, 189-200.
- Kendeou, P.** (2014). Current directions in reading comprehension research. *Journal of Research in Reading*, 37, 1-2.
- Kendeou, P.**, van den Broek, P., *Helder, A., & *Karlsson, A. K. J. (2014). A cognitive view of reading comprehension: Implications for reading difficulties. *Learning Disabilities Research & Practice*, 29 (1), 10-16.
- Bohn-Gettler, C. M., & **Kendeou, P.** (2014). The Interplay of Reader Goals, Working Memory, and Text Structure During Reading. *Contemporary Educational Psychology*, 39, 206-219.
- Carlson, S. E., van den Broek, P., McMaster, K., White, M. J., Bohn-Gettler, C. M., **Kendeou, P.**, Rapp, D. (2014). Effects of comprehension skill on inference generation during reading. *International Journal of Disability, Development and Education*, 61, 258-274.
- Papadopoulos, T. C., **Kendeou, P.**, & *Shiakalli, M. (2014). Reading comprehension tests and poor readers: How test processing demands result in different profiles. *Topics in Cognitive Psychology*, 114, 725-753.

- Clinton, V., Sepel, B., van den Broek, P., McMaster, K., **Kendeou, P.**, Carlson, S., & Rapp, D. N. (2014). Gender Differences in Inference Generation by Fourth Grade Students. *Journal of Research in Reading*, 37, 356-374.
- McCrudden, M. T., & **Kendeou, P.** (2014). Exploring the link between cognitive processes and learning from refutational text. *Journal of Research in Reading*, 37, 116-140.
- Argyrides, M. B., *Kkeli, N., & **Kendeou, P.** (2014). Validation of the factor structure of the Greek adaptation of the Sociocultural Attitudes Towards Appearance Questionnaire (SATAQ-3). *Body Image*, 11, 201-205.
- van den Broek, P., & **Kendeou, P.** (2014). Problems in Reading Comprehension: Connecting Theory and Practice. *Learning Disabilities Research & Practice*, 29 (1), 2.
- Kendeou, P.**, *Smith, E. R., & O'Brien, E. J. (2013). Updating During Reading Comprehension: Why Causality Matters. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 39, 854-865.
- Kendeou, P.**, Papadopoulos, T. C., & *Kotzapoulou, M. (2013). Evidence for the Early Emergence of the Simple View of Reading in a Transparent Orthography. *Reading & Writing: An Interdisciplinary Journal*, 26, 189-204.
- Kendeou, P.**, Papadopoulos, T. C., & Spanoudis, G. (2012). Processing demands of reading comprehension tests in young readers. *Learning and Instruction*, 22, 354-367.
- Papadopoulos, T. C., **Kendeou, P.**, & Spanoudis, G. (2012). Investigating the factor structure and measurement invariance of phonological abilities in a sufficiently transparent language. *Journal of Educational Psychology*, 104, 321-336.
- McMaster, K., van den Broek, P., Espin, C., White, M., Rapp, D. N., **Kendeou, P.**, Bohn-Gettler, C., & Carlson, S. (2012). Making the right connections: Differential effects of reading intervention for subgroups of comprehenders. *Learning and Individual Differences*, 22, 100-111.
- *Franco, G., Muis, K., **Kendeou, P.**, *Ranellucci, J., *Sampasivam, L., & *Wang, X. (2012). Examining the influences of epistemic beliefs and knowledge representations on cognitive processing and conceptual change when learning physics. *Learning and Instruction*, 22, 62-77.
- Kendeou, P.**, Muis, K. R., & *Fulton, S. (2011). Reader and text factors on reading comprehension processes. *Journal of Research in Reading*, 34, 365-383.
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Edited Special Issues (Journals) [5]

Bernacki, M. L., & Kendeou, P. (2025). Special Issue: Leveraging Learning Theory and Analytics to Produce Grounded, Innovative, Data-Driven, Equitable Improvements to Teaching and Learning. *Journal of Educational Psychology*, 117 (1).

Hattan, C., & **Kendeou, P.** (2024). Special Issue: Expanding the science of reading: contributions from educational psychology. *Educational Psychologist*, 59 (4).

Kendeou, P., & Rapp, D. N. (Eds.) (2016). Special Issue: 2015 Society for Text and Discourse Annual Meeting. *Discourse Processes*, 53 (5-6).

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van den Broek, P., & **Kendeou, P.** (Eds.) (2014). Special Issue: Problems in Reading Comprehension: Connecting Theory and Practice. *Learning Disabilities Research & Practice*, 29(1).

Conference Proceedings [9]

*Steadman, C., Hutt, S., Opatz, M., & **Kendeou, P.** (2026). From diagnostics to prediction: A machine learning approach to understanding reading development. In *Proceedings of the 16th International Learning Analytics and Knowledge Conference* (pp. xxx-xxx). Bergen, Norway.

*Carpenter, Z., *Wang, Y., DeLiema, D., **Kendeou, P.**, Bernacki, M.L., & Shaffer, D.W. (2026, April). Expanding Design Heuristics for Supporting Impasse-Driven Learning in a Puzzle Video Game Using a Problem-Solving Framework and Multimodal Network Models. In *Proceedings of the 16th International Learning Analytics and Knowledge Conference* (pp. xxx-xxx). Bergen, Norway.

*Harsch, R., Bye, J., Rus, V., & **Kendeou, P.** (2025). Can We Extend the Reverse Cohesion Effect to Programming Contexts? In D. Barner, N.R. Bramley, A. Ruggeri and C.M.

Walker (Eds.), *Proceedings of the 47th Annual Conference of the Cognitive Science Society*, 47, 5448-5454.

Burey, J., *Kim, J., McMaster, K. L., & **Kendeou, P.** (2022). Does it Work for Everyone? The Effect of ELCII on Kindergarteners' Inference Skill Development. *Proceedings of the International Society of the Learning Sciences Annual Meeting 2022*, Hiroshima, Japan.

Kendeou, P., Arner, T., Li, T., *Orcutt, E., Balyan, R., *Butterfuss, R., *Watanabe, M., & McNamara, D. (2022). iSTART-Early: Interactive Strategy Training for Early Readers. In *Intelligent Tutoring Systems: 18th International Conference, ITS 2022, Bucharest, Romania, June 29–July 1, 2022, Proceedings*, pp. 371-379.

Balyan, R., Arner, T., Li, T., *Orcutt, E., *Butterfuss, R., **Kendeou, P.**, & McNamara, D. (2022). Integrating ASR into iSTART-Early Intelligent Tutoring System. In *Intelligent Tutoring Systems: 18th International Conference, ITS 2022, Bucharest, Romania, June 29–July 1, 2022, Proceedings*, pp. 362-370.

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Book Chapters [37]

Kendeou, P., McMaster K., McNamara, D. S., & Wilke, B. C., (2024). Literacy. In P. A. Schutz & K. R. Muis (Eds), *Handbook of educational psychology (4th ed.)* (pp. 553-575). New York, NY: Routledge.

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*Trevors, G., Fleury, V., & **Kendeou, P.** (2022). Examining evidence for the effects and antecedents of plurality in revising science misconceptions. In M. Belanger, P. Potvin, S. Horst., A. Shtulman, & E. F. Mortimer (Eds). *Multidisciplinary Perspectives on Representational Pluralism in Human Cognition*. New York: Routledge.

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- *Kim, J., *Butterfuss, R., *Orcutt, E., *Choi, D., *Johnson, V., & **Kendeou, P.** (2022). *The Future of Reading Comprehension: Embracing Complexity and Expanding Theory*. In T. L. Good & M. McCaslin (Eds.), Educational Psychology Section: D. Fisher (Ed.), Routledge Encyclopedia of Education (Online). Routledge.
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- Pearson, P. D., Palincsar, A. S., Afflerbach, P., Cervetti, G. N., **Kendeou, P.**, Biancarosa, G., Higgs, J., Fitzgerald, M., & Berman, A. I. (2020). Taking stock of the Reading for Understanding initiative. In P. D. Pearson, A. S. Palincsar, G. Biancarosa, & A. Berman (Eds.), (2020). *Reaping the rewards of the Reading for Understanding initiative* (pp. 251-292). Washington, DC: National Academy of Education.
- List, A., Van Meter, P., Lombardi, D., & **Kendeou, P.** (2020). Loggers and Conservationists: Navigating the Multiple Resource Forest Through the Trees. In P. Van Meter, A. List, D. Lombardi, & P. Kendeou (Eds.) *Handbook of Multiple Representations and Perspectives* (pp. 1-14). New York, NY: Routledge.
- Van Meter, P., List, A., Lombardi, D., & **Kendeou, P.** (2020). The Multiple Resources Learning Framework: Learning from Multiple Representations and Multiple Perspectives. In P. Van Meter, A. List, D. Lombardi, & P. Kendeou (Eds.) *Handbook of Multiple Representations and Perspectives* (pp. 557-588). New York, NY: Routledge.
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- Kendeou, P.**, McCrudden, M., & Robinson, D. H. (2019). *Misinformation and Disinformation in Education: An Introduction*. In P. Kendeou, D. Robinson, & M. McCrudden (Eds.). *Misinformation and Fake News in Education* (pp. 1-4). Charlotte, NC: Information Age Publishing, Inc.
- *Kim, J., *Butterfuss, R., *Aubele, J., & **Kendeou, P.** (2019). From Theory to Practice: Implications of KReC for Designing Effective Learning Environments. In P. Kendeou, D.

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- Kendeou, P., & O'Brien, E. J.** (2018). Theories of text processing: A view from the top-down. In M. Schober, D. N. Rapp, & M. A. Britt (Eds.). *Handbook of Discourse Processes* (2nd edition) (pp. 7-21). New York: Routledge Publishing.
- *Van Boekel, M., **Kendeou, P.**, & Fletcher, C. R. (2017). Reading Comprehension in the Early Years: Making the Case for Oral Language. In J. A. León & I. Escudero (Eds.). *Current Trends in Reading Research* (pp. 101-124). Amsterdam, The Netherlands: John Benjamins.
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- Iordanou, K., **Kendeou, P.**, & *Beker, K. (2016). Argumentative Reasoning. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.). *Handbook of Epistemic Cognition* (pp. 39-53). New York: Routledge Publishing.
- Kendeou, P.**, & O'Brien, E. J. (2016). Prior Knowledge: Acquisition and Revision. In P. Afflerbach (Ed.), *Handbook of Individual Differences in Reading: Text and Context* (pp. 151-163). New York: Routledge Publishing.
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- Kendeou, P.**, Papadopoulos, T. C., & Spanoudis, G. (2015). Reading Comprehension and PASS Theory. In T. C. Papadopoulos, R. Parrila, & J. R. Kirby (Eds.), *Cognition, Intelligence, and Achievement* (pp. 117-136).
- Kendeou, P.**, & O'Brien, E. J. (2014). The Knowledge Revision Components (KReC) Framework: Processes and Mechanisms. In D. N. Rapp & J. L. G. Braasch (Eds.) *Processing Inaccurate Information: Theoretical and Applied Perspectives from Cognitive Science and the Educational Sciences* (pp. 353-377). Cambridge, MA: MIT Press.

- Kendeou, P., & Pashiardis, P.** (2013). Methodological approach for the LISA and Pro-LEAD projects. In P. Pashiardis (Ed.), *Modeling school leadership across Europe: In search of new frontiers* (pp.47-64). New York, NY: Springer.
- Pashiardis, P., **Kendeou, P.**, Michaelidou, A. & *Lytra, E. (2013). Exploring a new cocktail mix: School principals' epistemological beliefs, context, and leadership styles. In P. Pashiardis (Ed.), *Modeling school leadership across Europe: In search of new frontiers* (pp.149-168). New York, NY: Springer.
- Zembylas, M., Charalambous, C., Charalambous, P., & **Kendeou, P.** (2013). Researching an initiative on peaceful coexistence in Greek-Cypriot schools: A mixed-methods study on teachers' perceptions and emotions. In D. Brook Napier, & S. Majhanovich, (Eds.), *Education, dominance and identity Vol. III.* (pp. 177-198). Rotterdam, The Netherlands: Sense Publishers.
- Kendeou, P., & Papadopoulos, T. C.** (2012). The use of CBM-Maze in Greek: A closer look at what it measures. In C. Espin, K. McMaster, S. Rose & M.M. Wayman (Eds.) *A measure of success: The influence of curriculum-based measurement on education* (pp. 329-339). Minneapolis, MN: University of Minnesota Press.
- Kendeou, P., & *Trevors, G.** (2012). Learning from texts we read: What does it take? In M. J. Lawson & J. R. Kirby (Eds.), *Enhancing the quality of learning* (pp. 251-275). Cambridge, UK: Cambridge University Press.
- Kendeou, P., Bohn-Gettler, C. & *Fulton, S.** (2011). What we have been missing: The role of goals in reading comprehension. In M. T. McCrudden, J. Magliano & G. Schraw (Eds.), *Text relevance and learning from text* (pp.375-394). Charlotte, NC: Information Age Publishing.
- van den Broek, P., Bohn-Gettler, C., **Kendeou, P.**, Carlson, S., & White, M. J. (2011). When a reader meets a text: The role of standards of coherence in reading comprehension. In M. T. McCrudden, J. Magliano & G. Schraw (Eds.), *Text relevance and learning from text* (pp. 123-140). Charlotte, NC: Information Age Publishing.
- Kendeou, P.** (2010). Data Sources and Methods, Analysis and Interpretation. In P. Pashiardis (Ed.), *Program and Personnel Evaluation in Education* (pp. 189-212). Nicosia: Open University of Cyprus (in Greek).
- Kendeou, P.** (2010). Methodological Design. In M. Zembylas, A. Michaelidou-Evripidou, & P. Kendeou (Eds), *Advanced Research Methods* (pp. 1-27). Nicosia: Open University of Cyprus (in Greek).
- Kendeou, P., & Pashiardis, P.** (2010). Data Collection for Evaluation: Design, Sample, and Cost. In P. Pashiardis (Ed.), *Program and Personnel Evaluation in Education* (pp. 160-188). Nicosia: Open University of Cyprus (in Greek).

- van den Broek, P., **Kendeou, P.**, & White, M. J. (2009). Cognitive processes during reading: Implications for the use of multimedia to foster reading comprehension. In A. G. Bus & S. B. Neuman (Eds.), *Multimedia and literacy development: Improving achievement for young learners* (pp. 57-73). New York: Routledge.
- van den Broek, P., White, M. J., **Kendeou, P.**, & Carlson, S. (2009). Reading between the lines: Developmental and individual differences in Cognitive processes in reading comprehension. In R. Wagner, C. Schatschneider, & C. Pythian-Sence (Eds.), *Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension*, (pp. 107-123). NY: Guilford Publications.
- Kendeou, P.**, van den Broek, P., White, M., & Lynch, J. (2007). Preschool and early elementary comprehension: Skill development and strategy interventions. In D. S. McNamara (Ed.) *Reading comprehension strategies: Theories, interventions, and technologies*, (pp.27-45). Mahwah, NJ: Erlbaum.
- van den Broek, P., **Kendeou, P.**, Kremer, K., Lynch, J. S., Butler, J., White, M. J., & Lorch, E. P. (2005). Assessment of comprehension abilities in young children. In S. Stahl & S. Paris (eds.), *Children's Reading Comprehension and Assessment* (pp.107-130). Mahwah, NJ: Erlbaum.
- Kendeou, P.**, Rapp, D. N., & van den Broek, P. (2004). The influence of reader's prior knowledge on text comprehension and learning from text. In R. Nata (Ed.), *Progress in Education, Vol.13* (pp 189-209). Nova Science Publishers, Inc: New York.

Assessments [N =4]

- Kendeou, P.** (2011). *CBM-Maze Test for Elementary and Secondary School Students in Greek*. School of Health Sciences, Neapolis University Pafos.
- Papadopoulos, T. C., Georgiou, G. K., & **Kendeou, P.** (2008). *Standardization in Greek of the dyslexia early screening test-second edition (DEST-2)*. Department of Psychology, University of Cyprus.
- Papadopoulos, T. C., Georgiou, G. K., **Kendeou, P.**, & Spanoudis, G. (2008). *Standardization in Greek of the Das-Naglieri cognitive assessment system*. Department of Psychology, University of Cyprus.
- Papadopoulos, T. C., Spanoudis, G., & **Kendeou, P.** (2008). *Early reading skills assessment battery (ERS-AB)*. Department of Psychology. University of Cyprus.

Book Reviews [N =1]

- Kendeou, P.**, & Fulton, S. (2009). Review of Educational Psychology: Reflection for Action. *Canadian Psychology*, 50, 211-212.

Presentations, Posters, and Exhibits

Invited Presentations at Professional Meetings, Conferences, etc. [N =45]

Veletsianos, G., & Kendeou, P. (2025, December). *Uses of AI in research*. Invited workshop at the Minnesota Population Center, University of Minnesota.

Kendeou, P. (2025, December). [*AI Literacy in PK-20 Education: Theoretical, Practical and Policy Considerations*](#). Invited talk at the University of Minnesota Data Science and AI Hub Higher Education webinar series.

Kendeou, P. (2025, October). *Learning in the Era of AI and the Imperative for AI Literacy*. Invited talk at the University of Illinois Urbana-Champaign College of Education Dean's Distinguished Speaker Series. Urbana-Champaign, IL.

Kendeou, P. (2025, September). *Knowledge Revision in the Digital Age*. Invited talk at the University of Pittsburgh LRDC Colloquium Series. Pittsburgh, PA.

Kendeou, P. (2025, July). *Knowledge Revision in Honor of Lucia Mason*. Invited talk at the Society for Text and Discourse Pre-Workshop, Padua, Italy.

Kendeou, P. (2025, January). *Student wellbeing in the digital age: Learning strategies*. Invited talk at the eTwinning European Conference, Nicosia, Cyprus.

Kendeou, P. (2024, October). *Reading Comprehension: From Theory to Practice and Back Again*. Invited talk at the Human Development Colloquium at the University of Maryland.

Kendeou, P. (2024, September). *Education in the Age of Artificial Intelligence (AI): Implications for Theory and Instruction*. Keynote in XIX EARA conference, European Association for Research on Adolescence. Limassol, Cyprus.

Kendeou, P., & *Johnson, V. (2024, February). *Misinformation, Education, and Trust*. Invited talk at the Misinformation and Belief Pre-Conference at SPSP Convention, San Diego, CA.

Kendeou, P. (2023, February). *Education in the Age of Misinformation*. Invited talk at the University of Helsinki, Helsinki, Finland.

Kendeou, P. (2022, November). *Psychology + Technology: From Big Problems to Big Solutions*. Keynote at the annual meeting of the Society for Computation in Psychology (SCiP). Boston, MA.

Kendeou, P. (2022, September). *Education in the Age of Misinformation and Fake News*. Keynote at the 1st International Congress in Research, Transference, and Innovation in Education (ReTraInED). Madrid, Spain.

- Kendeou, P.** (2021, November). *A Cognitive Approach to Reading Comprehension that Transforms Learning*. Invited talk at Leibniz Institute for Educational Trajectories in Bamberg, Germany (Virtual).
- Kendeou, P.** (2021, October). *Misinformation and Digital Literacy*. Invited presentation at the College in the Schools program (PSYC1001, Introduction to Psychology), Minneapolis, MN.
- Kendeou, P.** (2021, September). *Misinformation and Covid-19*. Invited presentation at the Association of Minnesota Counties, Saint Paul, MN.
- Kendeou, P.** (2021, July). *A Cognitive Approach to Reading Comprehension that Transforms Instruction*. Invited talk at Leibniz-Institut für Wissensmedien (IWM), Germany (Virtual).
- Kendeou, P.** (2021, March). *Publishing in the Journal of Educational Psychology*. Virtual talk at the STaR Mentoring Program, Texas A&M University, TX.
- Kendeou, P.** (2020, November). *Assessment of Reading Comprehension: Reading for Understanding Initiative*. Virtual talk at the Institute of Education Sciences Senior Management Team.
- Kendeou, P.** (2020, September). *A Cognitive Approach to Reading Comprehension that Transforms Instruction*. Invited talk at the Institute for Intelligent Systems Cognitive Science Seminar, University of Memphis.
- Kendeou, P.** (2019, December). *Assessment of Reading Comprehension: Lessons Learned from the Reading for Understanding Initiative*. Talk at Plenary session at the 2019 Literacy Research Association (LRA), Tampa, FL.
- Kendeou, P.** (2019, November). *Reaping the Rewards of the IES Reading for Understanding Initiative*. Talk at Plenary session at the 2019 National Academy of Education (NAEd) Annual Meeting, Washington, DC.
- Kendeou, P.** (2018, November). *The science of debunking misconceptions*. Invited talk at the Learning Sciences Research Institute at the University of Illinois, Chicago, IL.
- Kendeou, P.** (2018, March). *The KReC Framework: Reducing the impact of Misconceptions and Misinformation*. Invited talk at the Department of Developmental and Socialization Psychology, University of Padova, Padova, Italy.
- Kendeou, P.** (2018, March). *Reading Comprehension: Development, Instruction, and Assessment*. Invited talk at the Department of Developmental and Socialization Psychology, University of Padova, Padova, Italy.

- Kendeou, P.** (2018, January). *The science of debunking misconceptions*. Invited talk at the Université du Québec à Montréal (UQAM), Montreal, Canada.
- Kendeou, P.** (2017, October). *The science of debunking misinformation*. Plenary talk given at the SciX Conference organized by the Federation of Analytical Chemistry and Spectroscopy Societies, Reno, NV.
- *Trevors, G. & **Kendeou, P.** (2017, July). *The psychology of refuting vaccine misconceptions among the general public*. Invited talk at the Research Forum of the Royal College of Physicians and Surgeons of Canada, Ottawa, Canada
- Kendeou, P.** (2017, April). *The Science of Debunking Misconceptions*. Invited talk at the MPES Colloquium series at Northwestern University, Chicago, IL.
- Kendeou, P.** (2015, November). *MythBusters: Debunking scientific myths*. Invited talk at the CEHD Saturday's Scholars Event, Minneapolis, MN.
- Kendeou, P.** (2015, October). *The Knowledge Revision Components (KReC) framework: We cannot escape the past but we can reduce its impact*. Invited talk at the Institute of Intelligence Systems, University of Memphis, Memphis, TN.
- Kendeou, P.** (2013, July). *The Knowledge Revision Components Framework: Processes and Mechanisms*. Keynote address at the Annual Meeting of the Society for Text and Discourse, Valencia, Spain.
- Kendeou, P.** (2013, March). *Revision During Reading Comprehension*. Invited talk at the Department of Education and Child Studies, University of Leiden, The Netherlands.
- Kendeou, P.** (2012, November). *Updating During Reading: Why causality matters*. Invited talk at the Department of Educational Psychology, University of Minnesota, MN.
- Kendeou, P.** (2012, April). *Academia: Striving for equilibrium*. Invited talk at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Kendeou, P.** (2011, June). *Searching for Meaning in All the Right Places: Making the Case for Language Comprehension Skills*. Invited talk at the Annual Meeting of the Hellenic Cognitive Society, Paros, Greece.
- Kendeou, P.** (2011, October). *Early Diagnosis and Intervention of Reading Difficulties*. Keynote address at the Annual Meeting of the Cyprus Dyslexia Association, Limassol, Cyprus.
- Kendeou, P.** (2010, August). *Think-aloud paradigms*. Invited talk at the Pre-Conference Workshop of the Annual Meeting of the Society for Text and Discourse, Chicago, IL.

Kendeou, P. (2010, November). *Updating During Reading*. Invited talk at the Psychology of Reading graduate course at the Department of Psychology, University of New Hampshire, NH.

Kendeou, P. (2008, March). *Understanding Reading Comprehension*. Invited talk at the Cognitive Area Seminar, Department of Psychology, McGill University, Montreal, Canada.

Savage, R., & **Kendeou, P.** (2008, February). *Understanding and assessing reading development: The simple view of reading across the lifespan*. Invited talk at the Research Exchange Forum Series, Faculty of Education, McGill University, Montreal, Canada.

Kendeou, P. (2007, November). *Understanding reading comprehension*. Invited talk at the Department of Educational Psychology, University of Alberta, Edmonton, Canada.

Kendeou, P. (2006, July). *Simulating reading comprehension using the Landscape Model*. Invited talk at the Pre-Conference Workshop of Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

Kendeou, P. (2006, June). *Understanding reading comprehension: Descriptions, explanations, and interventions*. Invited talk at the Department of Educational and Counseling Psychology, McGill University, Montreal, Canada.

Kendeou, P. (2006, June). *Creating learning environments*. Invited talk at the Department of Educational and Counseling Psychology, McGill University, Montreal, Canada.

Kendeou, P. (2006, May). *Cognitive and neurological accounts of reading comprehension*. Invited talk in the Scientific Meeting in Honor of Dr. Apostolos Georgopoulos inauguration in the Academy of Sciences, Athens, Greece.

Contributed Papers Presented at Professional Meetings, Conferences, etc. [279]

*Choi, H., *Steadman, C., Mills, C., & **Kendeou, P.** (2026, April). *From Clicks to Insights: Exploring SRL Behaviors Longitudinally using Institutional Data*. Paper presentation at the 2026 American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA, USA.

*Jensen, A., & **Kendeou, P.** (2026, April). *Designing Accessible Texts for Adults Readers: Comparing Simplified, Authentic, and Parallel Text Versions*. Paper presentation at the 2026 Annual Meeting of the American Educational Research Association (AERA), Los Angeles, CA, USA.

*Chau, L., *Selvarathinam, R., Allen, L., **Kendeou, P.** (2025, November). *AI vs. AI: How Conversations with LLMs Help Debunk AI Misinformation* [Poster presentation]. Psychonomic Society 66th Annual Meeting, Denver, CO, USA.

- Bernacki, M., Cook, A., Rus, V., Tawfk, A., & **Kendeou, P.** (2025, August). *Computer science self-beliefs and knowledge among typical and under-represented graduates*. [Poster presentation]. American Psychological Association Convention, Denver, CO, United States.
- *Johnson, V., *Frick, P., & **Kendeou, P.** (2025, August). *Drivers of Climate Science Engagement on Social Media: Source Credibility, Graphs, and Trust*. [Poster presentation]. American Psychological Association Convention, Denver, CO, United States.
- *Johnson, V. & **Kendeou, P.** (2025, August). *Understanding Scientist Credibility: A Comparative Analysis of Human and AI Evaluation Processes*. [Poster presentation]. American Psychological Association Convention, Denver, CO, United States.
- *Burey, J., *Stagnaro, K., Allen, L., **Kendeou, P.** (2025, August). *Changes to the AP African American Studies curriculum: A natural language processing investigation* [Poster presentation]. American Psychological Association Convention 2025, Denver, CO, United States.
- *Chau, L., *Selvarathinam, R., & **Kendeou, P.** (2025, July). *Using Large Language Models to Revise Misconceptions about Artificial Intelligence?* Poster Presentation at the 2025 Society of Text and Discourse (ST&D) Annual Meeting, Padua, Italy.
- *Jensen, A., Allen, L., & **Kendeou, P.** (2025, July). *How Do We Read Parallel Texts? Insights By Examining Eye Movements*. Poster presentation at the 2025 Annual Meeting of the Society for Text and Discourse. Padua, Italy.
- *Johnson, V., *Chau, L. T., & **Kendeou, P.** (2025, July). *One Construct or Many? The Role of Trust in Science/Scientists on Belief in Information*. Presentation at the 2025 Annual Meeting of the Society for Text and Discourse. Padua, Italy.
- *Frick, P., *Johnson, V., & **Kendeou, P.** (2025, July). *Communicating Climate Change: How Graphs, Source Credibility, and Trust in Science Influence Engagement With Social Media*. Presentation at the 2025 Annual Meeting of the Society for Text and Discourse. Padua, Italy.
- *Harsch, R. M., Bye, J. K., Rus, V., & Kendeou, P. (2025, July). *Is there a reverse code cohesion effect?* Poster presentation at the Society for Text & Discourse Annual Meeting. Padua, Italy.
- *Harsch, R. M., Bye, J. K., Rus, V., & **Kendeou, P.** (2025, July). *Can we extend the reverse cohesion effect to programming contexts? Submitted to Proceedings of the 47th Annual Meeting of the Cognitive Science Society*. San Francisco, CA.

- *Harsch, R. M. & **Kendeou, P.** (2025, July). *Explanation evaluation based on source expertise and explanation simplicity*. Poster presentation at the Society for Text & Discourse Annual Meeting. Padua, Italy.
- *Harsch, R. M. & **Kendeou, P.** (2025, July). *The contributions of explanation simplicity and source expertise to evaluations of disagreeing explanations*. Poster presentation at the 47th Annual Meeting of the Cognitive Science Society. San Francisco, CA.
- *An, J, Hwang, H., *Choi, S., *Chau, L., *Kim, N., McMaster, K., & **Kendeou, P.** (2025, July). *What are we missing in students' inference generation?* Presentation at the Society for the Scientific Study of Reading (SSSR) Annual Meeting, Calgary, Canada.
- *Johnson, V. & **Kendeou, P.** (2025, June). *Disentangling the Dimensions of Public Trust in Science and Scientists*. Presentation at the International Communication Association 2025 Preconference: Media, Trust & Technology.
- *Fulsher, A. J., *Jensen, A., & **Kendeou, P.** (2025, April). *iSTART-Early Professional Development for Teachers: Improving Comprehension Strategy Training in the Classroom*. Roundtable paper presentation for the 2025 Annual Meeting of the American Educational Research Association (AERA), Denver, CO, USA.
- *Kang, Y. & **Kendeou, P.** (2025, April). How source expertise and source age influence younger and older adults' source evaluation. Presentation at the 2025 AERA Annual Meeting, Denver, CO, USA.
- Kendeou, P.** (2025, April). *A Theory of Knowledge Revision: The Knowledge Revision Components (KReC) Framework*. Paper in session Uncovering the Hidden Curriculum: The Past, Present, and Future of Theory Development in Educational Psychology to the 2025 American Educational Research Association Annual Meeting, Denver, CO, USA.
- *Johnson, V. & **Kendeou, P.** (2025, February). *The Role of Trust in Science/Scientists on Belief in Climate and Vaccine Information*. Presentation at the 2025 Society for Personality and Social Psychology Misinformation & Belief Science Preconference, Denver, CO, USA.
- *Johnson, V. & **Kendeou, P.** (2025, February). *The Role of Trust in Science/Scientists on Belief in Information and Knowledge Revision: A Theoretical Framework*. Presentation at the 2025 Winter Text and Discourse Conference, Boulder, CO, USA
- Kendeou, P.** (2025, February). *AI in Education Panel Discussion*. Panelist at the 2025 Winter Text and Discourse Conference, Boulder, CO, USA
- *Harsch, R., Bye, J.K., *Kang, Y., *Oli, P., *Banjade, R., Tawfik, A. A., Rus, V., & **Kendeou, P.** (2024, November). *Does the Reverse Cohesion Effect Extend from Text to Python Code?* Presentation at the 2024 Psychonomic Society Annual Meeting, NYC, NY, USA.

- Hwang, H., **Kendeou, P.**, Kim, N., *Kim, J., van den Broek, P., & Cho, B. Y. (2024, November). *Measuring Readers' Standards for Coherence for Comprehension*. Presentation at the 2024 Psychonomic Society Annual Meeting, NYC, NY, USA.
- *Johnson, V., *Frick, P., & **Kendeou, P.** (2024, November). *The joint effects of source credibility and graph presence on communicating climate science*. Presentation at the 2024 Psychonomic Society Annual Meeting, NYC, NY, USA.
- Hwang, H., *Burger, K., **Kendeou, P.**, & *Kim, J. (2024, August). *Potential of a refutation text read-aloud to boost knowledge revision in K-1*. Presentation at the American Psychological Association Annual Meeting, Seattle, WA, USA.
- Watanabe, M., Arner, T., *Castellana, M.A., *Fulsher, A., *Jensen, A., *Langley, E.B., Serhan, Z., **Kendeou, P.**, McNamara, D.S. (2024, July). *iSTART-Early: Lessons from Adapting an Intelligent Tutoring System to New Grade Levels*. Presentation at the 2024 Meeting of the International Consortium for Innovation and Collaboration in Learning Engineering (ICICLE 2024).
- *Burey, J., *Stagnaro, K., Allen, L., **Kendeou, P.** (2024, July 17-19). *Changes to the AP African American Studies Curriculum: A Natural Language Processing Investigation* [Poster presentation]. 2024 Annual Meeting of the Society for Texts and Discourse, Chicago, IL, USA.
- *Harsch, R. M., Bye, J. K., *Kang, Y., *Oli, P., *Banjade, R., Tawfik, A. A., Rus, V., & **Kendeou, P.** (2024, July). *From Text Cohesion to Code Cohesion: Preliminary Research*. Poster at the 2024 Annual Meeting of the Society for Text and Discourse. Chicago, IL, USA.
- *Harsch, R. M. & **Kendeou, P.** (2024, July). *The role of source expertise and its textual frequency in memory for explanations*. Poster at the 2024 Annual Meeting of the Society for Text and Discourse. Chicago, IL, USA.
- *Jensen, A., Allen, L., **Kendeou, P.** (2024, July). *Beyond Readability: Using Multidimensional Linguistic Analyses to Compare Simplified Versions of Texts to their Originals*. Spoken presentation at the 2024 Annual Meeting of the Society for Text and Discourse.
- *Johnson, V., *Frick, P., & **Kendeou, P.** (2024, July). *Effective climate science communication: The joint effects of source credibility and graph presence*. Presentation at the 2024 Annual Meeting of the Society for Text and Discourse.
- *Johnson, V., *Pagkratidou, M., & **Kendeou, P.** (2024, July). *Why are some scientists considered to be credible?* Presentation at the 2024 Annual Meeting of the Society for Text and Discourse.

- *Kang, Y., *Johnson, V., Bhadra, D., Mills, C., & **Kendeou, P.** (2024, July). *Predicting headline sharing with linguistic features using machine learning*. The 34th Annual Meeting of the Society for Text and Discourse, Chicago, IL, USA.
- *Kang, Y., & **Kendeou, P.** (2024, July). *Source evaluation in older and younger Adults: The effects of expertise and age*. The 34th Annual Meeting of the Society for Text and Discourse, Chicago, IL, USA.
- *Kim, J., *Basoya, N., *Wondeson, S., & **Kendeou, P.** (2024, July 17-19). *Identifying patterns of epistemic behavior in an online inquiry task*. [Poster presentation]. Society for Text and Discourse Annual Meeting, Chicago, Illinois.
- *Pagkratidou, M., *Scattarelli, J., Mills, C., & **Kendeou, P.** (2024, July). *Exploring the Effects of Off-task Thought during Reading of Refutation Texts*. Presentation at the 2024 Annual Meeting of the Society for Text and Discourse.
- *Burey, J., *Stagnaro, K., Allen, L., **Kendeou, P.** (2024, April 11-14). *Changes to the AP African American Studies Curriculum: A Natural Language Processing Investigation* [Poster presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.
- *Johnson, V. & **Kendeou, P.** (2024, February). *Who Do You (Dis)trust? Review of Trust in Science & Scientists*. Poster at the 2024 Society for Personality and Social Psychology Misinformation & Belief Science Preconference.
- *Kang, Y., *Johnson, V., Bhadra, D., & **Kendeou, P.** (2023, November). *Click and share intentions of headlines: Language matters, accuracy does not!* The 64th Annual Meeting of the Psychonomic Society. San Francisco, CA, USA.
- *Johnson, V., *Harsch, R., & **Kendeou, P.** (2023, November). *The Influence of Trust in Science on Credibility Judgments of Scientists*. Poster at the 2023 Psychonomic Society Annual Meeting.
- *Harsch R. M. & **Kendeou, P.** (2023, November). *The influence of source expertise on recognition memory and source memory*. [Poster presentation]. Presented at Psychonomic Society's 64th Annual Meeting. San Francisco, California.
- *Stagnaro, K., **Kendeou, P.**, & Zieffler, A. (2023, November). *Nature and Prevalence of Reading Misconceptions Among Parents, Teachers, and Reading Specialists* [Poster presentation]. Psychonomic Society 64th Annual Meeting, San Francisco, CA, United States.
- Bye, J. K., *Harsch, R. M., *Kang, Y., *Oli, P., *Banjade, R., Tawfik, A. A., Rus, V., & **Kendeou, P.** (2023, November). *A systematic investigation of expert and novice programmers' ratings of code cohesion*. Poster to be presented at the 64th Annual Meeting of the Psychonomic Society. San Francisco, CA, USA.

Kendeou, P., McMaster, K., & McNamara, D. (2023, August). *The Promise of Educational Technologies in Improving Literacy Instruction and Student Outcomes*. Paper presentation]. 20th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI). Thessaloniki, Greece.

Paakkari, L., Ruotsalainen, J., Lahti, H., Kulmala, M., **Kendeou, P.,** Raittila, T., Manu, M., Salminen, J., Torppa, M. (2023, August). *The role of the home in children's critical reading skills development: A Delphi study*. Poster presentation accepted to the 2023 European Association for Research on Learning and Instruction (EARLI) Conference. Thessaloniki, Greece

*Johnson, V., *Harsch, R., & **Kendeou, P.** (2023, August). *When is a scientist perceived to be credible? Trust and expertise in socio-scientific domains*. [Paper presentation]. 20th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI). Thessaloniki, Greece.

*Frick, P., **Kendeou, P.,** & Schüler, A., (2023, August) *Knowledge revision during reading – do pictures reduce the activation of outdated information?* [Paper presentation]. 20th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI). Thessaloniki, Greece.

Hattan, C., Forzani, E., **Kendeou, P.,** Cartwright, K., Gabriel, R., Lopez, F., McCoy, W. (2023, August). *Expanding the Science of Reading Beyond Current Controversies: Contributions from Educational Psychology*. Critical Conversation at the 2023 American Psychological Association Convention, Washington, DC.

*Johnson, V., *Harsch, R., & **Kendeou, P.** (2023, August). *Perceptions of Scientists: The Influence of Trust and Expertise on Source Credibility*. Poster presentation to the 2023 American Psychological Association Convention, Washington, DC.

Kendeou, P. (2023, August). *Education in the Age of Misinformation and Fake News*. Presentation as part of the Reducing Reliance on Misinformation symposium to the 2023 American Psychological Association Convention, Washington, DC.

Kim, J., Hwang, H., McMaster, K., & **Kendeou, P.** (2023, August). *Supporting Inference-Making for Students at Risk of Reading Comprehension Difficulties*. Poster presentation accepted to the 2023 American Psychological Association Convention.

*Jensen, A., *Stagnaro, K., *Fulsher, A., Arner, T., Serhan, Z., Li, T., Balyan, R., McNamara, D., **Kendeou, P.** (2023, June). *Reinventing the Think-Aloud: A Study Exploring Alternative Delivery Methods for the Traditional Think-Aloud Protocol*. Spoken presentation at the 2023 Annual Meeting of the Society for Text and Discourse.

*Fulsher, A., Bye, J. K., **Kendeou, P.,** & *Rudduck, I. (2023, June). *Sourcing with citations: The effect of source information and sourcing instructions on multiple text comprehension*. Poster accepted for presentation at the Annual Meeting of the Society for Text & Discourse, Oslo, Norway.

- *Frick, P., **Kendeou P.**, & Schüler, A. (2023, June). *The influence of pictures on knowledge revision processes during reading*. 33rd Annual Meeting of the Society for Text & Discourse (ST&D). Oslo, Norway. [Talk]
- *Harsch, R. M. & **Kendeou, P.** (2023, June). *The role of source expertise on memory recognition: Accuracy and response times* [Poster presentation]. Presented at Society for Text & Discourse Annual Meeting. Oslo, Norway.
- *Johnson, V., *Harsch, R., & **Kendeou, P.** (2023, June). *In Expert Scientists We Trust? Benevolence vs. Integrity*. Spoken presentation at the 2023 Annual Meeting of the Society for Text and Discourse.
- *Kang, Y., *Johnson, V., Bhadra, D., & **Kendeou, P.** (2023, June). *The Effects of Linguistic forms on Clicking and Sharing Intentions*. Spoken presentation accepted to the 2023 Annual Meeting of the Society for Text and Discourse.
- *Kim, J., & **Kendeou, P.** (2023, June). *Methodological and Theoretical Concerns Regarding Digital Literacy Research*. Paper to be presented at the Society for Text and Discourse Annual Conference, Oslo, Norway.
- *Rudduck, I., *Fulsher, A., & **Kendeou, P.** (2023, June). *Exploring Researcher-Participant interactions during a think-emote aloud protocol*. Poster accepted for presentation at the Annual Meeting of the Society for Text & Discourse, Oslo, Norway.
- *Scattarelli, J., & **Kendeou, P.** (2023, June). *Automating Debunking: Can Chatbots Correct Misconceptions?* Poster presentation at the 2023 Annual Meeting of the Society for Text and Discourse.
- *Johnson, V., & **Kendeou, P.** (2023, April 13-16). *Belief in Vaccination Claims: The Role of Sources, Epistemic Beliefs, and Political Ideology*. [Paper presentation]. American Educational Research Association 2023 Annual Meeting, Chicago, IL, United States.
- *Kim, J., *Hwang, H., **Kendeou, P.**, & McMaster, K. L. (2023, April 13-16). *Assessing the Efficacy of an Early Language Comprehension Intervention: A Small-Scale RCT*. [Poster presentation]. American Educational Research Association 2023 Annual Meeting, Chicago, IL, United States.
- *Burey, J., *Johnson, V., **Kendeou, P.** (2022, November 17-20). *Who Provided the Correction? Gender and Knowledge Revision Evaluations* [Poster presentation]. Psychonomic Society 63rd Annual Meeting, Boston, MA, United States.
- *Harsch, R. M. & **Kendeou, P.** (2022, November). *Exploring the structure of expertise and trustworthiness judgements*. [Poster] Submitted to Psychonomic Society Annual Meeting 63rd Annual Meeting, Boston, MA.

- *Johnson, V., *Butterfuss, R., & **Kendeou, P.** (2022, November). *In Science We Trust? Factors Influencing Belief and Trust Across Scientific Domains*. [Poster] Submitted to Psychonomic Society Annual Meeting 63rd Annual Meeting, Boston, MA.
- *Johnson, V., *Butterfuss, R., & **Kendeou, P.** (2022, October). *Belief and Trust in Scientific Sources Within a Polarized Media Ecosystem*. Poster submitted to the 4th Multidisciplinary International Symposium on Disinformation in Open Online Media. Boise, ID.
- Kendeou, P.** (2022, August 24-28). *KReC: Plurality in Knowledge Revision*. Paper presented at EARLI Sig3 conference on “Learning with Conceptual Change in Higher Education and Professional Practice”, Zwolle, NL.
- *Johnson, V., *Butterfuss, R., *Kim, J., *Orcutt, E., *Harsch, R., & **Kendeou, P.** (2022, August 4-6). *Social Media and Debunking of Misinformation: The 'Fauci Effect'*. American Psychological Association Convention 2022, Minneapolis, MN, United States.
- *Burey, J., *Kim, J., McMaster, K.L., **Kendeou, P.** (2022, August 4-6). *From Equality to Equity: Assessing the Promise of Computer-Based Literacy Learning* [Poster presentation]. American Psychological Association Convention 2022, Minneapolis, MN, United States.
- *Kim, J., *Hwang, H., *Burey, J., **Kendeou, P.**, & McMaster, K.L. (2022, August 4-6). *Supporting inference-making during COVID-19 through individualized instruction*. [Poster presentation]. American Psychological Association Convention 2022, Minneapolis, MN, United States.
- *Hwang, H., *Kim, J., *Burey, J., **Kendeou, P.**, & McMaster, K. (2022, August 4-6). *Impact of Language Comprehension Individualized Instruction on kindergarteners' inference-making?* Paper accepted for presentation at American Psychological Association Convention 2022, Minneapolis, MN, United States.
- *Kim, J., *Hwang, H., McMaster, K.L., **Kendeou, P.** (2022, August 4-6). *Do students' inference-making transfer across different media?* [Poster presentation]. American Psychological Association Convention 2022, Minneapolis, MN, United States.
- *Fulsher, A. J., Bye, J. K., & **Kendeou, P.** (2022, July). *In-text citations: Burden, benefit, or irrelevant for multiple text comprehension?* Poster accepted for presentation at the Society for Text & Discourse Annual Conference, Atlanta, GA, USA.
- *Harsch, R. M. & **Kendeou, P.** (2022). *Does being an expert matter? The influence of source expertise on recognition memory*. The 44th Annual Meeting of the Cognitive Science Society, Toronto, ON, Canada.

- *Harsch, R. M. & **Kendeou, P.** (2022, July). *Does expertise still matter? The effects of expertise on memory* [Poster presentation]. Submitted to the 48th Annual Meeting of the Society for Philosophy and Psychology. Milan, Italy.
- *Orcutt, E., **Kendeou, P.**, & McMaster, K. (2022, July 13-16). *The role of executive functions in predicting early reading comprehension*. Posted accepted to the Society of Scientific Study of Reading Annual Meeting, Newport Beach, CA.
- *Hwang, H., *Kim, J., *Burey, J., **Kendeou, P.**, & McMaster, K. (2022, July 19-21). *Does scaffolding support inference-making in primary-grade students?* Paper accepted for presentation at Society for Text and Discourse 2022, Atlanta, GA, United States.
- *Stagnaro, K., *Kim, J., McMaster, K. L., & **Kendeou, P.** (2022, July 13-16). *Validation and Diagnostic Accuracy of the Minnesota Inference Assessment (MIA)* [Poster presentation]. Society for the Scientific Study of Reading 29th Annual Meeting, Newport Beach, CA, United States.
- *Burey, J., *Kim, J., McMaster, K. L., **Kendeou, P.** (2022, July 13-16). *The Effect of ELCII on Kindergarteners' Inference Making: Does it Work for Everyone?* [Paper presentation]. Society for the Scientific Study of Reading 29th Annual Meeting, Newport Beach, CA, United States.
- *Johnson, V., *Butterfuss, R., & **Kendeou, P.** (2022, July). *The Dynamic Nature of Source Credibility and Impacts on Knowledge Revision*. Presentation submitted to the 2022 Annual Meeting of the Society for Text and Discourse.
- *Burey, J., *Kim, J., McMaster, K. L., **Kendeou, P.** (2022, June 6-10). *Does it Work for Everyone? The Effect of ELCII on Kindergarteners' Inference Skill Development* [Paper presentation]. International Society of the Learning Sciences Annual Meeting 2022, Hiroshima, Japan.
- *Johnson, V., *Butterfuss, R., & **Kendeou, P.** (2022, April). *Malleability of source credibility and its impact on knowledge revision*. AERA 2022 Conference, San Diego, CA, United States.
- *Butterfuss, R. & **Kendeou, P.** (2022, April). *Revising clusters of misconceptions with multiple refutation texts*. AERA 2022 Conference, San Diego, CA, United States.
- *Butterfuss, R., Fang, Y., *Orcutt, E., Arner, T., **Kendeou, P.** & McNamara, D. S. (2022, April). *Supporting summary quality: Rereading vs selecting main ideas*. AERA 2022 Conference, San Diego, CA, United States.
- *Butterfuss, R., *Johnson, V., & **Kendeou, P.** (2021, November). *Whom to believe and what to trust: Effects of epistemic cognition, political ideology, information sources, and tentative language*. Poster presented at the Psychonomic Society Annual Meeting.

- *Johnson, V., *Butterfuss, R., & **Kendeou, P.** (2021, November). *Malleability of source credibility evaluations and knowledge revision*. Poster presented at the Psychonomic Society Annual Meeting.
- *Harsch, R., **Kendeou, P.**, & McNamara, D. (2021, August). *Adult categorization of questions about a text by source of answer and importance to main ideas*. Poster presented at the Virtual Annual Meeting of the Society for Text and Discourse.
- *Kim, J., & **Kendeou, P.** (2021, August). *Towards field advancement: An effort to conceptualize collaborative reading comprehension*. Poster presented at the Virtual Annual Meeting of the Society for Text and Discourse.
- *Johnson, V., *Butterfuss, R., & **Kendeou, P.** (2021, August). *Credibility Lost and Credibility Gained: Updating Source Credibility During Knowledge Revision*. Poster presented at the Virtual Annual Meeting of the Society for Text and Discourse.
- *Johnson, V., *Butterfuss, R., & **Kendeou, P.** (2021, August). *Partisan Patterns of Vaccine Beliefs and Trust in News Sources*. Poster presented at the Virtual Annual Meeting of the Society for Text and Discourse.
- *Harsch, R. M. & **Kendeou, P.** (2021, July). *A metric of children's inference-making difficulty during language comprehension*. Poster presentation at the 43rd Annual Conference of the Cognitive Science Society, Vienna, Austria and virtual.
- McMaster, K. L., **Kendeou, P.**, Kim, J., & Inference Galaxy Team (2021, February 11). *Kindergartners' responsiveness to inference questioning within fiction vs. nonfiction videos*. Pacific Coast Research Conference, San Diego, CA.
- *Butterfuss, R. & **Kendeou, P.** (2021, April). *Knowledge revision in multiple-document contexts*. Poster accepted at the American Educational Research Association (AERA) Annual Meeting, Orlando, FL.
- *Butterfuss, R., *Orcutt, E., Fang, Y., **Kendeou, P.**, & McNamara, D. S. (2021, April). *You pick'em: Selecting main ideas versus deleting details*. Roundtable session accepted at the American Educational Research Association Annual Meeting, Orlando, FL.
- *Kim, J., **Kendeou, P.**, McMaster, K. L., & Kohli, N. (2021, April). *The promise of early language comprehension individualized instruction (ELCII)*. Paper to be presented at the American Educational Research Association Annual Meeting, Orlando, FL.
- *Kim, J., *Orcutt, E., *Butterfuss, R., *Harsch, R., *Will, K., *Johnson, V., & **Kendeou, P.** (2021, April). *Willingness to get the COVID-19 vaccine: The roles of attitudes, knowledge, and prior behavior*. Poster accepted at the American Educational Research Association Annual Meeting, Orlando, FL.

- *Orcutt, E., Slater, S., **Kendeou, P.**, & *Kim, J. (2021, April). *Teaching inferences online with ELCII: Does attendance matter?* Poster accepted at the American Educational Research Association Annual Meeting, Orlando, FL.
- *Butterfuss, R. & **Kendeou, P.** (2020, November). Knowledge revision with multiple documents and sources. Poster presented at the *Annual Meeting of the Psychonomics Society. (Virtual Conference)*
- *Kim, J., *Orcutt, E., *Butterfuss, R., *Harsch, R., *Choi, D., *Johnson, V., *Will, K., & **Kendeou, P.** (2020, November). What Predicts Intention to Receive a Future COVID-19 Vaccine? Role of Knowledge, Attitudes, and Behavior. Poster presented at the *Annual Meeting of the Psychonomics Society. (Virtual Conference)*
- *Butterfuss, R., & **Kendeou, P.** (2020, July). *Revising misconceptions with multiple documents.* Poster at the Society for Text & Discourse Annual Conference. Virtual Conference.
- *Butterfuss, R., *Harsch, R., & **Kendeou, P.** (2020, July). *Partisan patterns of belief in science and trust in sources.* Poster at the Society for Text & Discourse Annual Conference. Virtual Conference.
- *Butterfuss, R., *Kim, J., McMaster, K. L., & **Kendeou, P.** (2020, July). *The influence of question timing and executive function on inferencing instruction.* Paper presentation at the Society for Text & Discourse Annual Conference. Virtual Conference.
- *Choi, D., *Butterfuss, R., *Kim, J., McMaster, K., & **Kendeou, P.** (2020, July). *Genre Differences in Inference Making.* Poster at the Society for Text and Discourse Annual Conference. Virtual Conference.
- *Harsch, R., *Butterfuss, R., & **Kendeou, P.** (2020, July). *Epistemic Beliefs, Language, and Sources: Interactive Effects on Belief and Trust of Scientific Information.* Paper at the Society for Text & Discourse Annual Conference. Virtual Conference.
- *Kim, J., *Orcutt, E., *Weiers, L., & **Kendeou, P.** (2020, July). *Using refutation texts to reduce interference from misconceptions in future contexts.* Paper at the Society for Text and Discourse Annual Meeting. Virtual Conference.
- *O'Brien, M., McMaster, K., & **Kendeou, P.** (2020, July). *Response to the Technology-Based Early Language Comprehension Intervention (TeLCI): Race, Language, and SES Factors.* Poster at the Society for Text & Discourse Annual Conference. Virtual Conference.
- *Orcutt, E., Butterfuss, R., McMaster, K. L., & **Kendeou, P.** (2020, July). *Scaffolding inferences in kindergarten: The role of executive function and language comprehension.* Poster at the Society for Text & Discourse Annual Conference. Virtual Conference.

- *Kim, J., & **Kendeou, P.** (2020, April). *Transferring the refutation text effect*. Paper at the American Education Research Association Annual Meeting in San Francisco, CA. (Conference canceled)
- *Kim, J., Bulut, O., McMaster, K. L., **Kendeou, P.**, & The TeLCI Team (2020, April). *Development and initial validation of the Minnesota Inference Assessment (MIA)*. Poster at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
- *Butterfuss, R., *Aubele, J. D., Morara, G., Zaccoletti, S., Mason, L., & **Kendeou, P.** (2020, April). *Knowledge revision in the context of social media*. Poster at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
- Mason, L., Borella, E., Diakidoy, I., *Butterfuss, R., **Kendeou, P.**, & Carretti, B. (2020, April). *Learning from science texts: The contribution of inhibitory mechanisms in relation to text type*. Poster at the American Educational Research Association Annual Meeting. (Conference canceled)
- *Harsch, R & **Kendeou P.** (2020, April) *Augmenting refutations with analogies vs. explanations to overcome misconceptions*. Poster at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
- *Harsch, R., & **Kendeou, P.** (2019, November). *Analogical reasoning as a catalyst for knowledge revision*. Poster presented at the Society of Text and Discourse Annual Conference, New York, United States.
- *Aubele, J., *Butterfuss, R., *Harsch, R., & **Kendeou, P.** (2019, July). *Epistemic Dimensions of Language and Their Influence on Trust and Belief of Information*. Paper presented at the Society of Text and Discourse Annual Conference, New York, United States.
- *Kim, J., *Butterfuss, R., *Harsch, R., *Aubele, J., & **Kendeou, P.** (2019, July). *When misconceptions strike back: The durability of the refutation text effect*. Paper presented at the Society for Text and Discourse Annual Meeting in New York City, NY.
- *Butterfuss, R., *Aubele, J., *Zaccoletti, S., *Morara, G., Mason, L., & **Kendeou, P.** (2019, July). *How do source credibility and justification for knowing influence knowledge revision on social media?* Paper presented at the Society for Text & Discourse Annual Meeting, New York City, NY.
- *Butterfuss, R., *Im, S-h., *Aubele, J., *Harsch, R., McMaster, K., & **Kendeou, P.** (2019, July). *The promise of a Technology-Based Early Language Comprehension Intervention (TELCEI) for students with comprehension difficulties*. Paper presented at the Society for Text & Discourse Annual Meeting, New York City, NY.

- *Wagner, K., **Kendeou, P.**, McMaster, K., & Bulut, O. (April, 2019). *Development of a Technology-Based Assessment of Inference Making in Young Children*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- *Butterfuss, R., *Kim, J., *Hock, K., Goldman, S. R., & **Kendeou, P.** (April, 2019). *Fighting fire with fire: Using personal anecdotes to combat socio-scientific misconceptions*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Kendeou, P.**, McMaster, K., *Im, S., Slater, S., & The TeLCI Team. (April, 2019). *The promise of TeLCI for students with comprehension difficulties*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- *Wagner, K., **Kendeou, P.**, McMaster, K., & Bulut, O. (February, 2019) *Creating a Technology-Based Assessment of Early Inferencing*. Poster presented at the PCRC Conference, San Diego, CA.
- *Wagner, K., Christ, T., **Kendeou, P.**, & McMaster, K. (February, 2019) *Development of a New Technology-Based Assessment for Inferencing*. Poster presented at the CEC Convention and Expo, Indianapolis, IN.
- *Kim, J., *Butterfuss, R., & **Kendeou, P.** (November, 2018). *Revision of Vaccine Misconceptions: From Refutation to Transfer*. Poster presented at the Annual Meeting of the Psychonomics Society, New Orleans, LA.
- Kendeou, P.** (August, 2018). *The Role of Emotions on the Revision of Socioscientific Misconceptions*. Symposium chair and presenter at the Annual Convention of the American Psychological Association, San Francisco, CA.
- McMaster, **Kendeou, P.**, & *The TeLCI Team (July, 2018). *Innovative Inference Making Instruction*. Paper presented in the Symposium on Reading comprehension in the Early Years at the Society of Text and Discourse Annual Conference, Brighton, United Kingdom.
- *Butterfuss, R., *Kim, J., *Hock, K., Goldman, S. R., & **Kendeou, P.** (July, 2018). *When knowledge revision gets personal: Using personal anecdotes to reduce the impact of socio-scientific misconceptions*. Paper presented to the Society of Text and Discourse Annual Conference, Brighton, United Kingdom.
- *Butterfuss, R., *Bresina, B. C., McMaster, K. L., & **Kendeou, P.** (July, 2018). *Cognitive and linguistic demands on inference making*. Paper presented to the Society of Text and Discourse Annual Conference, Brighton, United Kingdom.
- *Bresina, B. C., *Butterfuss, R., McMaster, K. L., & **Kendeou, P.** (July, 2018). *An exploratory look at the relation between duration and effectiveness of an early reading*

- intervention*. Paper presented to the Society of Text and Discourse Annual Conference, Brighton, United Kingdom.
- *Kim, J., *Butterfuss, R., *Orcutt, E., & **Kendeou, P.** (July, 2018). *But does it transfer? Knowledge revision in the context of refutation texts*. Paper presented to the Society of Text and Discourse Annual Conference, Brighton, United Kingdom.
- *Trevors, G., & Bohn-Gettler, C., *Szydlo, T., & **Kendeou, P.** (July, 2018). *Positive effects of negative emotions: The influence of readers' emotions on knowledge revision*. Paper presented to the Society of Text and Discourse Annual Conference, Brighton, United Kingdom.
- *Trevors, G., Bohn-Gettler, C., *Mohsen, B., & **Kendeou, P.** (April, 2018). *The effects of inducing emotions on knowledge revision processes*. Paper presented at a Symposium on Reducing the Impact of Misconceptions to the Annual meeting of the American Educational Research Association, New York, USA.
- *Trevors, G. & **Kendeou, P.** (April, 2018). *Revision failure: Integrating cognitive and motivational theories*. Poster presented to the Annual meeting of the American Educational Research Association, New York, USA.
- *Mohsen, B., & **Kendeou, P.** (April, 2018). *Argument Evaluation, Reading Strategies, and Opinion Change in the Digital Environment*. Paper presented at the American Educational Research Association's Annual Meeting, New York, NY.
- *Butterfuss, R., *Bresina, B., *Wagner, K., **Kendeou, P.**, & McMaster, K. (April, 2018). *The relation between executive function and inference making*. Paper presented at the American Educational Research Association's Annual Meeting, New York, NY.
- *Butterfuss, R., *Kim, J., *Salovich, N., *Trevors, G., & **Kendeou, P.** (April, 2018). *The effects of emotional content on knowledge revision: An eye-tracking study*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- *Trevors, G. & **Kendeou, P.** (November, 2017). *The Role of Affect in Reducing Misinformation about Vaccinations*. Poster to be presented at the Annual Meeting of the Psychonomics Society, Vancouver, Canada.
- *Butterfuss, R., & **Kendeou, P.** (August, 2017). *The role of inhibition in reducing the interference from misconceptions during reading*. Paper presented at the Society for Text and Discourse, Philadelphia, PA.
- *Van Gilder, J., & **Kendeou, P.** (August, 2017). *What matters more—the 'literariness' of a story, or what a reader thinks it is? Exploring the Influence of Genre Expectations on Transportation and Empathy*. Poster presented to the Society of Text & Discourse Annual Conference, Philadelphia, PA.

- *Trevors, G., Fleury, V. F., & **Kendeou, P.** (August, 2017). *Pathways to changing socio-scientific misconceptions*. Poster presented to the Society of Text & Discourse Annual Conference, Philadelphia, PA.
- *Trevors, G., *Mohsen, B., & **Kendeou, P.** (August, 2017). *The effects of emotional content on revising socio-scientific misconceptions*. Paper presented to the Society of Text & Discourse Annual Conference, Philadelphia, USA.
- *Trevors, G. & **Kendeou, P.** (July, 2017). *The psychology of refuting vaccine misconceptions among the general public*. Invited talk at the Research Forum of the Royal College of Physicians and Surgeons of Canada, Ottawa, Canada
- Fleury, V. P., *Trevors, G., & **Kendeou, P.** (2017, May) *Public Perceptions of Autism Treatments: Does Source Credibility Matter?* Poster presented at the International Meeting for Autism Research; San Francisco, CA.
- *Butterfuss, R., & **Kendeou, P.** (April, 2017). *Reducing interference from misconceptions: The role of inhibition*. Poster presented to the Annual meeting of the American Educational Research Association, San Antonio, TX.
- Kendeou, P.**, McMaster, K., Christ, T. J., & White, M. (April, 2017). *TeLCI: Making the case for language comprehension*. Paper presented to the Annual meeting of the American Educational Research Association, San Antonio, TX.
- Trevors, G., **Kendeou, P.**, & *Mohsen, B. (April, 2017). *Refuting vaccine misconceptions*. Poster presented to the Annual meeting of the American Educational Research Association, San Antonio, TX.
- Kendeou, P.** (2017, February). *Literacy Assessment in US Schools: Implications for the Identification of At-risk Students and Instruction*. Paper presented at the Pedagogy 2017 International Conference, Havana, Cuba.
- Kendeou, P.**, *Butterfuss, R., *van Boekel, M., & *Will, K. (2017, January). *When corrections succeed: Reducing the impact of misinformation*. Paper presented at the biennial meeting of the Society for Applied Research in Memory and Cognition (SARMAC), Sydney, Australia.
- *Butterfuss, R., & **Kendeou, P.** (2016, November). *Knowledge Revision: The role of inhibition*. Poster presented at the Annual Meeting of the Psychonomics Society, Boston, MA.
- *Will, K., Vlach, H., & **Kendeou, P.** (2016, November). *The Role of Explanation Quality in Knowledge Revision*. Poster presented at the Annual Meeting of the Psychonomics Society, Boston, MA.

- *Butterfuss, R., & **Kendeou, P.** (2016, July). *The role of executive functions on knowledge revision*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Kassel, Germany.
- *Will, K., Vlach, H., & **Kendeou, P.** (2016, July). *Generating explanations in the service of knowledge revision*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Kassel, Germany.
- Trevors, G., *Butterfuss, R., & **Kendeou, P.** (2016, July). *A Time-Course Analysis of Affective and Cognitive Processes during Knowledge Revision*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Kassel, Germany.
- Trevors, G., *Butterfuss, R., & **Kendeou, P.** (2016, April). *A Moment-By-Moment Examination of Emotions during Text-Based Knowledge Revision*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- *Van Boekel, M., *Butterfuss, R., & **Kendeou, P.** (2016, April). *Relational Reasoning and Knowledge Revision*. Poster presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Kendeou, P.**, *Butterfuss, R., & O'Brien, E. J. (2016, April). *Individual Differences in Prior Knowledge: Acquisition and Revision*. Poster presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Kendeou, P.** (2016, April). *Academia: Striving for equilibrium*. Invited talk presented at the Annual meeting of the American Educational Research Association, Washington, DC.
- *Van Boekel, M., Lassonde, K., O'Brien, E., & **Kendeou, P.** (2015, November). *Knowledge revision and source credibility: Reducing the impact of misconceptions*. Poster to be presented at the Annual Meeting of the Psychonomic Society, Chicago, IL.
- *Van Boekel, M., **Kendeou, P.**, Lassonde, K., & O'Brien, E. J. (2015, July). *What's source got to do with it? Examining the role of source credibility in the processing of refutation texts*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.
- *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 Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.
- *Smith, E. R., *Steiner, K., **Kendeou, P.**, & O'Brien, E. J. (2015, July). *Updating during reading for skilled and less-skilled readers*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.

- *Walsh, E., **Kendeou, P.**, & O'Brien, E. J. (2015, July). *The Long-Term Benefit of Refutation Text on Knowledge Revision: Not Just a Testing Effect*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.
- *Mohsen, B., *Albright, I., *Van Boekel, M., & **Kendeou, P.** (2015, July). *Reading between the tweets: An investigation of social media prime on argument processing*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.
- White, M. J., Christ, T., & **Kendeou, P.** (2015, February). *Making New Connections: Assessing Student Inference Generation during Reading*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Kendeou, P.** (2015, April). *Academia: Striving for equilibrium*. Invited talk presented at the Annual meeting of the American Educational Research Association, Chicago, IL.
- Kendeou, P.**, & O'Brien, E. J. (2015, April). *Processing of refutation texts*. Paper presented at the Annual meeting of the American Educational Research Association, Chicago, IL.
- Kendeou, P.**, *Albright, I., *Quillien, J-B., & *Van Boekel, M. (2015, April). *How Does it Happen? A Moment-By-Moment Examination of Knowledge Revision During Reading*. Poster presented at the Annual meeting of the American Educational Research Association, Chicago, IL.
- Iordanou, K., **Kendeou, P.**, & Zembylas, M. (2015, August). *The Effect of Epistemic Beliefs and Emotions in the Reading of a Controversial Historical Account*. Paper presented in a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Limassol, Cyprus.
- Kendeou, P.**, Iordanou, K., & Muis, K. R. (2014, August). *Epistemic Cognition and Reading Comprehension*. Paper presented at the EARLI SIG 2- Comprehension of Text and Graphics Meeting. Rotterdam, NL.
- Iordanou, K., **Kendeou, P.**, & Muis, K. R. (2014, August). *Epistemological Understanding and Meta-level Processing of Evidence when Reading a Science Text*. Paper presented at the EARLI SIG 2- Comprehension of Text and Graphics Meeting. Rotterdam, NL.
- Kendeou, P.**, & O'Brien, E. J. (2014, August). *The Knowledge Revision Components (KReC) Framework*. Paper presented at the 9th International Conference on Conceptual Change. Bologna, Italy.
- Lassonde, K., **Kendeou, P.**, & O'Brien, E. J. (2014, August). *Evaluating the Pervasiveness of "50 Great Myths of Popular Psychology" in Psychology Students*. Paper presented at the Annual Meeting of the Society for Text & Discourse, Chicago, IL.

- Kendeou, P., & O'Brien, E. J.** (2014, August). *The KReC Framework: Evidence from Reading Times, Think-Aloud, and Eye-Tracking*. Paper presented at the Annual Meeting of the Society for Text & Discourse, Chicago, IL.
- Kendeou, P.** (2014, April). *Academia: Striving for equilibrium*. Invited talk presented at the Annual meeting of the American Educational Research Association, Philadelphia, PA.
- Lassonde, K. A., **Kendeou, P.**, & O'Brien, E. J. (2013, October). *When Will They Learn? Evaluating the Pervasiveness of "50 Great Myths of Popular Psychology" in Psychology Students Toward a Process for Instruction*. Presented at the Society for the Teaching of Psychology's Best Practices: Research-Based Approaches for Teaching Psychology, Atlanta, Georgia.
- Kendeou, P.**, Braasch, J., & Bråten, I. (2013, August). *Optimizing Conditions for Learning: Situating Refutations in Epistemic Cognition*. Paper presented in a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Munich, Germany.
- Kendeou, P.**, Papadopoulos, T., & Spanoudis, G. (2013, August). *The CBM-Maze test: A Closer Look at What it Measures*. Paper presented in a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Munich, Germany.
- Kendeou, P.** (2013, July). *Knowledge Revision Processes in Reading Comprehension*. Tom Trabasso Young Investigator Award talk at the Annual Meeting of the Society for Text & Discourse, Valencia, Spain.
- *Stavrinidou, A., & **Kendeou, P.** (2013, July). *Solving word math problems: The role of reading comprehension and cognitive skills*. Poster presented at the annual meeting of the Society for Text & Discourse, Valencia, Spain.
- *Tziava, A., O'Brien, E. J., & **Kendeou, P.** (2013, July). *Knowledge revision in Science*. Poster presented at the annual meeting of the Society for Text & Discourse, Valencia, Spain.
- *Savvidou, S. M., & **Kendeou, P.** (2013, July). *Multiple Text Comprehension and Belief Change in History*. Poster presented at the annual meeting of the Society for Text & Discourse, Valencia, Spain.
- Iordanou, K., **Kendeou, P.**, & Muis, K. (2013, June). *Epistemological understanding and metacognitive processing in science and social domains*. Paper presented at the Annual Meeting of the Jean Piaget Society, Chicago, IL.
- Kendeou, P.** (2013, April). *Academia: Striving for equilibrium*. Invited talk presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Kendeou, P., & O'Brien, E. J.** (2013, April). *Text-Based Individual Belief Revision*. Talk presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Kendeou, P., *Walsh, E., *Smith, E. R., & O'Brien, E. J.** (2012, November). *Knowledge Revision: Teasing Apart the Refutation Text Effect*. Poster presented at the 53rd annual meeting of the Psychonomic Society, Minneapolis, MN.
- Kendeou, P., Papadopoulos, T. C., & Spanoudis, G.** (2012, July). *Processing demands of reading comprehension tests*. Paper presented at the invited symposium at the annual meeting of the Society for Text and Discourse, Montreal, Canada.
- *Smith, E. R., Kendeou, P., & O'Brien, E. J.** (2012, July). *Does causality facilitate updating?* Poster presented at the annual meeting of the Society for Text and Discourse, Montreal, Canada.
- Kendeou, P., Papadopoulos, T. C., *Ktisti, C., & *Fella, A.** (2012, July). *Precocious Readers: A Cognitive or a Linguistic Advantage?* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Papadopoulos, T. C., & Kendeou, P.** (2012, July). *Cognitive and Linguistic Predictors of Fluency and Reading Comprehension in Adolescence*. Paper presented at a symposium at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- 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.
- Pashiardis, P., Brauckmann, S., Kendeou, P., Michaelidou, A. & Lytra, E.** (2012, April). *Exploring A New Cocktail Mix: School Principals' Epistemological Beliefs, Context and Leadership Practices*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- *Sparks, J. R., Kendeou, P., *Senior, A. M., & Rapp, D. N.** (2011, November). *When do people rely on source credibility? A mixed-method analysis*. Poster presented at the 52nd annual meeting of the Psychonomic Society, Seattle, WA.
- Kendeou, P.** (2011, September). *Situating conceptual change in the context of reading comprehension*. Paper presented in a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Essex, UK.
- Kendeou, P., *Smith, E., & O'Brien, E. J.** (2011, July). *Updating during reading: Why causality matters*. Paper presented at the annual meeting of the Society for Text and Discourse, Poitiers, France.

- Bohn-Gettler, C., White., M. J., **Kendeou, P.**, van den Broek, P., & Rapp, D. N. (2011, July). *Age, Skill, and Working Memory Effects on Inferential Processing*. Paper presented at the annual meeting of the Society for Text and Discourse, Poitiers, France.
- Clinton, V., Bohn-Gettler, C., **Kendeou, P.**, van den Broek, P., McMaster, K., & Rapp, D. N. (2011, July). *The effects of a questioning-while-reading intervention on readers' eye movements*. Paper presented at the annual meeting of the Society for Text and Discourse, Poitiers, France.
- *Sparks, J. R., **Kendeou, P.**, *Senior, A. M., & Rapp, D. N. (2011, July). *What does a reading slowdown mean? Unpacking the inconsistency effect*. Paper presented at the annual meeting of the Society for Text and Discourse, Poitiers, France.
- McCrudden, M., & **Kendeou, P.** (2011, April). *A Case-Based Investigation into High School Readers' Processing of Refutational Text*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Bohn-Gettler, C., & **Kendeou, P.** (2011, April). *Cognitive Processing of Expository Texts: Goals, Working Memory, and Text Structure*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Clinton, V., McMaster, K., van den Broek, P., Bohn-Gettler, C., **Kendeou, P.**, & Rapp, D. N. (2011, April). *The effects of a questioning-while-reading intervention on the eye movements of struggling adolescent readers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Pashiardis, P., **Kendeou, P.**, Brauckman, S., Michaelidou, A., & Lytra, E. (2011, April). *School Principals' Epistemological Beliefs, Context and Leadership Practices: How does this cocktail mix work?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Kendeou, P.** (2010, December). *Updating memory: Why well-written texts matter*. Invited paper presented at the Texts and Literacy in the Digital Age conference organized by LIBER, National Library of Netherlands, and Leiden University, Hauge, NL.
- *Fulton, S., & **Kendeou, P.** (2010, November). *Comprehension and Learning from Science Texts: Why Refutation Texts Work and Analogy Texts Don't*. Paper presented at the Annual Meeting of the Psychonomic Society, St. Louis, MI.
- Bohn-Gettler, C., & **Kendeou, P.** (2010, August). *Reader goals' and text genre during moment-by-moment reading*. Paper presented at the Society for Text and Discourse meeting, Chicago, IL.
- *Fulton, S., & **Kendeou, P.** (2010, August). *Effects of prior knowledge and instructional strategy on comprehension and learning from text-based science lessons*. Poster presented at the Society for Text and Discourse meeting, Chicago, IL.

*Smith, E., *Steiner, K., **Kendeou, P.**, & O'Brien, E. J. (2010, August). *Causality in the service of updating*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Chicago, IL.

Pashiardis, P., **Kendeou, P.**, Brauckman, S., & Michaelidou, A. (2010, August). *Uncovering the complex relation between principals' leadership style and epistemological beliefs and its implications for school leadership training*. Paper presented at the annual meeting of the European Conference on Educational Research, Helsinki, Finland.

Kendeou, P., & *Fulton, S. (2010, July). *Individual differences during reading: Evidence from Eye-Movements*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.

Kendeou, P., & *Fulton, S. (2010, May). *Learner and text factors during reading: Evidence from Eye-Movements*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Pashiardis, P., **Kendeou, P.**, Brauckman, S., & Michaelidou, A. (2010, May). *Principals' Personal Epistemology and its Impact on Leadership Practices*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Kendeou, P. (2009, November). *Explicit vs. Implicit Refutation of Misconceptions: Evidence from Eye-Tracking*. Paper presented at the Annual Meeting of the Psychonomic Society, Boston, MA.

Pashiardis, P., Brauckman, S., **Kendeou, P.**, & Michaelidou, A. (2009, September). *Uncovering the complex relation between principals' leadership style and epistemological beliefs and its implications for teacher training*. Paper presented at the annual meeting of the European Conference on Educational Research, Vienna, Austria.

Kendeou, P., & Papadopoulos, T. C. (2009, August). *The multidimensional nature of reading comprehension: Exploring the contributions of readers' skills on different tests*. Paper presented in a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.

van den Broek, P., & **Kendeou, P.** (2009, August). *Refuting Misconceptions: Co-activation and its impact on reading comprehension*. Paper presented in a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.

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

Kendeou, P., White, M. J., & van den Broek, P. (2009, July). *Development of Reading*

Comprehension: Going Beyond the Simple View. Paper presented at the Society for Text and Discourse meeting, Rotterdam, NL.

Kendeou, P. (2009, April). *Understanding refutation text comprehension in the context of theories of reading comprehension.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

*Fulton, S., & **Kendeou, P.** (2009, April). *Online processing of expository science texts.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Muis, K. R., *Franco, G., **Kendeou, P.**, & *Fulton, S. (2009, April). *Physics as Metaphor? Influences of Epistemic Profiles and Text Structure on Conceptual Change.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Kendeou, P., & Papadopoulos, T. C. (2008, November). *Cognitive profiles of struggling readers: A theory-based approach to reading disabilities.* Paper presented at the Annual Meeting of the Psychonomic Society, Chicago, IL.

*Peshkam, A., **Kendeou, P.**, & Rapp, D. N. (2008, November). *Updating Causes Along a Typicality Dimension.* Paper presented at the Annual Meeting of the Psychonomic Society, Chicago, IL.

Kendeou, P., & Muis, K. R. (2008, August). *Answering the how question: Text structure and epistemic beliefs in the service of conceptual change.* Paper to be presented at the 6TH International Conference on Conceptual Change, Turku, Finland.

Kendeou, P., & *Fulton, S. (2008, July). *Updating processes during reading: The role of epistemic beliefs and text structure.* Poster presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.

Elfeinbein, A., van den Broek, P., Carlson, S., *Lewis, M., & **Kendeou, P.** (2008, July). *Eye-tracking and text-structure.* Paper presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.

*Mensink, M., **Kendeou, P.**, & Rapp, D. N. (2008, July). *Exposition and Engagement: How Do Introductions Influence the Processing of Scientific Explanations?* Poster presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.

Papadopoulos, T. C., & **Kendeou, P.** (2008, July). *Passage comprehension in Greek.* Paper presented at the XXIX International Congress of Psychology, Berlin, Germany.

*Peshkam, A., **Kendeou, P.**, & Rapp, D.N. (2008, July). *How typicality influences readers' endorsement of causes?* Poster presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.

- Kendeou, P., *Fulton, S., Muis, K., & *Franco, G.** (2008, May). *The role of epistemic beliefs and text structure on readers' cognitive processes*. Paper presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.
- Mensink, M., **Kendeou, P.**, & Rapp, D. N. (2008, May). *The Consequences of Introductions on Learning from Text*. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Peshkam, A., **Kendeou, P.**, & Rapp, D.N. (2008, May). *Do Unusual Causes Foster Careful Updating of Memory?* Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Peshkam, A., **Kendeou, P.**, & Rapp, D.N. (2008, May). *When We Learn About Multiple Causes, What Are the Consequences?* Paper presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.
- Papadopoulos, T. C., & **Kendeou, P.** (2008, March). *Treating word reading problems in Grade 1: A comparison of two theory-driven programs*. Poster presented at the British Dyslexia Association International Conference, Harrogate International Centre, UK.
- White, M.J., van den Broek, P., McMaster, K., Rapp, D.N., **Kendeou, P.**, Bohn, K., Carlson, S. (2008, March). *Using Cognitive Science to Inform Reading Comprehension Interventions for Struggling, Average, and Good Readers*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Larson, A. A., Britt, A. M., van den Broek, P., & **Kendeou, P.** (2007, November). *Predicting argument and blended text recall with the Landscape Model*. Paper presented at the Annual Meeting of the Society for Computers in Psychology, Long Beach, CA.
- *Mensink, M., Rapp, D. N., **Kendeou, P.**, & Lea, B. R. (2007, November). *Before we begin: The consequences of introductions on processing of explanations*. Poster presented at the Annual Meeting of the Psychonomic Society, Long Beach, CA.
- van den Broek, P., Merkle, A., Karageorgiou, E., **Kendeou, P.**, Leuthold, A., & Georgopoulos, A. P. (2007, November). Cognitive and neurological bases of inferential processes during reading. Paper presented at the Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Kendeou, P.**, Papadopoulos, T. C., & *Demetriou, S. (2007, August). *Early correlates of word reading and passage comprehension in Greek*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Papadopoulos, T. C., **Kendeou, P.**, Costantinidou, M., & *Koushou, M. (2007, August). *Investigating the double deficit hypothesis in Greek: Findings from Grade 1*. Paper

- presented at the Biennial Meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Papadopoulos, T. C., **Kendeou, P.**, *Charalambous, G., & *Hadjikosta, R. (2007, August). *Early identification and remediation of children at-risk for reading difficulties in Greek: A comparison of two theory-driven programs*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Kendeou, P.**, Papadopoulos, T. C., Costantinidou, M., & *Christou, E. (2007, July). *Bridging theories to better understand early reading difficulties*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Prague, Czech Republic.
- Papadopoulos, T. C., **Kendeou, P.**, *Demetriou, S., & Demetriou, A. (2007, July). *Diagnosis of reading difficulties in kindergarten and Grade 1 in Greek: The role of CAS and DEST-R*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Prague, Czech Republic.
- Spanoudis, G., Papadopoulos, T. C., & **Kendeou, P.** (2007, July). Psychometric properties and norming data for a battery of ten phonological tasks in Greek. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Prague, Czech Republic.
- McMaster, K. L., van den Broek, P., Rapp, D. N., & **Kendeou, P.** (2007, June). *Using cognitive science to inform reading comprehension interventions for struggling, average, and good readers*. Poster presented at the 2007 IES Research Conference, Washington, D.C.
- Bohn, C., Rapp, D. N., van den Broek, P., **Kendeou, P.**, & White, M. (2007, April). *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.
- Rapp, D. N., **Kendeou, P.**, van den Broek, P., McMaster, K., Espin, C., & White, M. (2007, April). *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.
- White, M., van den Broek, P., & **Kendeou, P.** (2007, April). *Comprehension skills and basic language skills predict future reading ability: A cross-sequential study of children ages 4- to 10-years old*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- 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*. Poster 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*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Minneapolis, MN.
- 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.
- 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.
- van den Broek, P., Rapp, D. N., McMaster, K., **Kendeou, P.**, White, M., & Espin, C. (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 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*. Poster 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, May). *The role of Readers' Working Memory and Text Genre on Reading Comprehension*. Poster presented at the Annual Meeting of the Association for Psychological Science, New York, 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 Midwest Psychological Association, Chicago, IL.
- Rapp, D. N., **Kendeou, P.**, van den Broek, P., & McMaster, K. (2006, May). *Improving Comprehension: Cognitive profiles of struggling, average, and good readers*. Poster presented at the Annual Meeting of the Association for Psychological Science, New York, NY.

- Kendeou, P., & van den Broek, P.** (2005, November). *Interactions Between Readers Characteristics and Text Properties in Comprehension of Scientific Principles*. Poster presented at the Annual Meeting of the Psychonomic Society, Toronto, Canada.
- Rapp, D. N., & **Kendeou, P.** (2005, November). *Updating (Or Not) Situation Models: The Role of Refutations and Explanations*. Paper presented at the Annual Meeting of the Psychonomic Society, Toronto, Canada.
- 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 in a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- 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 in a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Blanc, N., Brouillet, D., van den Broek, P., & **Kendeou, P.** (2005, July). *Updating situation models: Empirical data and simulations*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Amsterdam, The Netherlands.
- Kendeou, P., & van den Broek, P.** (2005, July). *Effects of Need for Cognition and Working Memory Capacity on refutation text comprehension*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Amsterdam, The Netherlands.
- Kendeou, P. & Rapp, D. N.** (2005, May). *Assessment in the Sciences: A cognitive perspective*. Invited poster presented at the Understanding what our Geoscience students are learning: Observing and assessing workshop, Carleton College, Northfield, MN.
- Kendeou, P., Bohn, C., Koch, A., White, M., & van den Broek, P.** (2005, April). *Inference generation and narrative comprehension in young children*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Kendeou, P., & Rapp, D. N.** (2005, April). *Updating mental models: Analogs from expository to narrative text*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Lewis, A., **Kendeou, P.**, White, M., Butler, J., & van den Broek, P. (2005, April). *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.

- Nelson, K. J., Rapp, D. N., & **Kendeou, P.** (2005, April). *Readers' expectations for author goals and memory for text*. Poster presented at the 19th annual National Conference on Undergraduate Research, Lexington, VA.
- van den Broek, P., **Kendeou, P.**, White, M. J., Butler, J., Murphy, A., Lynch, J. S., & Kremer, K. E. (2005, April). *Predicting reading comprehension: A longitudinal study from Preschool to Second Grade*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Kendeou, P.** (2004, November). *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. (2004, November). *Processing scientific texts: Effects of prior knowledge and text structure*. Poster presented at the Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- Kim, O., **Kendeou, P.**, Kremer, K., Erickson, S., & van den Broek, P. (2004, October). *Narrative comprehension and emergent literacy skills in young children with Down Syndrome*. Poster presented at the Biennial Conference on Developmental Disabilities, Las Vegas, NV.
- Kendeou, P.**, & van den Broek, P. (2004, August). *Comprehension of refutation texts: A simulation using the Landscape Model*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- Rapp, D. N., & **Kendeou, P.** (2004, August). *Updating trait-based models of characters during reading: A test of the continued Influence effect*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- van den Broek, P., & **Kendeou, P.** (2004, August). *About inferences and representations: Simulating reading comprehension in various circumstances using the Landscape model*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- van den Broek, P., **Kendeou, P.**, White, M. J., Butler, J., Lynch, J. S., Murphy, A., & Kremer, K. E. (2004, June). *Precursors to reading comprehension: A longitudinal investigation of basic language skills and comprehension skills from Kindergarten to Second Grade*. Paper presented at the Annual Meeting of the Society of Scientific Study of Reading, Amsterdam, Netherlands.
- Kendeou, P.**, White, M. J., Butler, J., Lynch, J. S., Murphy, A., Kremer, K. E., & van den Broek, P. (2004, April). *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.

- Rapp, D. N., & **Kendeou, P.** (2004, April). *First impressions: Updating readers' models of characters in narrative comprehension*. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Rapp, D. N., Kirkby, K. C., Morin, P. J., & **Kendeou, P.** (2004, February). *Stereo visualizations as training tools for comprehending topographic maps*. Invited poster presented at Teaching Geoscience with Visualizations: Using images, animations, and models effectively, Carleton College, Northfield, MN.
- Kirkby, K. C., Morin, P. J., Finley, F., Rapp, D. N., **Kendeou, P.**, & Johnson, J. (2003, December). *The role of stereo projection in developing an effective concluding earth science course*. Paper presented at the Annual Meeting of the American Geophysical Union, San Francisco, CA.
- Rapp, D. N., & **Kendeou, P.** (2003, December). *Visualizations and mental models - The educational implications of GEOWALL*. Invited talk at the American Geophysical Union Fall Meeting, San Francisco, CA.
- van den Broek, P., & **Kendeou, P.** (2003, November). *On- and off-line effects of misconceptions on comprehension of scientific text*. Paper presented at the Annual Meeting of the Psychonomics Society, Vancouver, Canada.
- van den Broek, P., **Kendeou, P.**, Sung, Y. C., & Chen, M. (2003, June). *Comprehension and memory of science texts: A simulation using the Landscape Model*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Madrid, Spain.
- Kendeou, P.**, Kremer, K. E., Butler, J., & van den Broek, P. (2003, April). *The ability of making inferences: Age and media effects*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- Kendeou, P.** & van den Broek, P. (2003, April). *The effects of readers' misconceptions on text comprehension*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- van den Broek, P., Lynch, J., Kremer, K. E., **Kendeou, P.**, White, M. J., Butler, J., & Wenner, J. (2003, April). *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, FL.
- Kendeou, P.**, Lynch, J. S., Kremer, K. E., & van den Broek, P. (2002, August). *Children's comprehension of stories and emerging literacy*. Paper presented at the Twelfth Meeting of the European Early Childhood Education Research Association, Nicosia, Cyprus.
- Kendeou, P.**, & van den Broek, P. (2002, June). *Effects of readers' inaccurate prior knowledge*

on comprehension and memory of expository texts. Poster presented at the Twelfth Annual Meeting of the Society for Text and Discourse. Chicago, IL.

White, M. J., Lynch, J. S., Kremer, K. E., **Kendeou, P.**, Butler, J., & van den Broek, P. (2002, June). *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

Diakidoy, I. N., **Kendeou, P.**, & Ioannides, C. (2002, April). *The effects of text structure in science learning.* Paper presented at the Science Education and Information Technology Conference, Athens, Greece.

Diakidoy, I. N., **Kendeou, P.**, & Ioannides, C. (2002, April). *The effects of text structure in science learning and conceptual change.* Poster presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Kremer, K. E., Lynch, J. S., **Kendeou, P.**, Butler, J., & van den Broek, P. (2002, April). *The role of early narrative understanding in predicting future reading comprehension.* Poster presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Kendeou, P., & Diakidoy, I. N. (2000, March). *Teaching basic astronomy concepts in Elementary School.* Paper presented at the 6th Conference of the Cyprus Pedagogy Association, Nicosia, Cyprus.

Diakidoy, I. N., & **Kendeou, P.** (1999, March). *Facilitating conceptual change in Astronomy: A comparison of the effectiveness of two instructional approaches.* Poster presented at the VII Annual Conference of Hellenic Psychological Society, Nicosia, Cyprus.

TEACHING AND CURRICULUM DEVELOPMENT

University of Minnesota

EPSY8905: Landmark Issues in Psychological Science

EPSY8122: Psychology of Misinformation

EPSY8116: Reading for Understanding

EPSY8117: Writing Empirical Papers/Grant Proposals

EPSY8114: Learning and Cognition: The Psychology of Misinformation

EPSY8114: Learning and Cognition: Current Directions in Reading Comprehension Research

EPSY8114: Learning and Cognition: Conceptual Change

EPSY1281: Psychological Science Applied

EPSY5216: Introduction to Research in Educational Psychology and Human Development

Neapolis University Pafos

PSY607: Research Methods and Statistics
 PSY602: Language Development and Literacy
 PSY610: Independent Research Study
 PSY701: Seminar in Educational Psychology
 PSY104: Educational Psychology I
 PSY107: Research Methods in Psychology
 PSY306: Statistics in the Behavioral Sciences

McGill University

EDPE605: Research Methods in Education
 EDPE655: Applied Cognitive Science in Education
 EDPE661: Discourse Processes
 EDPE300: Educational Psychology
 EDPE304: Measurement and Evaluation

Open University of Cyprus

EPA51: Applied Educational Research
 EDR560: Quantitative Research
 EDR600: Methods in Educational Research

SERVICE AND PUBLIC OUTREACH

Service to the Discipline/Profession/Interdisciplinary Area(s)

Editorships/Journal Reviewer Experience

Outgoing Editor-in-Chief
 Journal of Educational Psychology (2026)

Editor-in-Chief
 Journal of Educational Psychology (2021- 2025)

Incoming Editor-in-Chief
 Journal of Educational Psychology (2020)

Associate Editor
 Journal of Educational Psychology (2014 - 2019)
 Journal of Research in Reading (2010 - 2015)

Guest Editor
 Educational Psychologist (2024; Special Issue on Expanding the Science of Reading)
 Discourse Processes (2016; Special Issue based on ST&D Annual Meeting)
 Journal of Research in Reading (2014; Special Issue on Reading Comprehension)
 Learning Disabilities Research & Practice (2014; Special Issue on Struggling Readers)

Consulting Editor

Reading Research Quarterly (2011)

Editorial Boards

Learning and Individual Differences (2023 – current)

Educational Psychologist (2020 – current)

Educational Psychology Review (2019 – current)

Contemporary Educational Psychology (2010 - current)

Scientific Studies of Reading (2010 - current)

Learning and Instruction (2010 - current)

Reading Research Quarterly (2016 – 2022)

Discourse Processes (2013 – 2019)

Reading Psychology (2006 - 2016)

Ad-Hoc Reviewer

Applied Cognitive Psychology

Child Development

Cognition & Instruction

Canadian Medical Association Journal

Discourse Studies

Early Childhood Educational Journal

Educational Psychologist

Educational Research Review

Educational Researcher

Educational Psychology Review

Educational and Psychological Measurement

European Journal of Psychological Assessment

International Journal of Language and Communication Disorders

Journal of Experimental Child Psychology

Journal of Experimental Psychology: Learning, Memory, & Cognition

Journal of Memory and Language

Journal of Neurolinguistics

Language and Communication Disorders

Learning and Individual Differences

Learning and Motivation

Psychological Science

Psychological Bulletin

Reading and Writing

Science Education

Expert panels

Advisory Board Panel. Advisory Group of Experts on Artificial Intelligence in Cyprus Education System (2025).

Expert Group Member. PISA 2029 Media and AI Literacy Assessment, Organization for Economic Co-Operation and Development (OECD) (2024-2029)

Expert Group Member. PISA 2029 Reading Assessment, Organization for Economic Co-Operation and Development (OECD) (2024-2029).

Visioning Panel Member. 2026 National Assessment of Educational Progress (NAEP) Reading Assessment Framework, National Assessment Governing Board and WestEd (2019-2021)

Panel Member. Program for Progress in International Reading Literacy (PIRLS), Cyprus Ministry of Education and Culture. (2019-2024)

Panel Member. 2012 Program for the International Assessment of Adult Competencies (PIAAC). Cyprus Ministry of Education and Culture (2011-2012)

Funding agencies

Reviewer Member. IES U-GAIN Center Grants Panel (2024-2025)

Reviewer. DFG - German Research Foundation (2024)

Principal Member. IES Basic Processes Research Scientific Peer Review Panel (2019-2025)

Reviewer Member. IES Basic Processes Research Scientific Peer Review Panel (2018-2019).

Small Grants Panel Reviewer. The Spencer Foundation (2019-2020)

Committee and governing boards memberships

Chair, Society for Text & Discourse (2024-2025)

Chair-Elect, Society for Text & Discourse (2024-2025)

Member, International Alliance to Advance Learning in the Digital Era (IAALDE) (2020-2023)

Member, Fellows Committee for APA Division 15 (2021-2023)

Member, Nominations Committee for APA Division 15 (2020-2023)

Chair, Tom Trabasso Young Investigator Award Committee (2019-2024)

Member, Governing Board of Society for Text & Discourse (2010-2016; 2018-2024)

Member, Review Committee, APA Outstanding Student Poster Award (2018-2019)

Member, Review Committee, APA Dissertation Research Award (2018-2019)

Member, International Committee, APA Division 15 Educational Psychology (2016-2019)

Member, Scientific Committee, Annual Meeting of the Society for Text & Discourse (2013)

Member, Organization Committee, Annual Meeting of the Society for Text & Discourse (2012)

Member, Governing Board of Society for Text & Discourse (2010-2016)

Member, Scientific Committee, Annual Meeting of the Society for Text & Discourse (2010)

Member, Scientific Committee, Conference of Epidemiological Longitudinal Studies (2010)

Organization of conferences, workshops, panels, symposia

Program Co-Chair, Division 15 Educational Psychology, APA Annual Convention (2019)

Member, APA's Division 15 Graduate Student Poster Award Committee (2018)

Co-Chair, Guy Bond Lecture Series in Education Research (2017-2018)

Chair, Symposium on *Reducing Misinformation*, CEHD Global Signature Program (2017)

Conference and Program Co-Chair, Annual Meeting of the Society for Text & Discourse (2015)

Program Co-Chair, Division C, Section Ia: Literacy, Annual Meeting of AERA (2015)

Program Co-Chair, Division C, Section Ia: Literacy, Annual Meeting of AERA (2013)
 Program Co-Chair, Division C, Section Ia: Reading, Writing, and Language Arts (AERA) (2012)
 Member, Local Organizing Committee, International Congress for School Effectiveness (2010)

Service to the University/College/Department

University of Minnesota

University-wide Service

Member, Regents Professor Selection Advisory Committee (2024-2028)
 Member, Distinguished McKnight University Professorship Selection Committee (2024-2027)
 Member, Graduate Education Goals (GEG) Working Group (2021-2022)
 Member, Provost's Search Committee for Dean of CEHD (2019-2020)
 Member, Doctoral Dissertation Fellowship (DDF) Committee (2015-2018)
 Member, Eva O. Miller Fellowship Committee (2013-2016)

Collegiate Service and Intercollegiate Service

Member, Tenure and Promotion Committee for Dr. Diti Bhadra (2025-2026)
 Member, EPSY Chair Search Committee (2022-2023)
 Member, CEHD Promotion and Tenure Committee (2021-2024)
 Co-Director, CEHD Learning Informatics Lab (2020-present)
 Member, CEHD F2F Research Review Committee (2020-2021)
 Member, CEHD Graduate Curriculum Council (2018-2021)
 Member, Advisory Board, Minnesota Center for Reading Research (2017-2018)
 Member, International Work Committee (2014-2016)
 Elected Member, CEHD Governance Council (2014-2015)

Department/Unit Service

Co-Chair, Search Committee for Psychological Foundations Assistant Professor (2024-2025)
 Chair, Tenure and Promotion Committee for Dr. David DeLiema (2024-2025)
 Chair, Synopsis Review Committee for Dr. Nana Kim (2023-2024)
 Chair, Tenure and Promotion Committee for Dr. Laura Allen (2023-2024)
 Chair, Tenure and Promotion Committee for Dr. Caitlin Mills (2023-2024)
 Member, Synopsis Review Committee for Dr. Savana Bak (2023-2024)
 Member, Synopsis Review Committee for Dr. David DeLiema (2023-2024)
 Member, Promotion Committee for Dr. Jason Wolff (2023-2024)
 Chair, Synopsis Review Committee for Dr. Laura Allen (2022-2023)
 Chair, Synopsis Review Committee for Dr. Caitlin Mills (2022-2023)
 Chair, Synopsis Review Committee for Dr. David DeLiema (2022-2023)
 Co-Chair, Search Committee for Psychological Foundations Assistant Professor (2021-2022)
 Chair, Promotion Committee for Dr. Nidhi Kohli (2021-2022)
 Director of Graduate Studies (2018-2021)
 Chair, Graduate Advising Committee (2018-2021)
 Member, Steering Committee (2018 – 2023)
 Member, Search Committee for Assistant Professor in Psychological Foundations (2018-2019)
 Member, Self-Study for Department External Review Committee (2018-2019)

Member, Promotion Review Committee for Dr. Amanda Sullivan (2018-2019)
 Member, Tenure Review Committee for Dr. Faith Miller (2017-2018)
 Member, Merit Review Committee (2016-2017)
 Chair, Tenure Review Committee for Dr. Faith Miller (2016-2017)
 Chair, Course Development Committee for ESY1281 (2015-2016)
 Member, Tenure Review Committee for Dr. Faith Miller (2015-2016)
 Member, Tenure Review Committee for Dr. Debbie Golos (2015-2016)
 Member, Tenure Review Committee for Dr. Faith Miller (2014-2015)
 Member, Search Committee for School Psychology (2014-2015)
 Elected Member, Steering Committee (2013-2016)

Public and Community Service

Presenter, [Right to Read Lunch & Lit](#) (January, 2024)
 Panel member, AERA Division C Mid-Career Mentoring Panel (January, 2024)
 Presenter, MACTE - The Science of Reading (October, 2023)
 Presenter, 21st Century Skills Steering Committee meeting on Reading (October, 2023)
 Presenter, MESPA - A conversation with Emily Hanford (February, 2023)
 Presenter, CEHD-OLPD - [A conversation with Emily Hanford](#) (February, 2023)
 Presenter, CEHD-MPS Literacy Roundtable (November, 2021)
 Presenter, CEHD Dean's Forum on Reading and Literacy (November, 2021)
 Presenter, CAREI Assembly (October, 2021)
 Presenter, MCRR Summer Literacy Workshop (August, 2019)
 Presenter, Congressional Briefing at Capitol Hill organized by FABBS (November, 2017)
 Presenter, MCRR Summer Literacy Workshop (August, 2017)
 Presenter, MCRR Summer Literacy Workshop (August, 2016)
 Presenter, CEHD Saturday Scholars (November, 2015)

Media

[KSTP August 15](#), 2025; Using AI in Class; interviewed in Minnesota Live
[Star Tribune](#), November 29, 2024; quoted on AI-translated text messages issues
[MPR News](#), March 7, 2023; interview with Angela Davis on Misinformation
[Brookings Blog](#), December 7, 2023; co-author on the Science of Reading
[IRRC Research Article for the Month](#), October 30, 2023; featured Kendeou et al (2016)
[School Library Journal](#), October 26, 2023; quoted on importance of narrative reading
[2023 APA Trends Report](#), January 1, 2023; research and grad student Johnson featured
[Tech Policy Press](#), January 14, 2022; summarized paper and made policy recommendations
[CEHD News](#), December 15, 2021; quoted on the XPrize Digital Tools competition
[CE+HD Connect](#), September, 2021; quoted on reading achievement and Inference Galaxy
[The Shillong Times](#), May 11, 2021; quoted on vaccination hesitancy situation in India
[KSTP March 30](#), 2021; interviewed on vaccine hesitancy and misinformation
[The Guardian](#), April 21, 2021; quoted in a story about the politics of COVID-19 vaccine
[Healthline](#), February 2, 2021; interviewed in a story about COVID-19 vaccine conspiracies
[MplsStPaul Magazine](#), January 27, 2021; interviewed in a story about COVID-19 vaccine myths
[Morning Consult](#), January 21, 2021; quoted in a story about the politics of vaccine denial
[VICE](#), January 11, 2021; quoted in a story about the impact of misinformation on vaccine denial among healthcare workers

[Bristol Post](#), January 8, 2021; quoted the COVID-19 Communication Vaccine Handbook
[The Communication Initiative Network](#), January 7, 2021; quoted the COVID-19 Communication Vaccine Handbook
[The Daily Mail](#), January 7, 2021; quoted the COVID-19 Communication Vaccine Handbook
[Derry Journal](#), January 7, 2021; quoted the COVID-19 Communication Vaccine Handbook
[The Independent](#), January 7, 2021; quoted the COVID-19 Communication Vaccine Handbook
[USA Today](#), January 7, 2021; quoted to the COVID-19 Communication Vaccine Handbook
[The Times](#), January 7, 2021; quoted the COVID-19 Communication Vaccine Handbook
[Oklahoma Watch](#), November 2, 2020; interviewed on tips for fighting misinformation
[Oklahoma Watch](#), November 2, 2020; quoted in a story on how politicians boosted misinformation
[Star Tribune](#), September 28, 2020; quoted in a story about election misinformation spreading on social media
[KSTP Channel 5 News](#), May 11, 2020; interviewed about the spread and prevalence of vaccine misconceptions
[Editor Spotlight by APA](#), February, 2020; spotlighted research background and goals as Editor-in-Chief
[Voice of America \(VOA\) News](#), August 16, 2018; quoted in a story about vaccine beliefs and misconceptions
[Psychology Today Blog](#), September 11, 2017; published a post on the benefits individualized comprehension instruction
[CE+HD Connect Magazine](#), April 2017; spotlighted about research conducted on autism spectrum disorders misconceptions
[FABBS Blog](#), July 21, 2015; spotlighted on debunking misconceptions

Neapolis University Pafos

University-wide service

Member, University Research Committee (2011-2013)
 Senior Tutor for Postgraduate Programs (2010-2013)

Collegiate Service and Intercollegiate Service

Co-Director for the MSc Program in Psychology (2012-2013)
 Co-Director for the BSc Program in Psychology (2010-2012)
 Member, Admissions Committee (2010-2011)

McGill University

Collegiate Service and Intercollegiate Service

Member, Outreach Committee, Center for Research on Language, Mind and Brain (2008-2009)

Department/Unit Service

Member, Steering Committee for mini-Ed Psych Lecture Series (2008-2009)