

The Effects of Reader, Task, and Text Variables on Cognitive Processes in Text Learning

Instructional supports, such as focusing instructions and visual displays, help readers comprehend text. However, there is limited research examining readers' cognitive processes when they utilise instructional supports, and less is known about how individual differences (e.g. reading ability, prior knowledge) mediate the impact of these supports. The goal of this research is three-fold. First, we will examine how different types of instructional supports affect cognitive processes during reading. Second, we will examine how learners with individual differences utilise instructional supports. Third, we will examine how these cognitive processes are related to learning and memory. We will address these goals using quantitative and mixed methods research designs.

Applications are invited from PhD candidates interested in carrying out research that examines how reader, task, and text characteristics affect cognitive processes and learning.

The deadline for applications is **15 May, 2009**. Application forms are available from www.victoria.ac.nz/scholarships

Further information is available from the contacts below.

Research contact details:

Dr. Matt McCrudden
School of Educational Psychology and
Pedagogy
Victoria University of Wellington
PO Box 600 Wellington
New Zealand
Telephone: +64 4 463 5179
Email: matt.mccrudden@vuw.ac.nz

Application contact:

Philippa Hay
Scholarships Manager
Victoria University of Wellington
PO Box 600 Wellington
New Zealand
Telephone: +64 4 463 7493
Email: Philippa.hay@vuw.ac.nz