

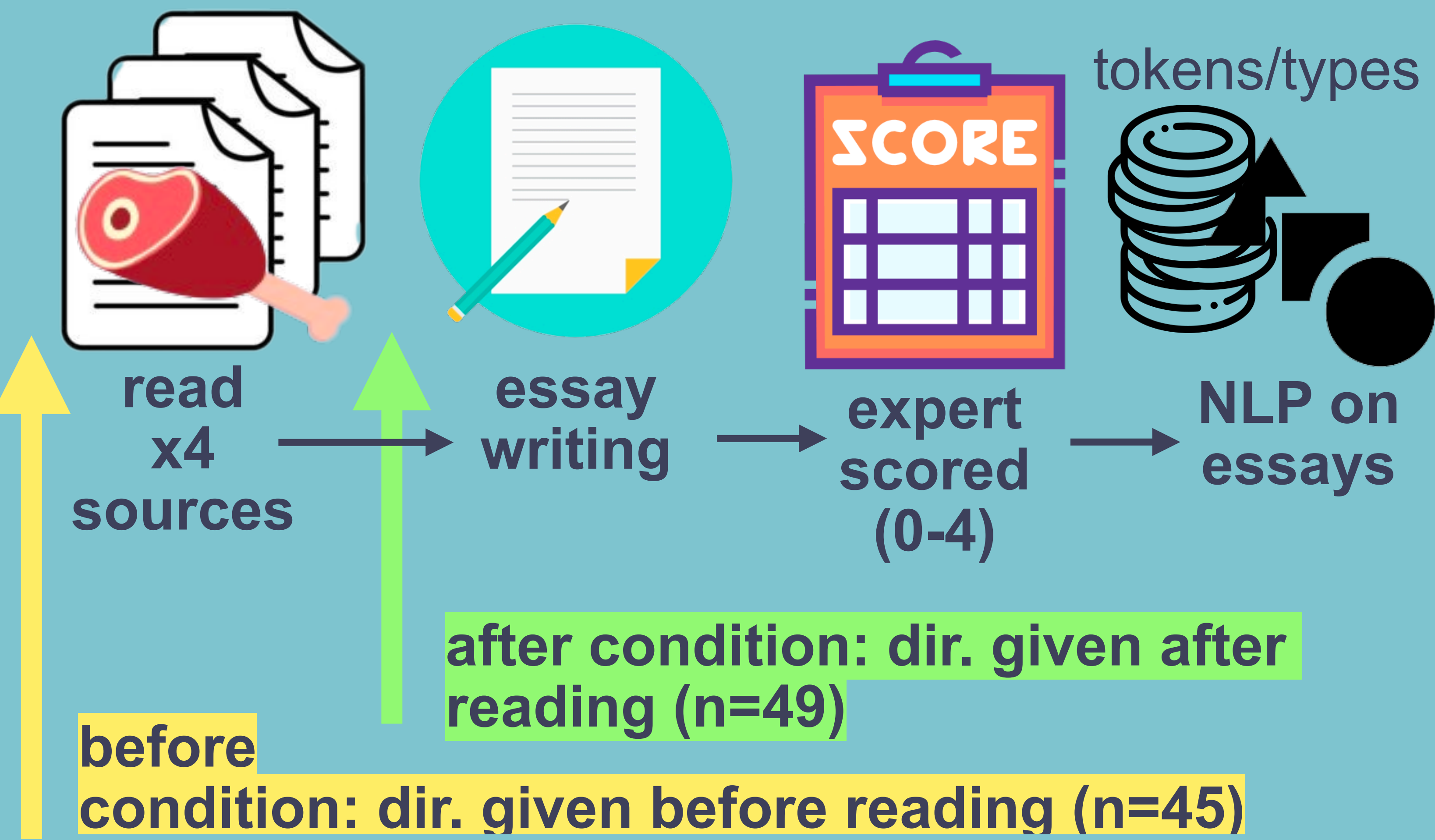
# Triangulating Data Sources in Multiple Document Comprehension Tasks

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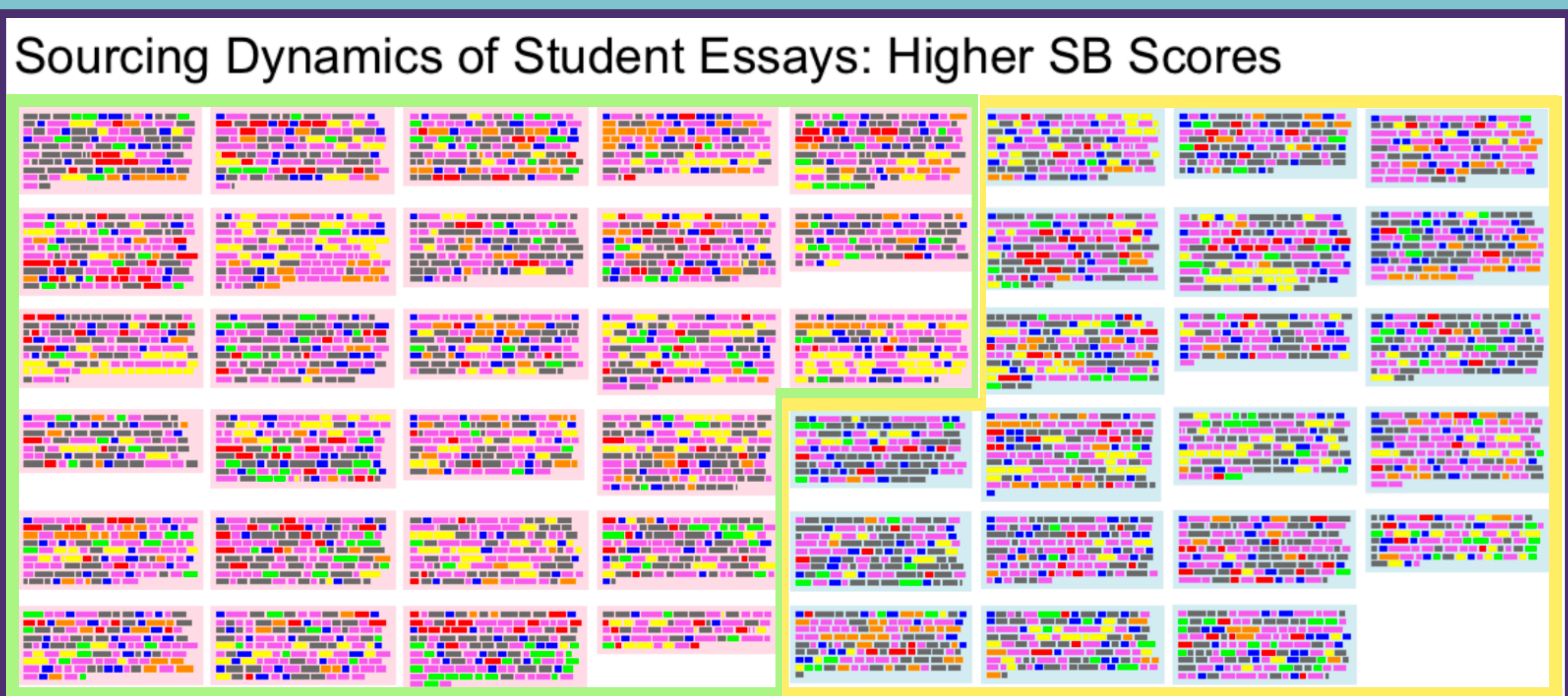
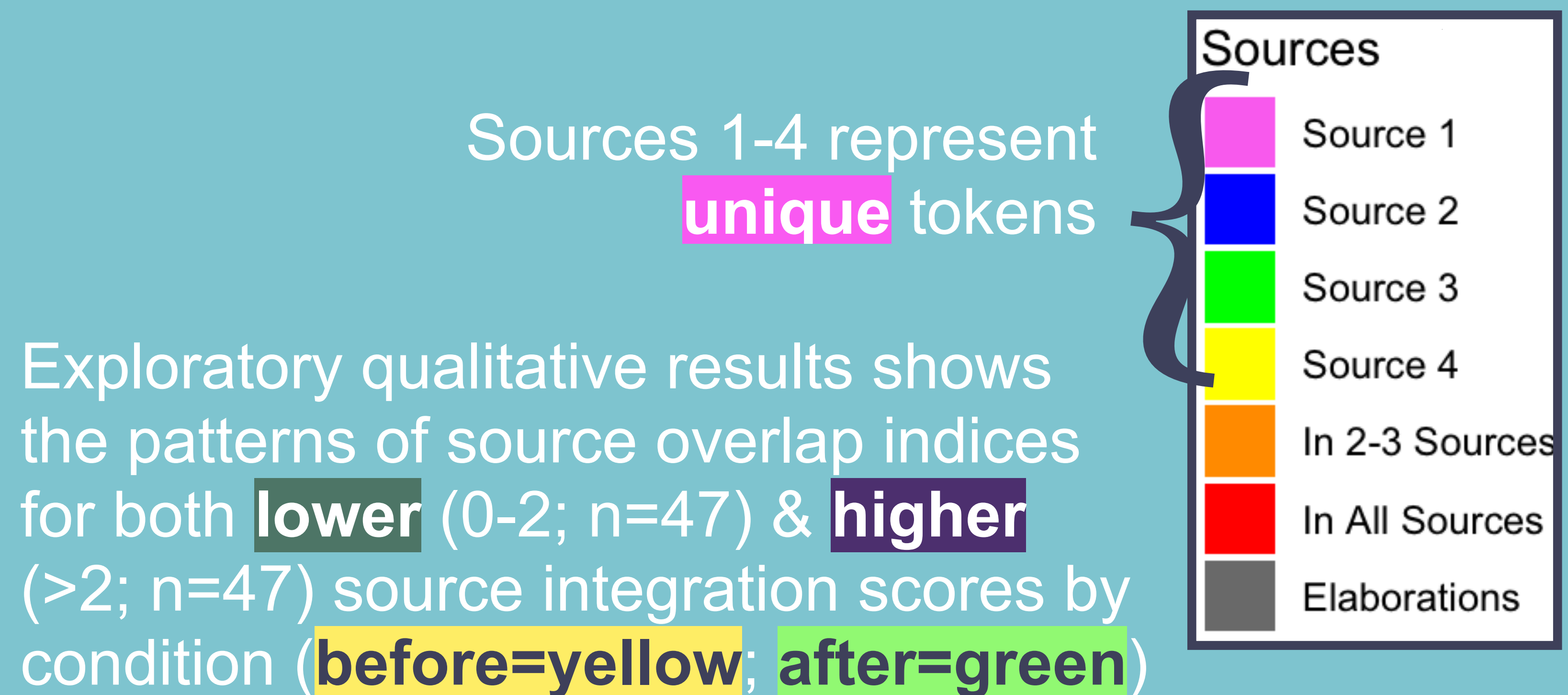
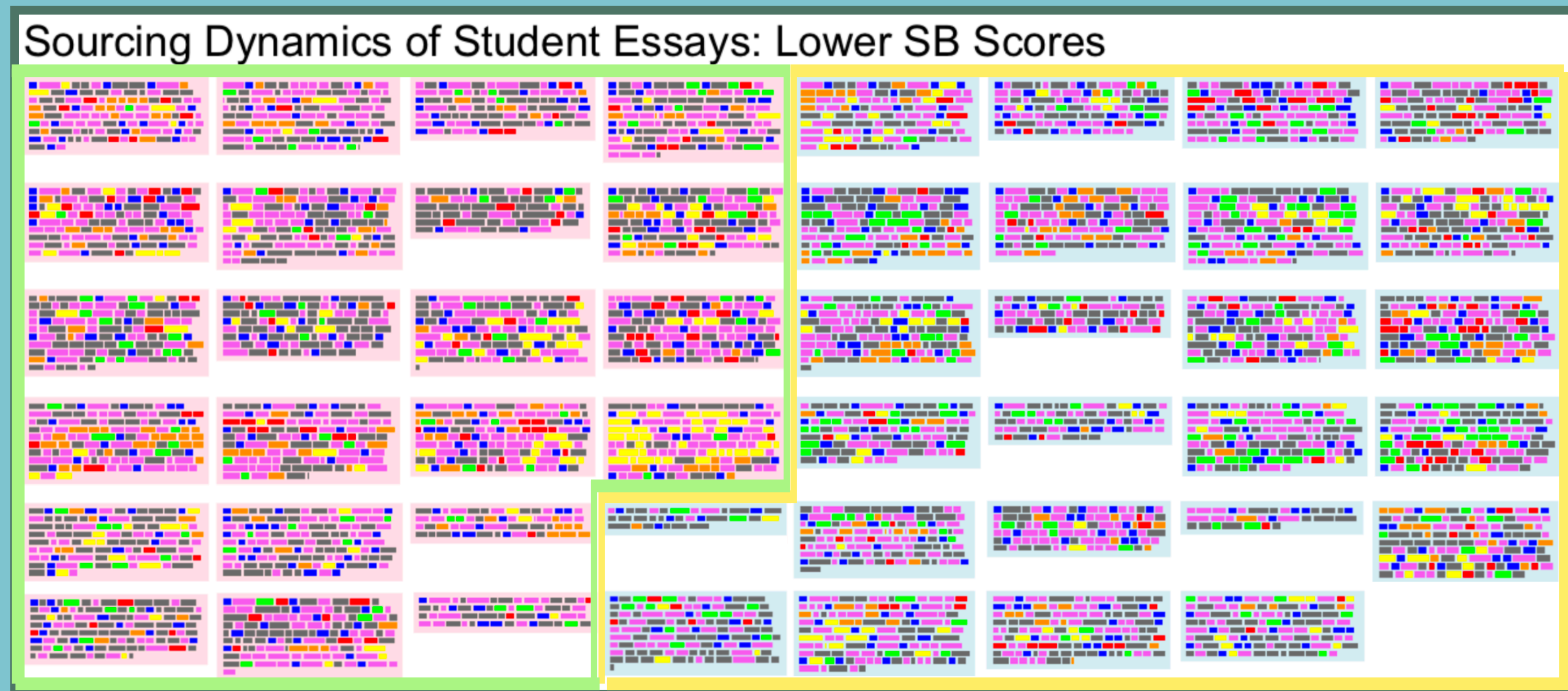
## Methods

Participants (n=94) from a 4-year institution completed a multiple document reading/writing task for course credit



## Qualitative Results

3. Qualitative visualizations of students' source integration



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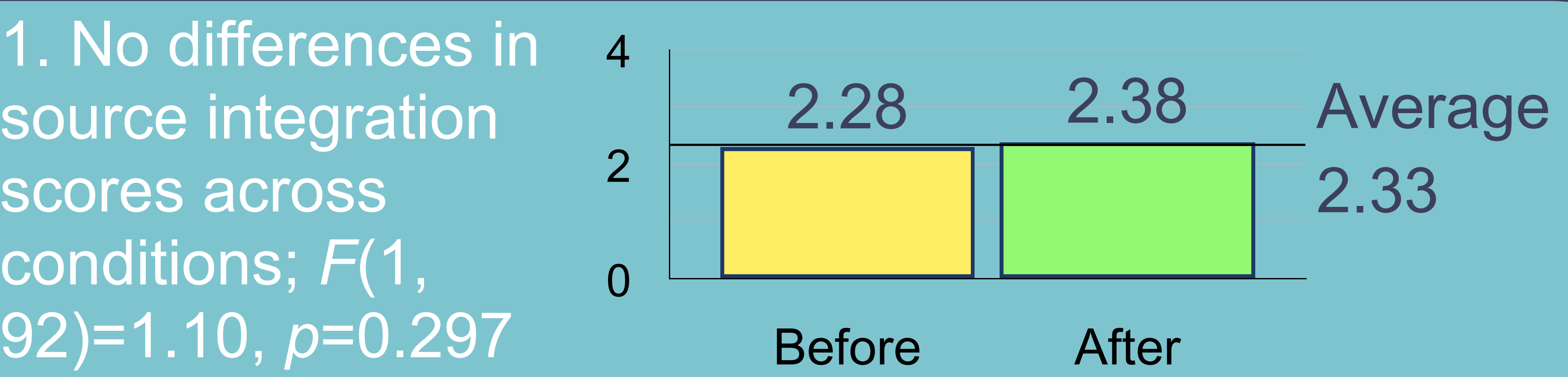
## Background

- source-based writing or integration tasks rely on lower-level and higher-level literacy skills related to both comprehension and writing processes (List & Alexander, 2018; Spivey & King, 1989)
- context of reading (e.g., when instructions are given) known to influence comprehension and holistic writing scores but not analyzed in relation to source integration scores nor *how* students use these sources (Vandermeulen et al., 2023)

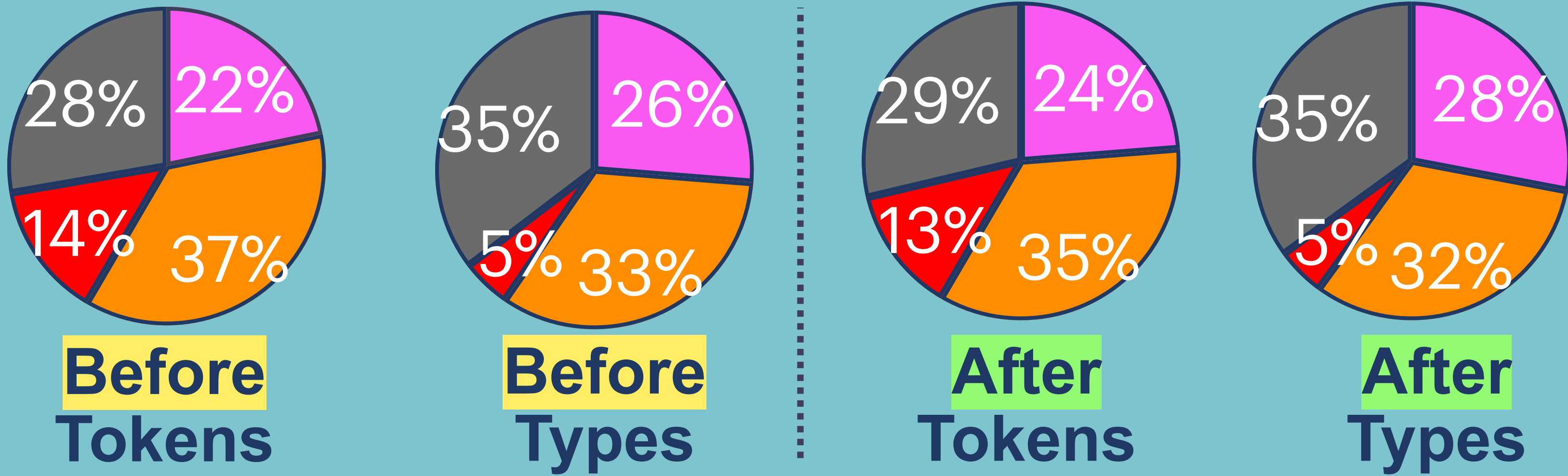
## Research Questions:

- Do source integration scores differ by condition (when instructions are given; before vs. after reading)?
- Do source overlap (NLP) indices differ by condition?
- How are source overlap (NLP) indices related to source integration scores?

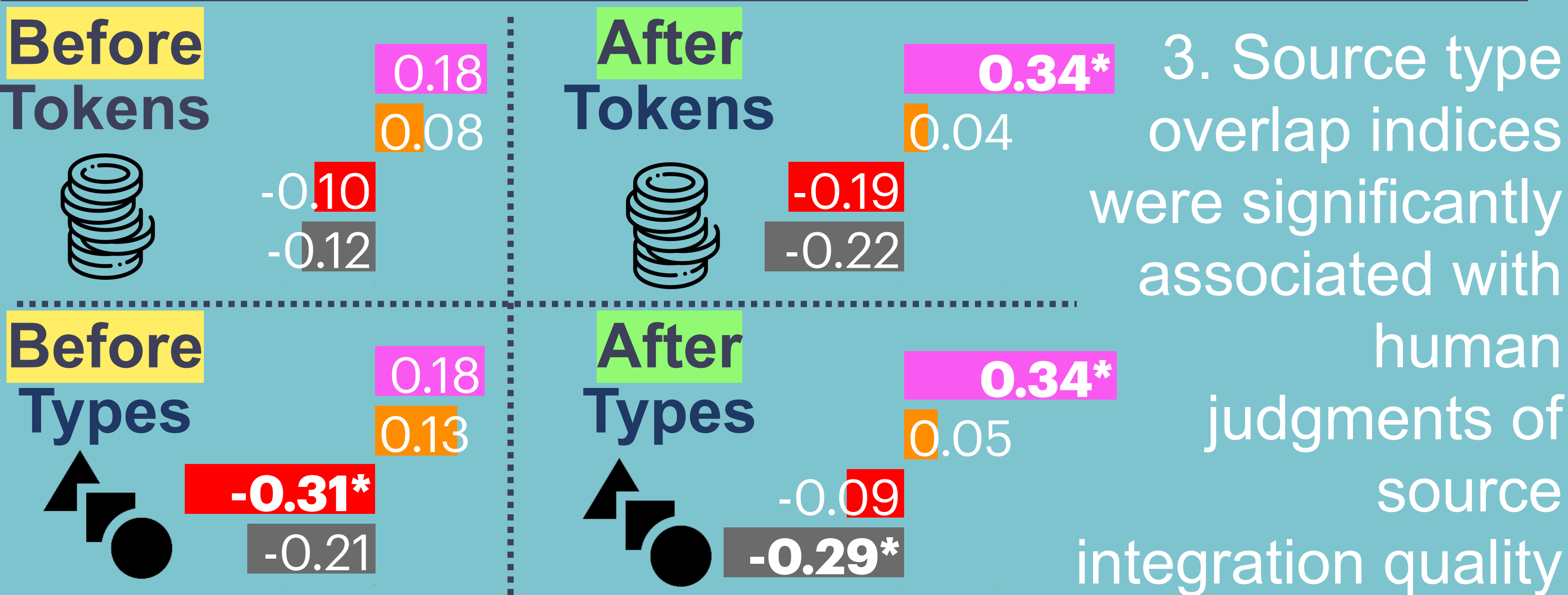
## Quantitative Results



unique sources 2-3 sources all sources elaborations



2. Source overlap (NLP) indices did not differ by condition



## Discussion

- current study examines what aids “good” source integration and provides the first step in modeling source integration at both the quantitative and qualitative levels
- qualitative visualizations provide opportunity for in-depth look into how one integrates sources into their writing
- source overlap results indicate that using more words from unique sources tends to produce higher-scoring source integration scores than those that use words common to all sources or elaboration (non-source words)
- limitation: elaborations not assessed for relevancy (semantic similarity to source words)
- qualitative results suggest future work should assess the dynamic/temporal use of source overlap indices
- implications for providing detailed formative source integration feedback during writing