

# Source Use in Multiple Document Comprehension Contexts

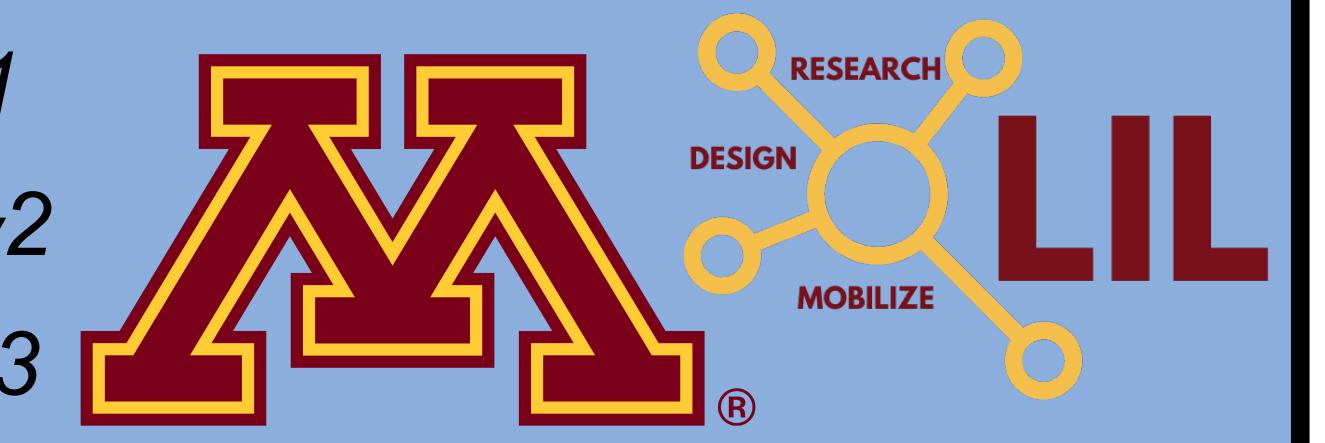
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## Background

- 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:

- How do features of source integration relate to individual differences (1a = reading skill, 1b = vocab knowledge)?
- Do source overlap (NLP) indices differ by these individual difference measures?
- Can differences in source overlap (NLP) indices be explored qualitatively to assess differences across skill or knowledge levels?

## Qualitative Results

Sourcing Dynamics of Student Essays: Strong Vocab Skills (n=56)



Sourcing Dynamics of Student Essays: Weak Vocab Skills (n=38)



### Sources

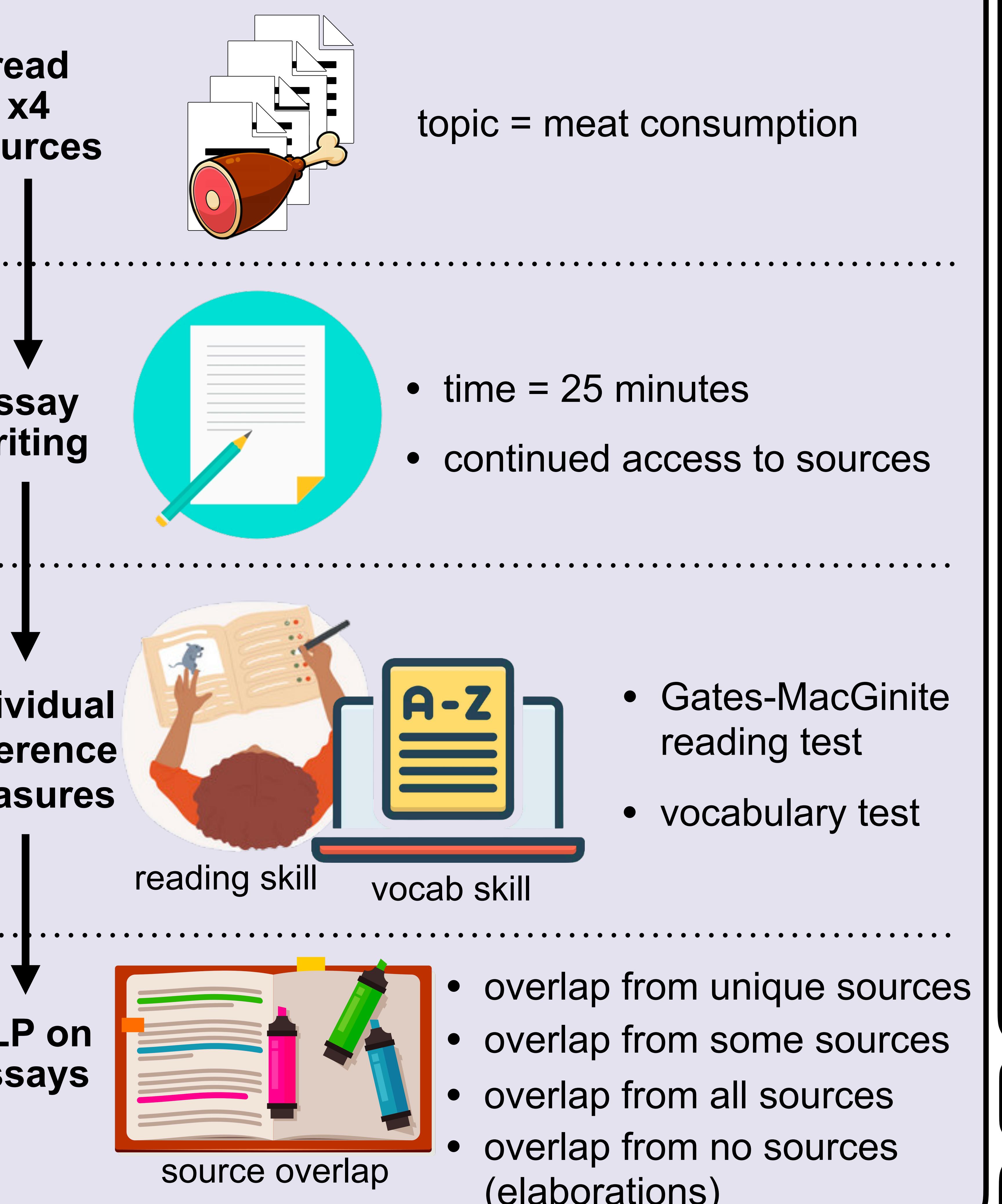
- Source 1
- Source 2
- Source 3
- Source 4
- In 2-3 Sources
- In All Sources
- Elaborations

Higher Vocab Knowledge  
Lower Vocab Knowledge

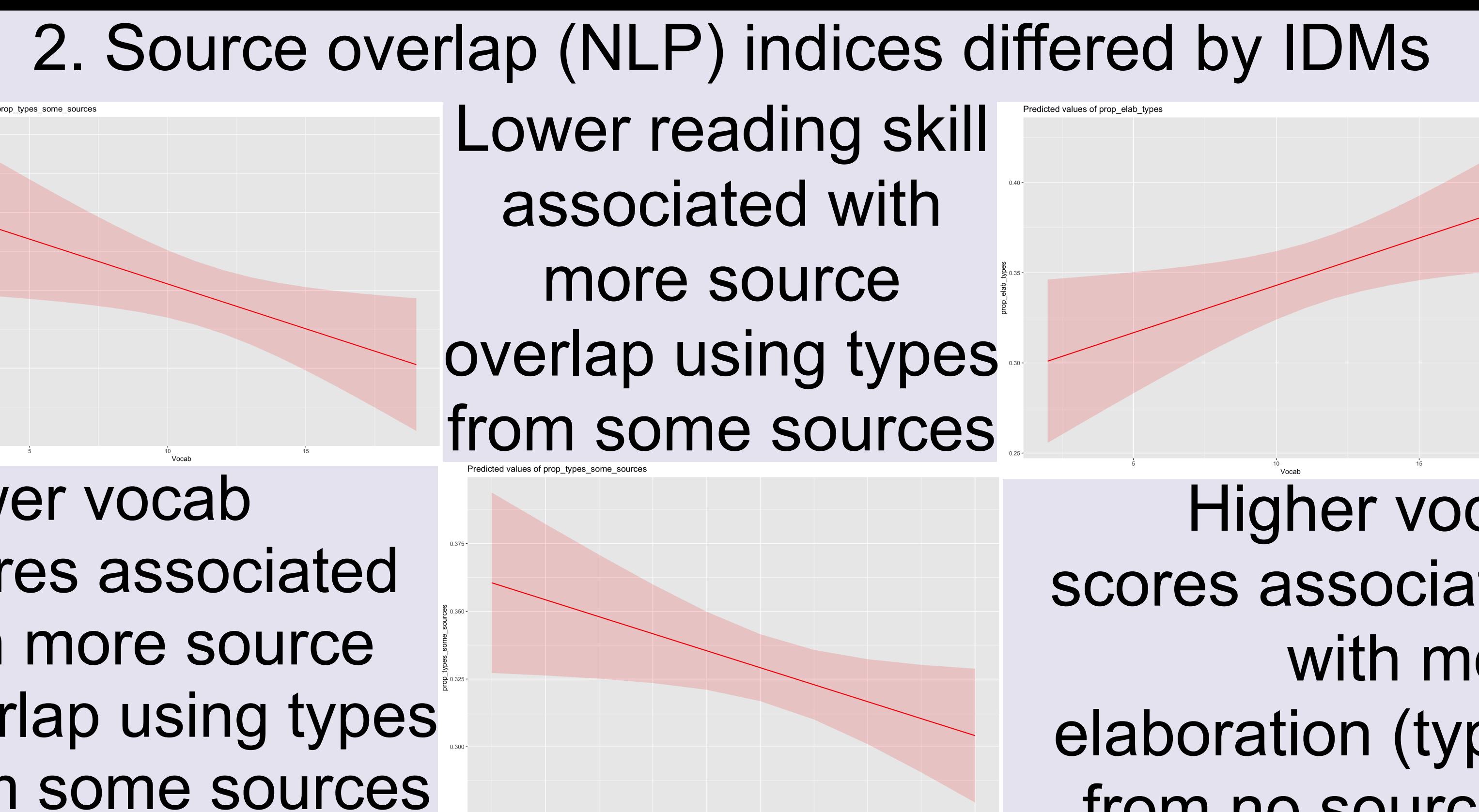
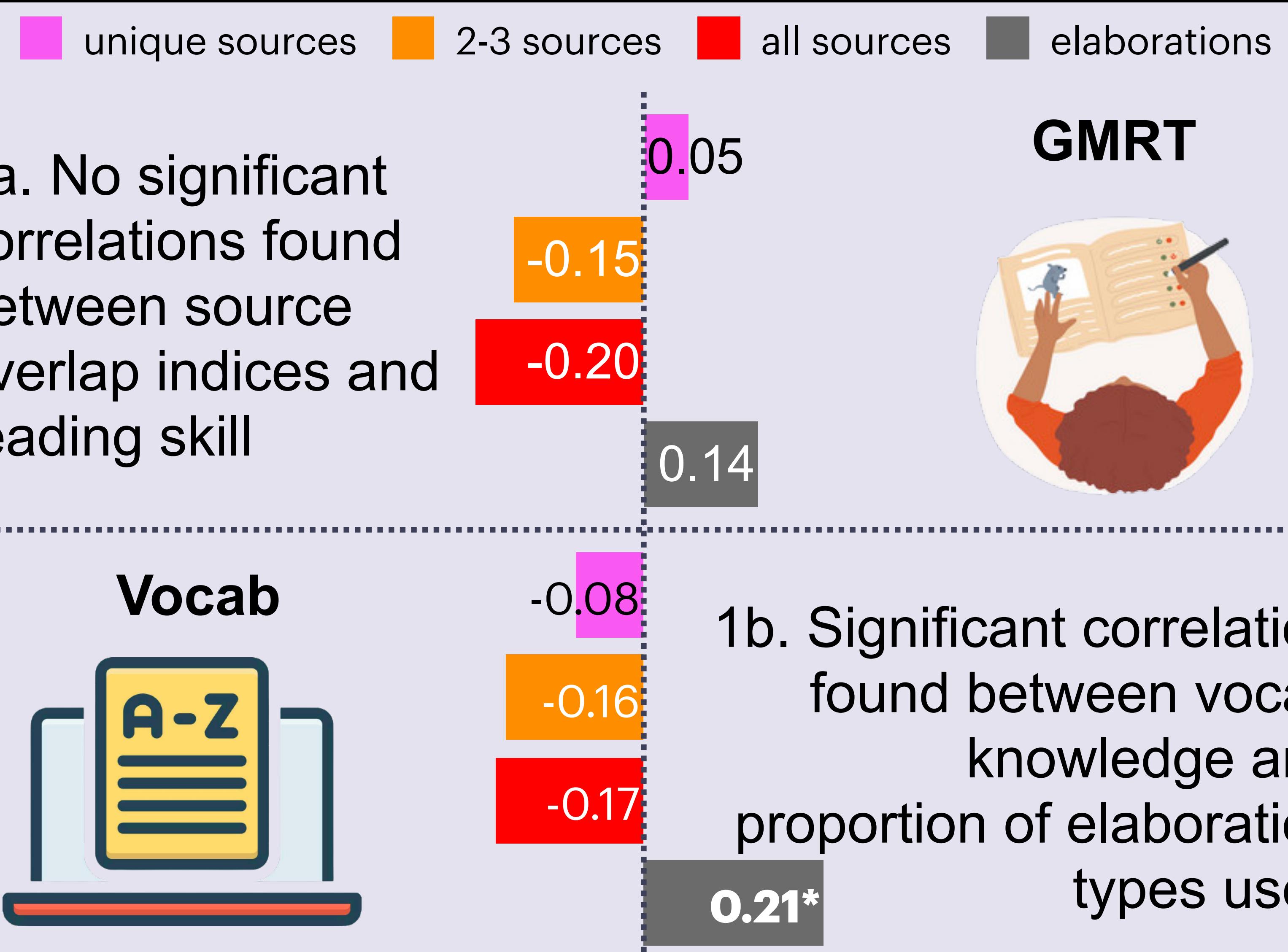
- Exploratory qualitative analyses show how students of varying degrees of vocab knowledge use different sourcing behaviors

## Methods

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



## Quantitative Results



## Discussion

- Current study examines two critical individual differences that may increase or decrease different source integration behaviors (using word types from unique, some, all, or none of the 4 sources)
- Students with higher reading skill and vocab knowledge may more easily comprehend the texts and may allow them to abstract arguments instead of summarizing or paraphrasing the sources in their writing
- Qualitative visualizations provide opportunity for in-depth look into how one integrates sources into their writing
- Limitation: elaborations not assessed for relevancy (semantic similarity to source words; could be unrelated)
- 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