



WORKSHOP PROGRAM

WEDNESDAY 23rd APRIL 2008

20:00	Welcome Cocktail at the “Carmen de la Victoria”
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THURSDAY 24th APRIL 2008

8:30 – 9:30	REGISTRATION
9:30 -11:00	<p>0. Welcome and Workshop Overview Prof. Jose J. Cañas – Workshop Chair, University of Granada</p> <p><u>SESSION: Cognitive Load on Web Use I</u></p> <p>FULL PAPERS</p> <p>1. Immediate, initial and subsequent perception of web pages Paul van Schaik and Jonathan Ling, University of Teesside and Keele University, U.K.</p> <p>2. The importance of navigation support and reading order on Hypertext learning and cognitive load Mari Carmen Puerta Melguizo^a, R. Ignacio Madrid^b and Herre van Oostendorp^a ^aCenter for Content and Knowledge Engineering, Institute of Information and Computing Sciences, Utrecht University, Padualaan 14, 3584 CH Utrecht, The Netherlands ^bDepartment of Experimental Psychology and Physiology of Behaviour, University of Granada, Campus de Cartuja, s/n, 18071 Granada, Spain</p> <p>SHORT PAPERS</p> <p>3. A neurousability approach to evaluate cognitive load in Web interactions Di Stasi, L., Alvarez-Valbuena, V., Antoli, A., Gea, M., and Cañas, J.J. University of Granada, Spain</p>
11:00 – 11:30	COFFEE BREAK
11:30 – 13:30	<p><u>SESSION: Research Methodologies and Instruments I</u></p> <p>FULL PAPERS</p> <p>4. The Impact of Graphics and Location Expectations on the Search for Webpage Widgets Gail A. Hinesley, Chadron State College, USA Marilyn Hughes Blackmon, Institute of Cognitive Science, University of Colorado at Boulder</p> <p>5. Investigating Cognitive Load by Normalized Task-Evoked Pupillary Response (NTEPRs) Thierry Baccino, Maud Kicka, & Laurent Dumercy, University of Nice Sophia-Antipolis, France</p>



	<p>SHORT PAPERS</p> <p>6. Log file analysis in Hypertext research: An overview, a meta-analysis, and some suggestions for future research Johannes Naumann, German Institute for International Educational Research, Germany</p> <p>7. Are there processes of information evaluation while searching on the WWW? An eye-tracking study Benita Werner & Peter Gerjets, Knowledge Media Research Center, Germany</p> <p>8. Using Latent Semantic Analysis vs. Human Judgements assessing short summaries from expository texts Olmos, R., León, J.A. (U. Autónoma de Madrid) & Jorge-Botana, G. (U. Complutense de Madrid)</p>
13:30 – 14:30	LUNCH
14:30 – 15:45	<p><u>SESSION: Users with Special Needs I</u></p> <p>FULL PAPERS</p> <p>9. An exploration of user models to enhance accessibility and usability of the Web Jenny Craven, Research Associate, CERLIM, Manchester , Metropolitan University, UK.</p> <p>SHORT PAPERS</p> <p>10. Web Textual Hyperlinks supported with Sign Language Videos I. Fajardo¹, E. Parra², J. J. Cañas², J. Abascal³, J.M. López³ and M. Gea⁴ ¹Business School, University of Manchester, U.K. ²Dept. of Experimental Psychology, University of Granada, Spain ³Dept. of Computer Architecture & Technology, University of the Basque Country, Spain ⁴School of Informatics, University of Granada, Spain</p> <p>11. Factors influencing the comprehension, navigation and information seeking on the Web through screen reader based interaction Dr. Tony Stockman, Department of Computer Science, Queen Mary University of London, U.K.</p>
15:45 – 16:15	COFFEE BREAK
16:15 – 17:30	<p><u>SESSION: Individual differences I</u></p> <p>FULL PAPERS</p> <p>12. Using representational guidance to enhance metacognitive activity when learning on the WWW Marc Stadler & Rainer Bromme, University of Muenster, Germany</p> <p>SHORT PAPERS</p> <p>13. Self-regulated learning and link selection strategies in Hypertext Ladislao Salmerón, University of Valencia, Spain Walter Kintsch & Eileen Kintsch, University of Colorado at Boulder, USA</p> <p>14. There's more to it than instructional design – The role of individual learner characteristics in hypermedia learning Maria Opfermann & Peter Gerjets, Knowledge Media Research Center, Germany</p>



FRIDAY 25th APRIL 2008

9:30 -11:00	<p><u>SESSION: Cognitive Load on Web Use II</u> FULL PAPERS 15. Note-taking with hypermedia: The whats and the whys Daniel C. Moos, Elizabeth Marroquin, Gustavus Adolphus College, USA</p> <p>16. Principles to reduce extraneous load in Web-based generative learning settings Nina Hollender¹, Cristian Hofmann², Michael Deneke¹ ¹ TU Darmstadt, Hochschuldidaktische Arbeitsstelle, Germany ² TU Darmstadt, Fachgebiet Graphisch-Interaktive Systeme, Germany</p> <p>SHORT PAPERS 17. The effect of reading strategies and prior knowledge on cognitive load during hypertext reading R. Ignacio Madrid and José J. Cañas, University of Granada, Spain</p>
11:00 – 11:30	COFFEE BREAK
11:30 – 13:30	<p><u>SESSION: Users with Special Needs II</u> FULL PAPERS 18. Is Selective Attention relevant in designing online forms for older People ? Sergio Sayago, Interactive Technologies Group, Universitat Pompeu Fabra, Spain</p> <p>19. How Web Accessibility Guidelines Apply to Design for the Ageing Population Andrew Arch & Shadi Abou-Zhara, World Wide Web Consortium, France</p> <p>SHORT PAPERS 20. Comparison of alternative representational formats for hyperlinks: Pictogram, labeled-pictogram, and text Miki Namatame¹ and Muneo Kitajima², ¹ Tsukuba University of Technology, Japan ² National Institute of Advanced Industrial Science and Technology (AIST), Japan</p> <p>21. Can citizen's social network applications facilitate e-government ? Raquel Navarro-Prieto & Angélica Nájuez, Barcelona Media – Innovation Centre, Spain</p> <p>22. Searching user knowledge for content-based mobile ICT-service design – using workshops with senior citizens J. Leikas & P. Saariluoma , VTT & University of Jyväskylä, - Finland</p>
13:30 – 14:30	LUNCH
14:30 – 16:20	<p><u>SESSION: Comprehension & Learning I</u> FULL PAPERS 23. Processing text on the Web: The construction of mental representations Anja B. Naumann, Deutsche Telekom Labs., Berlin University of Technology</p>



	<p>24. Effects of task, topic-specific personal epistemology an prior knowledge on superficial and deep understanding of multiple texts Laura Gil¹, Eduardo Vidal-Abarca¹, Ivar Bråten², Helge Strømsø² ¹University of Valencia, Spain , ²University of Oslo, Norway</p> <p>25. Using concept maps with post graduate teachers in a web-based learning environment: a case study from Portugal Clara Pereira Coutinho João Batista Bottentuit Junior, Universidade do Minho – Braga – Portugal –</p> <p>SHORT PAPERS</p> <p>26. A Longitudinal Perspective on the Relationship between Hypermedia Structure and Comprehension Pierre Fastrez, Université catholique de Louvain, Département de communication, Belgium</p>
<u>SOCIAL DINNER & FLAMENCO SHOW</u>	



SATURDAY 26th APRIL 2008

9:15 -11:00	<p><u>SESSION: Research Methodologies and Instruments II</u> FULL PAPERS</p> <p>27. The role of context and task complexity in Web search Herre van Oostendorp^a, R. Ignacio Madrid^b and Mari Carmen Puerta Melguizo^a ^a Center for Content and Knowledge Engineering, Institute of Information and Computing Sciences, Utrecht University, The Netherlands ^b Department of Experimental Psychology and Physiology of Behaviour, University of Granada, Spain</p> <p>28. Assessing hypertext representations with recollection Patrice Terrier & Isabelle Etcheverry, Université de Toulouse, France</p> <p>SHORT PAPERS</p> <p>29. Read & Answer, a tool to record on-line text processing measures in complex task environments Eduardo Vidal-Abarca^a, Raquel Cerdán^b, Ladislao Salmerón^a, Tomas Martínez^a, Ramiro Gilabert^a, Laura Gil^a & Amelia Mañá^a ^a University of Valencia ^b Catholic University of Valencia</p> <p>30. Assessing Cognitive Load on Web Search Tasks Jacek Gwizdzka, Dept. of Library & Information Science, Rutgers University, New Brunswick, NJ, USA</p>
11:00 – 11:30	COFFEE BREAK
11:30 – 13:30	<p><u>SESSION: Individual differences II</u> FULL PAPERS</p> <p>31. Impact of Spatial Visualization Ability on WWW Navigation James Blustein¹, Ishtiaq Ahmed², Jason Satel², and Haris Parvaiz² ¹ Dalhousie University, Faculty of Computer Science and School of Information Management, Canada ² Dalhousie University, Faculty of Computer Science, Canada</p> <p>32. Content maps help low spatial ability users memorize link structures in hypertext Zsofia Vörös¹, Jean-François Rouet², and Csaba Pléh¹ ¹ Budapest University of Technology and Economics (BME), Hungary ² CNRS and University of Poitiers, France</p> <p>SHORT PAPERS</p> <p>33. The role of a user's cognitive style and succesful use of electronic information Jillian R. Griffiths, CERLIM, Manchester Metropolitan University, UK.</p> <p>34. Blogs and cognitive style: Which relationship? Alessandro Antonietti, Barbara Colombo, Roberta Sala, Psychology Department, Catholic University of the Sacred Heart Milan, Italy</p>



	<p>35. Gender patterns in hypertext reading Aristidis Protopsaltis, Department of Computing, CITY University Londn, UK Vassiliki Bouki, Department of Computer Science, University of Westminster, U.K.</p>
13:30 – 14:30	LUNCH
14:30 – 16:20	<p><u>SESSION: Comprehension & Learning II</u> FULL PAPERS</p> <p>36. Effects of prior domain knowledge diversity on comprehension of non-linear documents Franck Amadiou, André Tricot & Claudette Mariné, University of Toulouse</p> <p>37. Superficial processing when working with documents: The matching strategy Raquel Cerdán^a, Ramiro Gilabert^b and Eduardo Vidal-Abarca^b a Catholic University of Valencia b University of Valencia</p> <p>38. Multimedia and web-based learning: Making them beneficial for learners with learning disabilities Maria Opfermann & Peter Zentel, Knowledge Media Research Center, Germany</p> <p>SHORT PAPERS</p> <p>39. Learning from the Web: How to deal with multiple texts Ina Wechsung², Anja B. Naumann², and Josef F. Krell¹ 1 Chemnitz University of Technology, Germany 2 Deutsche Telekom Laboratories, Berlin University of Technology, Germany</p>