The discrepancy-induced source comprehension (D-ISC) model: Basic assumptions and preliminary evidence

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Abstract:
Despite the importance of source attention and evaluation for learning from texts, little is known about the particular conditions that encourage sourcing during reading. In this talk, basic assumptions of the discrepancy-induced source comprehension (D-ISC) model are presented, which describes the moment-by-moment cognitive processes that readers undergo when reading-to-understand controversial messages. We then review supporting evidence from single and multiple text comprehension research. In the discussion, we draw conclusions based on the theoretical and empirical research, highlight limitations of what is known to date, and suggest how further investigations of D-ISC might address these concerns.

Biography:
During my career, I have engaged in and published research that focuses on the cognitive processes in which readers engage to learn from the multiple diverse sources they encounter every day. First, I investigate the best practices for helping adolescent and adult readers think more critically about sources of information, such as an author’s credentials, or potential biases of publication venues. In a second theme, I examine how, when, and to what degree of success adult readers overcome problematic knowledge and beliefs.