

MCCARTHY

**Kathryn S. McCarthy**  
Georgia State University  
Department of Learning Sciences  
College of Education and Human Development  
[kmccarthy12@gsu.edu](mailto:kmccarthy12@gsu.edu)  
<https://orcid.org/0000-0002-6277-7005>

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## EDUCATIONAL HISTORY

- 2016      Ph.D., University of Illinois at Chicago  
Psychology, Major: Cognitive, Minor: Multiple Methods in Literacy Research  
Dissertation: *The Role of Prior Knowledge in Interpretive Inferences and Reasoning*  
Chair: Susan R. Goldman; Committee: Jennifer Wiley, Gary Raney, Joseph P. Magliano (NIU), David N. Rapp (NU)
- 2012      M.A., University of Illinois at Chicago  
Thesis: *The Role of Genre Expectation in Literary Readers Engagement in Interpretative Literary Reasoning*  
Chair: Susan R. Goldman; Committee: Jennifer Wiley, Joseph P. Magliano (NIU)
- 2009      B.A. (cum laude), Augustana College, Psychology, Theatre Arts

## CURRENT POSITIONS

- 2024-Present    Associate Professor  
Department of Learning Sciences, Georgia State University
- 2018-2024      Assistant Professor  
Department of Learning Sciences, Georgia State University
- 2018-Present    Affiliate Faculty  
Research on the Challenges of Acquiring Language & Literacy (RCALL),  
Georgia State University
- 2018-Present    Affiliate Faculty  
Adult Literacy Research Center (ALRC), Georgia State University

## PRIOR POSITIONS

- 2016-2018      Postdoctoral Scholar  
Science of Learning & Educational Technology (SoLET) Lab, Arizona State University (ASU)
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## RESEARCH

## PUBLICATIONS

(\* GSU student author, ++ GSU postdoctoral fellow, \* student author, + postdoctoral fellow)

*Journal Articles – Peer-Reviewed*

39. **McCarthy, K. S.** & Hinze, S. R. (2025). Stage 2 Registered Report: You've got some explaining to do: Effects of explanation prompts on science text comprehension. *Applied Cognitive Psychology*. <https://doi.org/10.1002/acp.70093>
38. **McCarthy, K. S.**, Dahl, A. C.<sup>\*\*</sup>, & Hinze, S. R. (2025). Do explanatory prompts enhance retrieval quality of science text content? *The Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2025.2476646>
37. Magliano, J. P., Yan, E. F.<sup>\*\*</sup>, Ackerman, T., **McCarthy, K. S.**, & Kurby, C. A. (2024). Understanding the role of cinematic features on the experience of filmed events. *Projections* 18(3). <https://doi.org/10.3167/proj.2024.180302>.
36. Magliano, J. P., Stickel, T., **McCarthy, K. S.**, & Greenberg, D. (2024). Adult readers making sense of picture stories: A contrastive case study. *Journal for Research on Adult Education*. <https://doi.org/10.1007/s40955-024-00287-9>
35. Smith, M. E., Hutson, J. P., Newell, M. N.<sup>\*\*</sup>, Wing-Paul, D.<sup>\*\*</sup>, **McCarthy, K. S.**, Loschky, L., & Magliano, J. P. (2024). Bridging a gap in coherence: The coordination of comprehension processes when viewing visual narratives. *Vision* 8(3), 50. <https://doi.org/10.3390/vision8030050>
34. Feinberg, I. Z., Gajra, A., Hetherington, L., & **McCarthy, K. S.** (2024). Simplifying informed consent as a universal precaution: Health literacy considerations. *Scientific Reports*, 14, 13195. <https://doi.org/10.1038/s41598-024-64139-9>
33. McNamara, D. S., Watanabe, M.<sup>\*</sup>, Huynh, L.<sup>\*</sup>, **McCarthy, K. S.**, Allen, L. K., & Magliano, J. P. (2024). Summarizing versus rereading multiple documents. *Contemporary Educational Psychology*, 76, 102238. <https://doi.org/10.1016/j.cedpsych.2023.102238>
32. Elara, L.<sup>\*\*</sup> & **McCarthy, K. S.** (2024). Exploring supports to enhance learning from online science simulations. *American Journal of Distance Education*. <https://doi.org/10.1080/08923647.2023.2267932>
31. **McCarthy, K. S.** & Yan, E. F.<sup>\*\*</sup> (2024). Reading comprehension and constructive learning: Policy considerations in the age of AI. *Policy Insights from the Brain and Behavioral Sciences*, 11(1). <https://doi.org/10.1177/23727322231218891>

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30. McNamara, D. S., Newton, N. N.<sup>\*</sup>, Christilf, K.<sup>\*</sup>, **McCarthy, K. S.**, Magliano, J. P., & Allen, L. K. (2023). Anchoring your bridge: The importance of paraphrasing to inference making in self-explanations. *Discourse Processes*, 60(4-5), 337-362.  
<https://doi.org/10.1080/0163853X.2023.2225757>.
29. Butterfuss, R.<sup>+</sup>, **McCarthy, K. S.**, Orcutt, E., Kendeou, P., & McNamara, D. S. (2023). Identification of main ideas in expository texts: Selection versus deletion. *Reading and Writing*. <https://doi.org/10.1007/s11145-023-10431-5>
28. **McCarthy, K. S.**, Steinberg, J., Dreier, K., O'Reilly, T., Sabatini, J., Butterfuss, R.<sup>+</sup>, & McNamara, D. S. (2023). The effects of prior knowledge in a scenario-based comprehension assessment: A multidimensional approach. *Learning & Individual Differences*, 103, 102283. <https://doi.org/10.1016/j.lindif.2023.102283>
27. McNamara, D. S., Fang, Y.<sup>+</sup>, Butterfuss, R.<sup>+</sup>, Arner, T.<sup>+</sup>, Watanabe, M.<sup>\*</sup>, **McCarthy, K. S.**, Allen, L. K., & Roscoe, R. D. (2022). iSTART: Adaptive comprehension strategy training and stealth literacy assessment. *International Journal of Human-Computer Interaction*, 39(11), 2239-2252. <https://doi.org/10.1080/10447318.2022.2114143>
26. Butterfuss, R.<sup>+</sup>, Roscoe, R. D., Allen, L. K., **McCarthy, K. S.**, & McNamara, D. S. (2022). Strategy uptake in the W-Pal: Adaptive feedback and instruction. *Journal of Educational Computing Research*, 60(3), 696-721.  
<https://doi.org/10.1177/07356331211045304>
25. Magliano, J. P., Flynn, L.<sup>\*</sup>, Feller, D. P.<sup>\*\*</sup>, **McCarthy, K. S.**, McNamara, D. S., & Allen, L. K. (2022). Leveraging a multidimensional linguistic analysis of constructed responses produced by college readers. *Frontiers in Psychology*.  
<https://doi.org/10.3389/fpsyg.2022.936162>
24. **McCarthy, K. S.**, Crossley, S. A., Meyers, K., Boser, U...& Zampieri, M. (2022). Toward more effective and equitable learning: Identifying barriers and solutions for the future of online education. *Technology, Mind, & Behavior*, 3(1),  
<https://doi.org/10.1037/tmb0000063>
23. **McCarthy, K. S.**, Roscoe, R. D., Allen, L. K., Likens, A. D., & McNamara, D. S. (2022). Automated writing evaluation: Does spelling and grammar feedback support high-quality writing and revision? *Assessing Writing*, 52, 100608.  
<https://doi.org/10.1016/j.asw.2022.100608>
22. **McCarthy, K. S.**, Yan, E. F.<sup>\*\*</sup>, Sonia, A.<sup>\*</sup>, Allen, L. K., Magliano, J. P., & McNamara, D. S. (2022). On the basis of source: Impacts of individual differences on integrated reading and writing tasks. *Learning & Instruction*, 79, 101599,  
<https://doi.org/10.1016/j.learninstruc.2022.101599>
21. Sonia, A.<sup>\*</sup>, Creer, S.<sup>+</sup>, Magliano, J. P., **McCarthy, K. S.**, McNamara, D. S., & Allen, L. K. (2022). Integration in multiple-document comprehension: A natural language

- processing approach. *Discourse Processes*, 59(5-6), 417-438.  
<https://doi.org/10.1080/0163853X.2022.2079320>
20. Arner, T.<sup>+</sup>, **McCarthy, K. S.**, & McNamara, D. S. (2021). iSTART Stairstepper: Using comprehension strategy training to game the test. *Computers*, 10, 48.  
<https://doi.org/10.3390/computers10040048>
  19. Dahl, A. C.<sup>\*\*</sup>, Carlson, S. E., Renken, M., **McCarthy, K. S.**, & Reynolds, E.<sup>\*\*</sup> (2021). Materials matter: An exploration of text complexity and its effects on middle school readers' comprehension processing. *Language, Speech, and Hearing Services in Schools*, 52(2), 702-716. [https://doi.org/10.1044/2021\\_LSHSS-20-00117](https://doi.org/10.1044/2021_LSHSS-20-00117)
  18. Flynn, L. E.<sup>\*</sup>, McNamara, D. S., **McCarthy, K. S.**, Magliano, J. P., & Allen, L. K. (2021). The appearance of coherence: Using cohesive properties of readers' constructed responses to predict individual differences. *Revista Signos. Estudios de Lingüística*, 54(107). <https://doi.org/10.4067/S0718-09342021000301061>
  17. Kim, M. K., & **McCarthy, K. S.** (2021). Using graph centrality as a global index to assess students' mental model structure development during summary writing. *Educational Technology Research and Development*, 69(2), 971-1002.  
<https://doi.org/10.1007/s11423-021-09942-1>
  16. **McCarthy, K. S.** & Hinze, S. R. (2021). You've got some explaining to do: Effects of explanation prompts on science text comprehension (Stage 1 Registered Report). *Applied Cognitive Psychology*, 35(6), 1608-1620. <https://doi.org/10.1002/acp.3875>
  15. **McCarthy, K. S.**, & McNamara, D. S. (2021). The multidimensional knowledge in text comprehension framework. *Educational Psychologist*, 56(3), 196-214.  
<https://doi.org/10.1080/00461520.2021.1872379>
  14. Wang, Z., O'Reilly, T., Sabatini, J., **McCarthy, K. S.**, & McNamara, D. S. (2021). A tale of two tests: The role of topic and general academic knowledge in traditional versus contemporary scenario-based reading. *Learning and Instruction*, 73, 101462.  
<https://doi.org/10.1016/j.learninstruc.2021.101462>
  13. Kim., M. K. & **McCarthy, K. S.** (2020). Improving summary writing through formative feedback in a technology-enhanced learning environment. *Journal of Computer Assisted Learning*. <https://doi.org/10.1111/jcal.12516>
  12. **McCarthy, K. S.**, Soto, C. M., Gutierrez de Blume, A. P., Palma, D., González, J. I., & McNamara, D. S. (2020). Improving reading comprehension in Spanish Using iSTART-E: A pilot study. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 10(4), 66-82. <http://doi.org/10.4018/IJCALLT.2020100105>
  11. Balyan, R., **McCarthy, K. S.**, & McNamara, D. S. (2020). Applying natural language processing and hierarchical machine learning approaches to text difficulty classification.

- International Journal of Artificial Intelligence in Education*, 1-34.  
<http://doi.org/10.1007/s40593-020-00201-7>
10. **McCarthy, K. S.**, Watanabe, M. \*, Dai, J., & McNamara, D. S. (2020). Personalized learning in iSTART: Past modifications and future design. *Journal of Research on Technology in Education*, 52(3), 301-321.  
<https://doi.org/10.1080/15391523.2020.1716201>
  9. Tao, C. \*, Scott, K. A. & **McCarthy, K. S.** (2020). Do African American male and female adolescents differ in technological engagement?: The effects of parental encouragement and adolescents' technological confidence. *Sex Roles*, 1-16.  
<https://doi.org/10.1007/s11199-020-01134-0>
  8. **McCarthy, K. S.**, McNamara, D. S., Solnyshkina, M. I., Tarasova, F. K., & Kupriyanov, R. V. (2019). The Russian Language Test: Towards assessing comprehension in Russian. *Science Journal of Volgograd State University. Linguistics*, 18(4), 231-247.  
<https://doi.org/10.15688/jvolsu2.2019.4.18>
  7. McNamara, D. S., Roscoe, R. D., Allen, L. K., & Balyan, R., **McCarthy, K. S.** (2019). Literacy: From the perspective of text and discourse theory. *Journal of Language and Education*, 5(3), 56-69. <https://doi.org/10.17323/jle.2019.10196>
  6. **McCarthy, K. S.** & Goldman, S. R. (2019). Constructing interpretive inferences about literary text: The role of domain-specific knowledge. *Learning and Instruction*, 60, 245-251. <https://doi.org/10.1016/j.learninstruc.2017.12.004>
  5. **McCarthy, K. S.**, Likens, A. D., Johnson, A. M., Guerrero, T. A. \*, & McNamara, D. S. (2018). Metacognitive overload!: Positive and negative effects of metacognitive prompts in an intelligent tutoring system. *International Journal of Artificial Intelligence in Education*, 28, 420-438. <https://doi.org/10.1007/s40593-018-0164-5>
  4. **McCarthy, K. S.**, Guerrero, T. G. \*, Kent, K. \*, Allen, L. K. \*, McNamara, D. S., Chao, S., Steinberg, J., O'Reilly, T., & Sabatini, J. (2018). Comprehension in a scenario-based assessment: Domain and topic-specific background knowledge. *Discourse Processes*, 55, 510-524. <https://doi.org/10.1080/0163853X.2018.1460159>
  3. Yukhymenko-Lescroart, M., Briner, S. W., Lawless, K., Levine, S., Magliano, J. P., Burkett, C., **McCarthy, K. S.**, Lee, C. D., & Goldman, S. R. (2016). Development and initial validation of the Literature Epistemic Cognition Scale (LECS). *Learning and Individual Differences*, 51, 242-248. <http://dx.doi.org/10.1016/j.lindif.2016.09.014>
  2. **McCarthy, K. S.** (2015). Reading beyond the lines: A critical review of cognitive approaches to literary interpretation and comprehension. *Scientific Study of Literature*, 5, 99- 128. <https://doi.org/10.1075/ssol.5.1.05mcc>

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1. **McCarthy, K. S.** & Goldman, S. R. (2015). Comprehension of short stories: Effects of task instructions on literary interpretation. *Discourse Processes*, 52, 585-608.  
<https://doi.org/10.1080/0163853X.2014.967610>

**Book Chapters**

10. Crossley, S. A., **McCarthy, K. S.**, & Allen, L. K. (under review). Discourse Analysis. In *Encyclopedia of Artificial Intelligence in Education*.
9. **McCarthy, K. S.**, Watanabe, M., Yan, E. F. \*, & Allen, L. K. (in press). Personalized learning in reading comprehension. In *Handbook of Personalized Learning*. Routledge.
8. **McCarthy, K. S.**, van de Ven, M., Evers-Vermeul, J., Segers, E., van den Broek, P. (2024). Cognitive perspectives on the role of genre in reading comprehension. In N. Stukker, J. A. Bateman, D. S. McNamara, & W. Spooren (Eds.) *Multidisciplinary Views on Discourse Genre: A Research Agenda*. Routledge.  
<http://dx.doi.org/10.4324/9781003335603-5>
7. **McCarthy, K. S.** & McNamara, D. S. (2022). Knowledge: A fundamental asset. In R. Tierney, F. Rizvi, K. Ercikan (Eds.) *International Encyclopedia of Education (4<sup>th</sup> Ed.)*. Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.14016-3>
6. **McCarthy, K. S.**, Magliano, J. P., Levine, S., Elfenbein, A., & Horton, W. S. (2021). Constructing mental models in literary reading: the role of interpretive inferences. In D. Kuiken & A. Jacobs (Eds.) *Handbook of Empirical Literary Studies*, (pp. 85-118). De Gruyter. <https://doi.org/10.1515/9783110645958-005>
5. **McCarthy, K. S.**, Watanabe, M. \*, & McNamara, D. S. (2020). The Design Implementation Framework: Guiding principles for the redesign of a reading comprehension intelligent tutoring system. In M. Schmidt, A. Tawfik, Y. Earnshaw, & I. Jahnke (Eds.) *Learner and User Experience Research: An Introduction for the Field of Learning Design & Technology*. <https://edtechbooks.org/ux>
4. Johnson, A. M., Perret, C. A. \*, Watanabe, M. \*, Kopp, K. J., **McCarthy, K. S.**, & McNamara, D. S. (2018). Implementing Adaptive Feedback in Intelligent Tutors for Reading and Writing. In S. Craig (Ed.), *Tutoring and Intelligent Tutoring Systems* (pp. 221-249). Nova S.
3. **McCarthy, K. S.**, Kopp, K. J., Allen, L. K. \*, & McNamara, D. S. (2018). Methods of studying text: Memory, comprehension, and learning. In H. Otani & B. Schwartz (Eds.), *Research Methods in Human Memory* (pp. 104-124). Routledge.
2. McNamara, D. S., Allen, L. K. \*, **McCarthy, K. S.**, & Balyan, R. (2018). NLP: Getting Computers to Understand Discourse. In K. Millis, D. Long, J. Magliano, & K. Wiemer, (Eds.) *Deep comprehension: Multi-Disciplinary Approaches* (pp. 224-236). Routledge.



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1. Goldman, S. R., **McCarthy, K. S.**, & Burkett, C. (2015). Interpretive inferences in literature. In E. O'Brien, A. Cook, & R. Lorch (Eds.), *Inferences during reading* (pp. 386-415). Cambridge University Press.

***Conference Proceedings – Refereed***

23. **McCarthy, K. S.** (2025). Toward Bridging the Gap: Undergraduate Perspectives on Implementing Self-Explanation as a Reading Strategy. *Proceedings of the International Society of the Learning Sciences (ISLS)*. Helsinki, Finland.
22. Ehrenberg, P. \*\*, Manoukian, K., Eustace, C., Shapiro, B. R., & **McCarthy, K. S.** (2024). Exploring learning engineering: Insights from the Tools Competition. In *International Consortium for Innovation and Collaboration in Learning Engineering (ICICLE) 2024 Conference Proceedings: Solving for Complexity at Scale* (pp. 85–97). EdTech Books.
21. Christhlf, K. \*, Butterfuss, R., Newton, N. \*, **McCarthy, K. S.**, Allen, L. K., Magliano, J. P., & McNamara, D. S. (2022). Using Markov Models and Random Walks to Examine Strategy Use in Differently Skilled Readers. In *Proceedings of the 15<sup>th</sup> Meeting of the International Conference on Educational Data Mining (EDM)*. Durham, UK. Virtual. 484-491. <https://doi.org/10.5281/zenodo.6852934>
20. **McCarthy, K. S.** & Whaley, D. \*\* (2022). The effects of domain-specific knowledge on (re)reading a literary short story. In *Proceedings of the Annual Meeting of the International Society of the Learning Sciences (ISLS)*. Virtual. <https://repository.isls.org/handle/1/8415>
19. Allen, L. K., Magliano, J. P., **McCarthy, K. S.**, Sonia, A. \*, Creer, S. +, & McNamara, D. S. (2021). Coherence-building in multiple document comprehension. In T. Fitch, C. Lamm, H. Leder, & K. Tessmar (Eds.), *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*. Vienna, Austria: Cognitive Science Society.
18. **McCarthy, K. S.**, Magliano, J. P., Snyder, J. \*\*, Kenney, E. \*\*, Perret, C. A. \*, Newton, N. N. \*, Knezevic, M. \*\*, Allen, L. K., & McNamara, D. S. (2021). *Quantified qualitative analysis: Rubric development and inter-rater reliability as iterative design*. In 15th International Conference of the Learning Sciences (Bochum, Germany, June 2021). ICLS '21, 139- 146. Bochum, Germany (Virtual). <https://repository.isls.org/handle/1/7458>
17. Kim, M. K., Heidari, A. \*\*, & **McCarthy, K. S.** (2020). Reading Comprehension and Mental Model Development: A Cross-Validation of Methods and Technologies to Assess Student Understanding of the Text. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1* (pp. 561-564). Nashville, Tennessee: International Society of the Learning Sciences. <https://doi.org/10.22318/icls2020.561>
16. Kim, M. K. & **McCarthy, K. S.** (2020). Summary Writing as a Process of Building a Solid Mental Model: A Global Index to Describe Knowledge Structure Change. In

- Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1* (pp. 74-81). Nashville, Tennessee: International Society of the Learning Sciences. <https://doi.org/10.22318/icls2020.74>
15. **McCarthy, K. S.** (2020). Reading Across the Curriculum: Examining Students' Knowledge of Disciplinary Reading Goals and Strategies. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 2* (pp. 773-774). Nashville, Tennessee: International Society of the Learning Sciences. <https://doi.org/10.22318/icls2020.773>
  14. **McCarthy, K. S., Allen, L. K., & Hinze, S. R.** (2020). Predicting Reading Comprehension from Constructed Responses: Explanatory Retrievals as Stealth Assessment. In *Proceedings of the International Conference on Artificial Intelligence in Education (AIED)*. Ifrane, Morocco. Springer. [https://doi.org/10.1007/978-3-030-52240-7\\_36](https://doi.org/10.1007/978-3-030-52240-7_36)
  13. **McCarthy, K. S., Roscoe, R. D., Likens, A. D., & McNamara, D. S.** (2019). Checking It Twice: Does Adding Spelling and Grammar Checkers Improve Essay Quality in an Automated Writing Tutor?. In *International Conference on Artificial Intelligence in Education* (pp. 270-282). Springer, Cham. [https://doi.org/10.1007/978-3-030-23204-7\\_23](https://doi.org/10.1007/978-3-030-23204-7_23)
  12. **McCarthy, K. S. & Hinze, S. R.** (2019). Using natural language processing to assess explanation quality in retrieval practice tasks. In *Companion Proceedings of the 9th International Conference on Learning Analytics and Knowledge (LAK'19)*. Tempe, AZ.
  11. Watanabe, M.\*, **McCarthy, K. S., & McNamara, D. S.** (2019). Effects of adapting text difficulty in an intelligent tutoring system. In *Companion Proceedings of the 9th International Conference on Learning Analytics and Knowledge (LAK'19)*. Tempe, AZ.
  10. Balyan, R., **McCarthy, K. S., & McNamara, D. S.** (2018). Comparing machine learning classification approaches for predicting expository text difficulty. In *Proceedings of the 31st Annual Florida Artificial Intelligence Research Society (FLAIRS-31)*. Melbourne, FL: AAAI Press.
  9. Likens, A. D., **McCarthy, K. S., Allen, L. K., & McNamara, D. S.** (2018). Recurrence Quantification Analysis as a method for studying text comprehension dynamics. In *Proceedings of the 8th International Conference on Learning Analytics and Knowledge (LAK'18)*. Sydney, Australia. <https://doi.org/10.1145/3170358.3170407>
  8. **McCarthy, K. S., Likens, A. D., Kopp, K. J., Watanabe, M.\*, Perret, C. A.\*, & McNamara, D. S.** (2018). The “LO”-down on grit: Non-cognitive trait assessments fail to predict learning gains in iSTART and W-Pal. In *Companion Proceedings of the 8th International Conference on Learning Analytics and Knowledge (LAK'18)*. Sydney, Australia.



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7. **McCarthy, K. S.**, Soto, C., Malbran, C., Fonseca, L., Simian, M., & McNamara, D. S. (2018). iSTART-E: Reading comprehension strategy training for Spanish speakers. In *Proceedings of the 19th International Conference on Artificial Intelligence in Education (AIED)*. London, UK: Springer. [https://doi.org/10.1007/978-3-319-93846-2\\_39](https://doi.org/10.1007/978-3-319-93846-2_39)
6. Ruseti, S., Dascalu, M., Johnson, A. M., McNamara, D. S., Balyan, R., & **McCarthy, K. S.**, & Trausan-Matu, S. (2018). Scoring Summaries using Recurrent Neural Networks. In *Proceedings of the 14th International Conference on Intelligent Tutoring Systems (ITS)*. Montreal, QC. [https://doi.org/10.1007/978-3-319-91464-0\\_19](https://doi.org/10.1007/978-3-319-91464-0_19)
5. Balyan, R., **McCarthy, K. S.**, & McNamara, D. S. (2017). Combining machine learning and natural language processing to assess literary text comprehension. In X. Hu, T. Barnes, A. Hershkovitz & L. Paquette (Eds.) *Proceedings of the 10th International Conference on Educational Data Mining (EDM)*. Wuhan, China: International Educational Data Mining Society.
4. Johnson, A. M., **McCarthy, K. S.**, Kopp, K., Perret, C. A. \*, & McNamara, D. S. (2017). Adaptive reading and writing instruction in iSTART and W-Pal. In Z. Markov & V. Rus (Eds.), *Proceedings of the 30th Annual Florida Artificial Intelligence Research Society International Conference (FLAIRS)*. Marco Island, FL: AAAI Press.
3. **McCarthy, K. S.**, Jacovina, M. E., Snow, E. L. Guerrero, T. A. \*, & McNamara, D. S. (2017). iSTART therefore I understand: But metacognitive supports did not enhance comprehension gains. In E. Andre, R. Baker, X. Hu, M. Rodrigo, & B. Du Boulay (Eds.), *Proceedings of the 18th International Conference on Artificial Intelligence in Education (AIED)*. Wuhan, China: Springer. [https://doi.org/10.1007/978-3-319-61425-0\\_17](https://doi.org/10.1007/978-3-319-61425-0_17)
2. **McCarthy, K. S.**, Johnson, A. M., Likens, A. D., Martin, Z. \*, & McNamara, D. S. (2017). Metacognitive prompt overdose: Positive and negative effects of prompts in iSTART. In X. Hu, T. Barnes, A. Hershkovitz & L. Paquette (Eds.), *Proceedings of the 10th International Conference on Educational Data Mining (EDM)*. Wuhan, China: International Educational Data Mining Society.
1. Perret, C. A. \*, Johnson, A. M., **McCarthy, K. S.**, Guerrero, T. A. \*, & McNamara, D. S. (2017). StairStepper: An adaptive remedial iSTART module. In E. Andre, R. Baker, X. Hu, M. Rodrigo, & B. Du Boulay (Eds.), *Proceedings of the 18th International Conference on Artificial Intelligence in Education (AIED)*. Wuhan, China: Springer. [https://doi.org/10.1007/978-3-319-61425-0\\_63](https://doi.org/10.1007/978-3-319-61425-0_63)

**Other Publications - Online Articles**

3. Grief, S., Arens, K., Caviola, S., Guo, J., Jameson, M. M., Lee, K., **McCarthy, K. S.**, Mouratidis, A. (2023). Looking behind the scenes of Learning and Individual Differences: An interview with the editorial team. [Editorial]. *Learning and Individual Differences*, 104, 102286. <https://doi.org/10.1016/j.lindif.2023.102286>

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2. Kizilcec, R. F., Mason, J., **McCarthy, K. S.**, Rodrigo, M. M. T., & Rosé, C. P. (2023). Using technology to foster equitable access and diverse learning communities. [Editorial]. *Rapid Community Report Series. Digital Promise and the International Society of the Learning Sciences*. <https://repository.isls.org/handle/1/8002>
1. **McCarthy, K. S.**, Crossley, S. A., Meyers, K., & Boser, U. (2020). Improving Online Education Through Technology, Research, And Data. [White paper]. Georgia State University/The Learning Agency. [https://www.the-learning-agency.com/wp-content/uploads/2021/05/white\\_paper\\_-\\_improving\\_online\\_education\\_through\\_technology\\_research\\_and\\_data\\_-\\_12-01-2020.pdf](https://www.the-learning-agency.com/wp-content/uploads/2021/05/white_paper_-_improving_online_education_through_technology_research_and_data_-_12-01-2020.pdf)

## CONFERENCE PRESENTATIONS

(\* denotes mentored student author, + denotes mentored postdoctoral fellow)

*Regional, National, and International Peer-reviewed Paper Presentations*

49. McGrath, C. \*\*, Harrell, M. \*\*, **McCarthy, K. S.**, & Braasch, J. L. G. (submitted). *How can summary writing support readers' understanding of information from multiple texts?* [Poster]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, California.
48. Smelser, D. \*\* & **McCarthy, K. S.** (2026). *Mythbusting Teaching and Learning: Evidence-Based Recommendations for Improving Classroom Learning*. [Educational Session Presentation]. American Physical Therapy Association (APTA). Anaheim, CA, USA.
47. Christhilf, K. Potter, A. H., **McCarthy, K. S.**, Magliano, J. P., Allen, L. K., & McNamara, D. S. (2024, July 17-19). *Different Paths to Quality: How Prompts Affect Readers' Constructed Responses*. [Paper Presentation]. Annual Meeting of the Society for Text & Discourse (ST&D). Chicago, IL.
46. Hinze, S. R. & **McCarthy, K. S.** (2024, July 17-19). *Does Combining Self-Explanation and Retrieval Practice(s) Improve Delayed Comprehension Test Performance?* [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D). Chicago, IL.
45. Yan, E. F., **McCarthy, K. S.**, & Branum-Martin, L. (2024, July 17-19). *A hard nut to crack?: Examining idiom processing across U.S.-based and international college students* [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D). Chicago, IL.
44. Harrell, M. \*\*, Carlson, S. E., & **McCarthy, K. S.**, & Chilungu, E. N., (2024, Feb. 2). *A Direct Instruction Case Study and its Impact on Math Learning* [Paper presentation]. Annual Meeting of the Georgia Educational Research Association (GERA), Macon, GA.

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43. Potter, A. H.<sup>+</sup>, **McCarthy, K. S.**, Newton, N. N.<sup>\*</sup>, Huynh, L.<sup>\*</sup>, Allen, L. K., Magliano, J. P., & McNamara, D. S. (2023, Aug. 3). *Developing a multiple document intervention: Addressing methodological issues in a pilot study*. [Paper presentation]. Annual Meeting of the American Psychological Association (APA), Washington, D.C.
42. **McCarthy, K. S.** & Crossley, S.A. (2023, June 27). *Yea, Nay, or IDK: The Effects of Ballot Simplification on Voter Roll-Off*. [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Oslo, Norway.
41. Christhilf, K.<sup>\*</sup>, Newton, N.<sup>\*</sup>, **McCarthy, K. S.**, Allen, L., Magliano, J. P., & McNamara, D. S. (2022, Nov. 17). *Examining Profiles of Strategy Use in Self-Explanations*. [Paper presentation]. Society for Computation in Psychology (SCiP), Boston, MA.
40. Flynn, L.<sup>\*</sup>, Magliano, J. P., **McCarthy, K. S.**, McNamara, D. S., & Allen, L. K. (2022, Nov. 17). *How Linguistics of Mental Model Construction Predict Overall Text Comprehension* [Paper presentation]. Society for Computation in Psychology (SCiP), Boston, MA.
39. Newton, N. N.<sup>\*</sup>, Christhilf, K.<sup>\*</sup>, **McCarthy, K. S.**, Allen, L. K., Magliano, J. P., & McNamara, D. S. (2022, Nov. 17). *Combinations of comprehension strategy use in constructed responses* [Paper presentation]. 52nd Annual Meeting of the Society for Computation in Psychology (SCiP 2022), Boston, MA.
38. Banawan, M.<sup>+</sup>, **McCarthy, K. S.**, Allen, L. K., Magliano, J. P., & McNamara, D. S. (2022, July 19-22). *Linguistic indicators of sourcing strategies in students' constructed responses*. [Asynchronous Presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual.
37. Butterfuss, R.<sup>+</sup>, Christhilf, K.<sup>\*</sup>, Newton, N. N.<sup>\*</sup>, **McCarthy, K. S.**, Magliano, J. P., Allen, L. K., & McNamara, D. S. (2022, July 19-22). *Understanding flexible use of comprehension strategies: A cluster approach*. [Presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual.
36. Cope, C.<sup>\*\*</sup>, Hong, X.<sup>\*\*</sup>, **McCarthy, K. S.**, & Braasch, J. L. G. (2022, July 19-22). *College students' source monitoring errors when remembering multiple texts on a controversial socio-scientific issue*. [Asynchronous Presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual.
35. Malloy, J.<sup>\*\*</sup>, Dahl, A. C.<sup>\*\*</sup>, Phillips, A.<sup>\*\*</sup>, **McCarthy, K. S.**, & Hinze, S. R. (2022, July 19-22). *Does combining study strategies support comprehension on immediate tests?* [Asynchronous Presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual.
34. Newton, N. N.<sup>\*</sup>, Christhilf, K.<sup>\*</sup>, Butterfuss, R., **McCarthy, K. S.**, Allen, L. K., Magliano, J. P., & McNamara, D. S. (2022, July 19-22). *Comprehension strategy use: Differences*

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- across instructional prompts and education levels. [Asynchronous Presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual.
33. Öncel, P. \*, Creer, S. D. \*, Lago, A., **McCarthy, K. S.**, Allen, L. K. (2022, July 19-22). *An examination of multilingual readers' experiences of transportation in narratives*. [Asynchronous Presentation]. Annual Meeting of the Society for Text & Discourse, (ST&D), Virtual.
  32. Stickel, T. <sup>++</sup>, Magliano, J. P., Greenberg, D., **McCarthy, K. S.**, & Tighe, E. (2022, July 19-22). *Adult readers making sense of picture stories: A contrastive case study*. [Asynchronous Presentation]. Annual Meeting of the Society for Text & Discourse, (ST&D), Virtual.
  31. **McCarthy, K. S.** & Tobar, M. <sup>\*\*</sup> (2022, April 5-6). *Understanding Comprehension Issues at the Polls*. [Paper presentation]. Workshop on Language Basic Education in Adults, Virtual.
  29. Yan, E. F. <sup>\*\*</sup>, **McCarthy, K. S.**, Ackerman, T., Kurby, C., Mar, R. A., & Magliano, J. P. (2021, June 9). *The Role of Cinematics on Understanding Filmed Narratives*. [Paper presentation]. Society for Cognitive Studies of the Moving Images (SCSMI), Virtual.
  28. Sonia, A. N. \*, **McCarthy, K. S.**, Magliano, J. P., McNamara, D. S., & Allen, L. K. (2020, Nov. 19) *Natural language processing as a tool for examining task and learner effects in source-based writing*. [Paper presentation]. Annual Meeting of the Society for Computation in Psychology (SCiP), Virtual.
  27. Creer, S. D. <sup>+</sup>, **McCarthy, K. S.**, Perret, C. A. \*, McNamara, D. S., & Allen, L. K. (2020, Nov. 19) *Cohesion and coherence: Using natural language processing techniques to examine successful comprehension processes*. [Paper presentation]. Annual Meeting of the Society for Computation in Psychology (SCiP), Virtual.
  26. Creer, S. D. <sup>+</sup>, **McCarthy, K. S.**, Magliano, J. P., McNamara, D. S., & Allen, L. K. (2020, July 21-23). *Self-explanation vs. think-aloud: What natural language processing can tell us*. [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual.
  25. Kim, M. K., **McCarthy, K. S.**, & Heidari, A. <sup>\*\*</sup> (2020, July 21-23). *Assessing student understanding of the text: Comparing model-based and text-based approaches to summary evaluation*. [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual.
  25. **McCarthy, K. S.**, Steinberg, J., Dreier, K. D., O'Reilly, T., Sabatini, J., & McNamara, D. S. (2020, July 21-23). *Revisiting the reverse cohesion effect: Influences of text cohesion, prior knowledge, and foundational reading skill on scenario-based comprehension assessment performance*. [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual.

23. Balyan, R., **McCarthy, K. S.**, Allen, L. K., & McNamara, D. S., (2019, November 14). *Toward automated assessment of source-based essays*. [Paper presentation]. Annual Meeting of the Society for Computers in Psychology (SCiP), Montreal, QC.
22. Allen, L. K., **McCarthy, K. S.**, Perret, C. A. \*, Magliano, J. P., & McNamara, D. S. (2019, July 9-11). *Argue me sophisticated; Describe me coherently: A computational linguistic analysis of prompt differences in source-based writing*. [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), New York, NY.
21. Soto, C., **McCarthy, K. S.**, Dai, J., & McNamara, D. S. (2018, November 13-16). *Improving reading comprehension in Spanish using iSTART-E*. [Paper presentation]. World Conference of Computer Assisted Language Learning (WorldCALL), Concepcion, Chile.
20. Balyan, R., **McCarthy, K. S.**, & McNamara, D. S. (2018, May 21-23). *Comparing machine learning classification approaches for predicting expository text difficulty*. [Paper presentation]. The 31st Annual Florida Artificial Intelligence Research Society (FLAIRS), Melbourne, FL.
19. **McCarthy, K. S.**, Tao, C. \*, & Scott, K. A. (2018, April 13-17). *Contextualizing the gender gap in digital media use and confidence with technology*. [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, New York, NY.
18. Likens, A. D., **McCarthy, K. S.**, Allen, L. K., & McNamara, D. S. (2017, November 9). *Let's walk about that: Random walk analyses contextualize performance in an intelligent tutoring system*. [Paper presentation]. Meeting for the Society for Computers in Technology (SCiP), Vancouver, BC.
17. **McCarthy, K. S.**, Perret, C. A. \*, Likens, A. D., Johnson, A. M., Guerrero, T. A. \*, & McNamara, D. S. (2017, November 9). *Stairstepper: Adapting iSTART for adult literacy learners*. [Paper presentation]. Meeting for the Society for Computers in Technology (SCiP), Vancouver, BC.
16. Perret, C. A. \*, **McCarthy, K. S.**, & McNamara, D. S. (2017, September 26-27). *StairStepper: Self- explanation training for standardized test practice in iSTART*. [Paper presentation]. Connecting Language, Interaction, and Education in Digital Environments (CLIEDE 2017) Workshop, Philadelphia, PA.
15. **McCarthy, K. S.** & Goldman, S. R. (2017, July 31-August 2). *Constructing interpretive inferences about literary text: The role of domain-specific knowledge*. [Paper presentation]. Annual Meeting for the Society for Text & Discourse (ST&D), Philadelphia, PA.
14. Johnson, A. J., **McCarthy, K. S.**, Kopp, K. J., Perret, C. A. \*, & McNamara, D. S. (2017, May 22-24). *Adaptive reading and writing instruction in iSTART and W-Pal*. [Paper

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- presentation]. The 30th International Florida Artificial Intelligence Research Society (FLAIRS) Conference, Marcos Island, FL.
13. **McCarthy, K. S.** & Goldman, S. R. (2016, July 6-9). *The effects of prior knowledge on the generation of interpretive inferences*. [Paper presentation]. The Conference for the International Society of the Empirical Study of Literature (IGEL), Chicago, IL.
  12. Garcia, R. D.\* & **McCarthy, K. S.** (2016, May). *Effects of literary reading on creativity*. [Paper presentation]. Social Science Division Undergraduate Research Symposium at Virginia Wesleyan College, Norfolk, VA.
  11. Garcia, R. D.\* & **McCarthy, K. S.** (2016, May). *Does reading literature promote creativity?* [Paper presentation]. The Inaugural Meeting of the Virginia Association for Psychological Science, Newport News, VA.
  10. Senecal, L.\*, Joy, E.\*, **McCarthy, K. S.** (2016, May). *Effects of prior knowledge and genre familiarity on literary interpretation*. [Paper presentation]. The Inaugural Meeting of the Virginia Association for Psychological Science, Newport News, VA.
  9. Briner, S. W., Yukhymenko-Lescroart, M. A., **McCarthy, K. S.**, Burkett, C., Magliano, J. P., Lee, C. D., & Goldman, S. R. (2015, April 16-20). *Adult readers' epistemological beliefs about reading literature*. [Paper presentation]. . The American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
  8. **McCarthy, K. S.**, Burkett, C., Briner, S. W., & Goldman, S. R. (2014, August 4-6). *Title affects both literal and interpretive representations of literary texts*. [Paper presentation]. The Annual Meeting of the Society for Text & Discourse (ST&D), Chicago, IL.
  7. **McCarthy, K. S.**, Briner, S. W., Magliano, J. P., & Goldman, S. R. (2014, July 21-25). *Developing assessments of students' literary reasoning: The complexity of understanding rhetorical devices*. [Paper presentation]. The Conference for the International Society of the Empirical Study of Literature (IGEL), Turin, Italy.
  6. **McCarthy, K. S.** & Goldman, S. R. (2013, July 16-18). *Literary interpretation of poems and short stories: Is there a genre expectation effect?* [Paper presentation]. The Annual Meeting of the Society for Text & Discourse (ST&D), Valencia, Spain.
  5. Briner, S. W., Burkett, C. **McCarthy, K. S.**, Levine, S., Sullivan, M. P., Lee, C. D., Goldman, S. R., & Magliano, J. P. (2013, July 16-18). *Developmental trends in literary reasoning*. [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Valencia, Spain.
  4. Burkett, C., Goldman, S. R., Lee, C. D., Briner, S. W., **McCarthy, K. S.**, & Magliano, J. P. (2013, July 16-18). *Interpretive processing in literary works: Sources of complexity*. [Paper presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Valencia, Spain.



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3. Burkett, C., Briner, S. W., **McCarthy, K. S.**, Goldman, S. R., Lee, C. D., & Magliano, J. P. (2013, May 2-4). *Making sense of literary text*. [Paper presentation]. Annual Meeting Midwestern Psychological Association (MPA), Chicago, IL.
2. **McCarthy, K. S.** & Goldman, S. R. (2013, May 2-4). *Genre expectations and the construction of literary interpretations*. [Paper presentation]. Annual Meeting Midwestern Psychological Association (MPA), Chicago, IL.
1. Lee, C. D., Briner, S., George, M., Goldman, S. R., Hall, A. H., Jensen, R., Levine, S., Magliano, J., **McCarthy, K. S.**, Sosa, T., & Sullivan, M. P. (2012, April 13-17). *Reexamining literary reasoning: Understanding progressions and argumentation*. [Paper presentation]. American Educational (AERA) Annual Meeting, Vancouver, BC.

***Invited National and International Peer-reviewed Paper Presentations***

3. **McCarthy, K. S.** (2025, July). *Unpacking the (Un)Known: A Framework for Understanding the Role of Prior Knowledge in Comprehension & Learning*. Annual Meeting of the Society for Text & Discourse. Padua, Italy.
2. **McCarthy, K. S.** (2020, June). *Exploring students' knowledge of genre*. [Invited paper presentation]. NIAS-Lorentz International Workshop on The Paradox of Genre, Virtual.
1. **McCarthy, K. S.** (2019, April 5-9). *Leveraging technology to improve comprehension*. In R. M. V. Croninger (Chair). *New directions in culture, motivation, and learning*. [Invited Speaker Session]. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

***National and International Symposia or Roundtables***

7. McNamara, D. S., **McCarthy, K. S.**, Allen, L. K., & Magliano, J. P. (2023, June 28). *Supporting Students' Multiple Document Comprehension: What we have learned about Multiple Document Interventions*. [Symposium Presentation]. In J. P. Magliano, L. K. Allen, K. S. McCarthy, & D. S. McNamara (Organizers). *Multiple Document Processing in the 21st Century: Advances in Theory, Research, and Interventions*. Annual Meeting of the Society for Text & Discourse (ST&D), Oslo, Norway.
6. Dahl, A. C.\*, Carlson, S. E., & **McCarthy, K. S.** (2021, August 2-4). *Using verbal protocols in text and discourse research: Reflecting on the past and thinking aloud about the future*. [Roundtable]. Society for Text & Discourse (ST&D), Virtual.
5. **McCarthy, K. S.**, Johnson, A. M., Watanabe, M.\*, & McNamara, D. S. (2018, July 18-21). *Adapting text difficulty to support reading comprehension in an intelligent tutoring system*. In M. T. S. de Jong (Chair), *The effect of feedback on reading comprehension*. [Symposium Presentation]. Annual Meeting of the Society for the Scientific Study of

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Reading (SSSR), Brighton, UK.

4. McNamara, D. S., **McCarthy, K. S.**, & Hinze, S. R. (2017, August 29-September 2). *On-line and off-line tasks to foster learning from text*. In A. Proske (Chair), *Designing tasks that foster learning*. [Symposium Presentation]. The 17th Biennial Meeting of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
3. Briner, S. W., **McCarthy, K. S.**, Burkett, C., Levine, S., Lee, C. D., Goldman, S. R., & Magliano, J. P. (2014, April 3-7). *A rubric-based approach for analyzing dimensions of literary reasoning*. [Symposium Presentation]. In S. R. Goldman (Chair), *Expanding pedagogical understandings of literary reasoning and argumentation in middle and high schools: Project READI*. The American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
2. Lee, C. D., Goldman, S. R., Levine, S., Sosa, T., George, M., Magliano, J. P., Coppola, R., **McCarthy, K. S.**, & Burkett, C. (2014, April 3-7). *Literary reasoning and argumentation: Re- conceptualizing pedagogical implications of the domain*. In S. R. Goldman (Chair), *Expanding pedagogical understandings of literary reasoning and argumentation in middle and high schools: Project READI*. The American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
1. Yukhymenko, M., Briner, S. W., Burkett, C., **McCarthy, K. S.**, Levine, S., Magliano, J. P., Lee, C. D., & Goldman, S. R. (2014, April 3-7). *Development of the literature epistemology scale*. In S. R. Goldman (Chair), *Expanding pedagogical understandings of literary reasoning and argumentation in middle and high schools: Project READI*. The American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

***National and International Peer-reviewed Poster Presentations***

71. **McCarthy, K. S.** & Hinze, S. R. (2025, Nov. 20). *Desirable Difficulties in Online & Offline Learning Strategies for Science Comprehension: The Role of Prior Knowledge*. [Poster Presentation}. Annual Meeting of the Psychonomic Society, Denver, CO.
70. Yan, E. F. \*\*, **McCarthy, K. S.**, Branum-Martin, L., & Greenberg, D. (2025, Oct. 20). *Direct and indirect effects of inferencing on reading comprehension in adult literacy learners: A path analysis of group differences in native and non-native English speakers*. [Poster presentation]. Adult Literacy Research Center (ALRC) Annual Conference. Atlanta, GA.
69. **McCarthy, K. S.** & Hinze, S. R. (2025, July 9-11). *Is It Worth It?: Comparing the Effects and Perceived Value of Self-Explanation, Think-Aloud, and Rereading*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse. Padua, Italy.
68. Ehrenberg, P. \*\*, Shapiro, B. R., Manoukian, K., Eustace, C. & **McCarthy, K. S.** (2024, July 22-24). *Exploring learning engineering: Insights from the Tools Competition*.

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- [Poster presentation]. International Consortium for Innovation and Collaboration in Learning Engineering (ICICLE). Tempe, AZ.
67. Cope, C. \*\*, McGrath, C. \*\*, **McCarthy, K. S.**, & Braasch, J. L. G. (2024, July 17-19). *Does single text summarization promote integration across multiple texts?* [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D). Chicago, IL.
  66. **McCarthy, K. S.** & Crossley, S. A. (2024, July 17-19). *Supporting Informed Voting Through Simplifying Information about Complex Ballot Measures*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D). Chicago, IL.
  65. Feinberg, I. Z., Gajra, A., & **McCarthy, K. S.** (2024, Aug). *Improving Comprehension of Clinical Trial Informed Consent*. [Poster presentation]. Annual Meeting of the American Psychological Association. Seattle, WA.
  64. Flynn, L. E. \*, **McCarthy, K. S.**, Magliano, J. P., McNamara, D. S., & Allen, L. K. (2024, Apr.). *The Multiple Sources of Coherence: How Prompt Timing Influences Students' Multiple Documents Sourcing Behaviors* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA). Philadelphia, PA.
  63. **McCarthy, K. S.**, Choi, J. S. \*\*, & Crossley, S. A. (2023, Nov. 16). *Improving Text Simplification in a Real-World Context: Leveraging the Automatic Readability Tool for English (ARTE)*. [Poster presentation]. Annual Meeting of the Society for Computation in Psychology (SCiP), San Francisco, CA.
  62. Hinze, S. R. & **McCarthy, K. S.** (2023, Nov. 18). *Effects of Self-Explanation and Explanatory Retrieval Practice on Immediate Test Performance*. [Poster presentation]. Annual Meeting of the Psychonomics Society, San Francisco, CA.
  61. **McCarthy, K. S.**, Hinze, S. R., Dahl, A. C. \*\*, Phillips, A. \*\*, & Malloy, J. \*\* (2023, Aug. 4). *Combining Learning Strategies: Effects of Explanation on Retrieval and Comprehension*. [Poster presentation]. Annual Meeting of the American Psychological Association, Washington, D. C.
  60. Arner, T. +, Potter, A. H. +, Newell, M. \*\*, Troemel, V. \*\*, McCarthy, K. S., & McNamara, D. S. (2023, June 28). *Collaborative Design of Professional Development for Multiple Document Comprehension: A Teacher Focus Group Study*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Oslo, Norway.
  59. Flynn, L. E. \*, Allen, L. K., **McCarthy, K. S.**, Magliano, J. P., & McNamara, D. S. (2023, June 28). *Triangulating Data Sources in Multiple Document Comprehension Tasks*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Oslo, Norway.
  58. **McCarthy, K. S.**, Watanabe, M., Huynh, L., McNamara, D. S., Magliano, J. P., & Allen, L. K. (2023, June 28). *Examining Summarization as a Tool for Supporting Multiple*

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- Document Comprehension*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Oslo, Norway.
57. Öncel, P. \*, Allen, L. K., **McCarthy, K. S.**, Magliano, J. P., & McNamara, D. S. (2023, June 28). *Self-Explanation and Think-Aloud in Multiple Document Contexts*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Oslo, Norway.
  56. Potter, A. H.<sup>+</sup>, Newell, M.<sup>\*\*</sup>, Troemel, V.<sup>\*\*</sup>, Allen, L. K., **McCarthy, K. S.**, Magliano, J. P., & McNamara, D. S. (2023, June 28). *Constructed Response Prompt Effects in Multiple Document Comprehension*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Oslo, Norway.
  55. **McCarthy, K. S.**, Newton, N. N., Allen, L. K., Magliano, J. P., & McNamara, D. S. (2023, Apr. 14). *Quantified Qualitative Coding of Constructed Responses: Rubric Development*. [Poster Presentation]. Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.
  54. Banawan, M.<sup>+</sup>, **McCarthy, K. S.**, Allen, L. K., Magliano, J. P., & McNamara, D. S. (2023, Apr. 14). *Sourcing Strategy Use in Constructed Responses within Multiple Document Integrated Reading and Writing Tasks*. [Poster Presentation]. Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.
  53. Flynn, L. \*, Magliano, J. P., Allen, L. K., **McCarthy, K. S.**, & McNamara, D. S. (2023, Apr. 14). *Relations between Cohesion in Constructed Responses and Individual Differences in Reading Literacy Skills*. [Poster Presentation]. Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.
  52. Newton, N. N.\* , **McCarthy, K. S.**, Allen, L. K., Magliano, J. P., & McNamara, D. S. (2023, Apr. 14). *Identifying how Comprehension Strategy Use is Affected by Instructional Prompts, Education Levels, and Text Domain*. [Poster Presentation]. Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.
  51. Flynn, L. E. \*, Magliano, J. P., **McCarthy, K. S.**, McNamara, D. S., & Allen, L. K. (2022, Nov. 17-20). *Leveraging a multidimensional linguistic analysis of constructed responses produced by college readers*. [Poster Presentation]. Annual Meeting of the Psychonomic Society, Boston, MA.
  50. Öncel, P. \*, Creer, S. D., Lagos, A. R., McCarthy, K. S. & Allen, L. K. (2022, November 17-20). Examining phenomenological experiences of multilingual readers [Poster session]. 63<sup>rd</sup> Annual Meeting of The Psychonomic Society, Boston, MA, USA.
  49. **McCarthy, K. S.** & Whaley, D.<sup>\*\*</sup> (2022, July 14-16). *Effects of literary-specific knowledge on the generation of interpretive inferences during reading*. [Poster Presentation]. Conference of the International Society for the Empirical Study of Literature and Other Media (IGEL). Virtual.

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48. Butterfuss, R., Newton, N.<sup>\*</sup>, Christhilf, K.<sup>\*</sup>, **McCarthy, K. S.**, Magliano, J. P., Allen, L. K., & McNamara, D. S. (2022). *Combinations of comprehension strategies in constructed responses*. [Poster presentation]. American Psychology Association Division 15 Annual Meeting, Minneapolis, MN.
47. Feller, D.<sup>\*\*</sup>, Hutson, J.<sup>++</sup>, Newell, M.<sup>\*\*</sup>, Wing-Paul, D.<sup>\*\*</sup>, Troemel, V.<sup>\*\*</sup>, Tighe, E., **McCarthy, K. S.**, Magliano, J. P. (2021, November 4-7). *The impact of modality, coherence breaks, and individual differences on bridging inferences* [Poster presentation]. Annual Meeting of the Psychonomic Society, Virtual Meeting.
46. Elara (Bandemer), A.<sup>\*\*</sup> & **McCarthy, K. S.** (2021, August 2-4). *Supporting comprehension in computer-based science simulations* [Poster presentation]. Society for Text & Discourse, Virtual Meeting.
45. Sonia, A.<sup>\*</sup>, Magliano, J. P., **McCarthy, K. S.**, Creer, S. D., McNamara, D. S., & Allen, L. K. (2021, August 2-4). *Cohesion and coherence-building in multiple document comprehension*. [Poster presentation]. Society for Text & Discourse, Virtual Meeting.
44. Flynn, L.<sup>\*</sup>, Magliano, J. P., **McCarthy, K. S.**, McNamara, D. S., & Allen, L. K. (2021, August 2-4). *Predicting cohesive comprehension based on individual differences and genre effects*. [Poster presentation]. Society for Text & Discourse, Virtual Meeting.
43. **McCarthy, K. S.**, Skinner, C.<sup>\*\*</sup>, & Spencer, A.<sup>\*\*</sup> (2021, August 12-14). *Disciplinary Comprehension: Exploring How Students Think About Different Types of Text*. [Poster presentation]. American Psychological Association, Division 15, Virtual Meeting.
42. Hutson, J. P., Feller, D.<sup>\*\*</sup>, Newell, M.<sup>\*\*</sup>, **McCarthy, K. S.**, Loschky, L. C., Greenberg, D., Tighe, E., Magliano, J. P. (2020, November 19-20). *Bridging inference generation in picture stories: The interaction of narrative constraints and literacy individual differences*. [Poster presentation]. Annual Meeting of the Psychonomic Society, Virtual Meeting.
41. Sonia, A. N.<sup>\*</sup>, Creer, S. D., **McCarthy, K. S.**, & Allen, L. K. (2020, November 19-20). *The role of reader knowledge on comprehension*. [Poster presentation]. Annual Meeting of the Psychonomic Society, Virtual Meeting.
40. Yan, E. F.<sup>\*\*</sup>, **McCarthy, K. S.**, Ackerman, T., Kurby, C., Mar, R. A., & Magliano, J. P. (2020, November). *The impact of cinematics on film comprehension*. [Poster presentation]. Annual Meeting of the Psychonomic Society, Virtual Meeting.
39. Solnyshkina, M., **McCarthy, K. S.**, Zaikin, A., Solovyev, V., Andreeva, M., & McNamara, D. S. (2020, July 21-23). *The effects of text cohesion on Russian students' recall performance*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual Conference.

## MCCARTHY

38. Whaley, D.\*\* & **McCarthy, K. S.** (2020, July 21-23). *Effects of domain-specific knowledge on literary text processing: A think-aloud investigation*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual Conference.
37. Yan, E. F.\*\* , **McCarthy, K. S.**, Ackerman, T., Kurby, C., Mar, R. A., & Magliano, J. P. (2020, July 21-23). *The role of cinematics on understanding filmed narratives*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Virtual Conference.
36. **McCarthy, K. S.** (2020, June 19-23). *Examining students' knowledge of disciplinary reading goals and strategies*. [Poster presentation]. International Conference of the Learning Sciences (ICLS), Nashville, TN.
35. **McCarthy, K. S.**, Allen, L. K., McNamara, D. S., Hutson, J. P.<sup>+</sup>, & Magliano, J. P. (2019, November 14-17). *Effects of relevancy and importance judgments on a multiple-document writing task*. [Poster presentation]. Annual Meeting of the Psychonomic Society, Montreal, QC.
34. Proske, A., McNamara, D. S., Lippman, M., **McCarthy, K. S.**, Hinze, S. R., & Narcissus, S. (2019, September 9-12). *Retrieve, self-explain, or just re-read? Conditions and effects of prompting specific learning activities in text learning*. [Poster presentation]. PaEpsy2019, Leipzig, Germany.
33. Hinze, S. R., Newell, M.\*\* , **McCarthy, K. S.** (2019, July 9-11). *Combining self-explanation and elaborative retrieval practice to facilitate comprehension*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), New York, NY.
32. Kim, M. K., **McCarthy, K. S.**, & Magliano, J. P (2019, July 9-11). *Get SMART: Improving comprehension with the Student Mental Model Analyzer for Research and Teaching*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), New York, NY.
31. **McCarthy, K. S.** & McNamara, D. S. (2019, July 9-11). *Multi-dimensional knowledge (MDK): A prior knowledge framework*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), New York, NY.
30. **McCarthy, K. S.**, McNamara, D. S., Solnyshkina, M., Tarasova, F. K., & Kuprvanov, R. (2019, July 9-11). *The Russian Language Test: Towards assessing comprehension in Russian*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), New York, NY.
29. **McCarthy, K. S.**, Watanabe, M.\* , Perret, C. A.\* , Steinberg, J. S., Drier, K. D., O'Reilly, T., & Sabatini, J. (2019, July 9-11). *Multiple dimensions of background knowledge in a scenario- based assessment*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), New York, NY.



28. **McCarthy, K. S.** & Hinze, S. R. (2019, March). *Using natural language processing to assess explanation quality in retrieval practice tasks*. [Poster presentation]. 9th Annual International Conference on Learning Analytics and Knowledge (LAK'19). Tempe, AZ.
27. Watanabe, M.\* , **McCarthy, K. S.**, & McNamara, D. S. (2019, March). *Effects of adapting text difficulty in an intelligent tutoring system*. [Poster presentation]. 9th Annual International Conference on Learning Analytics and Knowledge (LAK'19). Tempe, AZ.
26. **McCarthy, K. S.**, Hinze, S. R., McCrudden, M. T., & McNamara, D. S. (2018, November 15-18). *Effects of on-line and off-line explanation strategies in the comprehension of scientific texts*. [Poster presentation]. Annual Meeting of the Psychonomic Society, New Orleans, LA.
25. **McCarthy, K. S.**, Johnson, A.M., Watanabe, M.\* , & McNamara, D. S. (2018, November 14). *Implementing the outer loop in iSTART: Adapting text difficulty as feedback*. [Poster presentation]. Annual Meeting of the Society for Computers in Psychology (SCiP), New Orleans, LA.
24. Malbran, C., Soto, C., **McCarthy, K. S.**, Barreyro, J. P., Olmos, R., Fonseca, L., McNamara, D. S., & Simian, M. (2018, July 18-21). *iSTART-E: A Spanish web-based reading comprehension strategy trainer*. [Poster presentation]. Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Brighton, UK.
23. Watanabe, M.\* , **McCarthy, K. S.**, & McNamara, D. S. (2018, July 17-19). *Combating misconceptions about natural selection with self-explanation*. [Poster presentation]. Annual Meeting of the Society for Text and Discourse (ST&D), Brighton, UK.
22. **McCarthy, K. S.**, Soto, C., Malbran, C., Fonseca, L., Simian, M., & McNamara, D. S. (2018, June 27-30). *iSTART-E: Reading comprehension strategy training for Spanish speakers*. [Poster presentation]. 19th International Conference on Artificial Intelligence in Education (AIED), London, UK.
21. Horner, K.\* , **McCarthy, K. S.**, & McNamara, D. S. (2018, March 17). *Early adolescent socialization: The effects of internet and technology use in grades 7-8*. [Poster presentation]. Arizona Psychology Undergraduate Research Conference (AZPURC), Tempe, AZ.
20. **McCarthy, K. S.**, Hinze, S. R., & McNamara, D. S. (2017, November 9-12). *Self-explanation enhances retrieval practice effects*. [Poster presentation]. Annual Meeting of the Psychonomic Society, Vancouver, BC.
19. **McCarthy, K. S.**, Balyan, R., & McNamara, D. S. (2017, July 31-August 2). *Marrying machine learning and natural language processing to assess literary text comprehension*. [Poster presentation]. Annual Meeting for the Society for Text & Discourse (ST&D), Philadelphia, PA.

18. **McCarthy, K. S.**, Guerrero, T. A. \*, Kent, K. M., Allen, L. K. & McNamara, D. S., Chao, S., Steinberg, J., O'Reilly, T., & Sabatini, J. (2017, July 31-August 2). *Learning from texts in a scenario- based assessment: General and topic-specific background knowledge*. [Poster presentation]. Annual Meeting for the Society for Text & Discourse (ST&D), Philadelphia, PA.
17. **McCarthy, K. S.**, Johnson, A. J., Allen, L. K., Perret, C. A., Guerrero, T. A., & McNamara, D. S. (2017, February 12). *iSTART: Interactive Strategy Training for Active Reading and Thinking*. [Poster presentation]. 2nd Annual ASU Learning Innovation Showcase, Tempe, AZ.
16. **McCarthy, K. S.**, Johnson, A. M., Likens, A. D., Martin, Z. \*, & McNamara, D. S. (2017, June 25-28). *Metacognitive prompt overdose: Positive and negative effects of prompts in iSTART*. [Poster presentation]. 10th International Conference on Educational Data Mining (EDM), Wuhan, China.
15. Perret, C. A. \*, Johnson, A. J., **McCarthy, K. S.**, Guerrero, T. A., Dai, J. & McNamara, D. S. (2017, June 28-July 1). *StairStepper: A remedial and adaptive trainer within the iSTART system*. [Poster presentation]. 18th International Conference on Artificial Intelligence in Education (AIED), Wuhan, China.
14. Jarosz, A. F. & **McCarthy, K. S.** (2016, July 18-20). *The impact of reading literature on creative and analytic problem solving*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Kassel, Germany.
13. **McCarthy, K. S.** & Goldman, S. R. (2016, July 18-20). *Promoting interpretive inference generation in novice literary readers*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Kassel, Germany.
12. Tsang, A. \*, Senecal, L. \*, Joy, E. \*, & **McCarthy, K. S.** (2016, May 5-7). *Promoting literary interpretation in novices through activation of knowledge of literary conventions*. [Poster presentation]. Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.
11. Gonzalez, C. \*, Toledo, G. \*, & **McCarthy, K. S.** (2015, April 30-May 2). *The role of affective priming on the literal and interpretive representations of a short story*. [Poster presentation]. Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.
10. Toledo, G. \*, Gonzalez, C. \*, & **McCarthy, K. S.** (2015, May). *Does affective priming change the literal and interpretive representation of a short story?* [Poster presentation]. UIC Student Research Forum, Chicago, IL.
9. Forcier, G. \* & **McCarthy, K. S.** (2014, May 1-3). *The role of text, task, and reader in literary interpretation*. [Poster presentation]. Annual Meeting of the Midwestern

## MCCARTHY

Psychological Association (MPA), Chicago, IL.

8. Forcier, G. \* & **McCarthy, K. S.** (2013, April). *The effect of task instruction and genre on novice readers' engagement in literary reasoning*. [Poster presentation]. UIC Student Research Forum, Chicago, IL.
7. Briner, S. W., **McCarthy, K. S.**, Burkett, C., Levine, S., Magliano, J. P., Lee, C. D., & Goldman, S. R. (2012, July 10-12). *Toward an assessment of literary reasoning in high school students*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Montreal, QC.
6. **McCarthy K. S.** & Goldman, S. R. (2012, April 13-17). *Interpretation of authentic literary texts*. [Poster presentation]. American Educational Research Association (AERA) Annual Meeting. Vancouver, BC.
5. **McCarthy, K. S.** & Goldman, S. R. (2011, July 11-13). *Effects of multiple sources and pre-reading instruction on literary text interpretation*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Poitiers, France.
4. **McCarthy, K. S.** & Goldman, S. R. (2011, April 8-12). *Encouraging interpretation of literary text*. [Poster presentation]. American Educational Research Association (AERA) Annual Meeting. New Orleans, LA.
3. **McCarthy, K. S.** & Goldman, S. R. (2010, August 16-18). *Effects of task instruction on the interpretation of literary text*. [Poster presentation]. Annual Meeting of the Society for Text & Discourse (ST&D), Chicago, IL.
2. Campbell, S., Fox, N., & **McCarthy, K. S.** (2009, May 22-25). *Situation models facilitate comprehension within metaphor clusters*. [Poster presentation]. Annual Meeting of the Association for Psychological Science (APS), San Francisco, CA.
1. Campbell, S., Fox, N., & **McCarthy, K. S.** (2009). *Clusters facilitate metaphor comprehension: a career of metaphor perspective*. [Poster presentation]. Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.

## GRANT FUNDING

*External - Funded**Tools & Data Competitions*

**Tools Competition: Challenge for P-2 Instructional Coaching Tools (Tools 4.0, Instructional Coaching Track)**

**PI: McCarthy, K.;** Co-PI: Bingham. G.

Bill & Melinda Gates Foundation

\$1,082,500.00

2023-2025

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**Tools Competition for Research Tools (Tools 4.0, Learning Sciences Track)***PI: McCarthy, K.; Co-PI: Shapiro, B.; Darling-Aduana, J.*

Bill &amp; Melinda Gates Foundation \$1,000,000 2023-2025

**Tools Competition Math Research Tools Plus Up: Astra AI (Tools 3.0 Plus Up)***PI: McCarthy, K.; Co-PI: Shapiro, B.*

Bill &amp; Melinda Gates Foundation \$498,208.00 2023-2026

**Research Tools Support: M-Powering Teachers and Mind Wandering Data Sets (Tools 2.0 Plus Up)***PI: McCarthy, K.; Co-PI: Shapiro, B.*

Bill &amp; Melinda Gates Foundation \$899,880 2022-2025

**Tools Competition for Research Tools (Tools 3.0)***PI: McCarthy, K.; Co-PI: Shapiro, B., Crossley, S.*

Bill &amp; Melinda Gates Foundation \$1,250,000 2022-2024

**Tools Competition for Research Tools (Tools 2.0)***PI: Crossley, S.; Co-PI: McCarthy, K.*

Bill &amp; Melinda Gates Foundation \$1,000,000 2021-2023

**The Open Data for Assessment Fund***PI: McCarthy, K.; Co-PI: Shapiro, B. Crossley, S.*

Walton Family Foundation \$1,000,000 2021-2024

**The Open Data for Assessment Fund***PI: Crossley, S.; Co-PI: McCarthy, K., Shapiro, B.*

Schmidt Futures \$1,000,000 2021-2022

*Research***NSF CONVERGENCE ACCELERATOR: Improving Online Education Through Technology, Research, And Data***PI: Crossley, S.; Co-PI: McCarthy, K.*

National Science Foundation: 2035359. \$99,722 2020-2023

**Using Computational Linguistics to Detect Comprehension Processes in Constructed Responses Across Multiple Large Data Sets***PI: McNamara, D. Co-PIs: McCarthy, K., Magliano, J., Allen, L., O'Rourke, H.*

Institute of Education Sciences: R305A190063 \$599,973 2019-2023

**Examining Interactions Between On-Line and Off-Line Explanation Strategies in Science Comprehension***PI: McCarthy, K.; Co-PI: Hinze, S.*

Spencer Foundation: 201900217 \$49,992 2019-2024

## MCCARTHY

**Examining Students' Disciplinary Knowledge: Making Comprehension Strategies Visible***PI: McCarthy, K.*

APA Division 15 Early Career Research Grant      \$6,000      2019-2020

**Developing a Deeper Understanding of Cognitive Processes Driving Multiple Document Comprehension***PI: McNamara, D. Co-PIs: McCarthy, K., Magliano, J., Allen, L.*

Institute of Education Sciences: R305A180144      \$1,399,466      2018-2024

***External - Under Revision*****Exploring Individualized Generative Learning Activities in a Digital Context***PI: McCarthy, K.; Co-PI: Jaeger-Berena, A.*

Institute of Education Sciences: NCER-DLP      \$1,000,000      2025-2027

***Internal*****Exploring the Effects of Text Complexity in Civic Literacy***PI: McCarthy, K.; Co-PI: Crossley, S., Feinberg, J.*

GSU RCALL Seed Grant      \$34,915      2021-2022

**Do Acculturation Strategies Support International College Students' Literacy Skills?: Development of the ASICS Scale***PI: Yan, E.; Faculty PI: McCarthy, K.*

Adult Literacy Research Center Student Research Support Grant      \$1250      2020-2022

**Developing Materials to Explore the Nature of Comprehension Challenges in Adults with Low Literacy Skills***PI: Magliano, J.; Co-PI: McCarthy, K.*

GSU RCALL Seed Grant      \$20,000      2019-2020

**RESEARCH AFFILIATIONS**2024-      Steering Committee  
Digital Learning Platform Catalog Steering Committee2024-2026      Research Fellow  
National AI Institute for Adult Learning and Online Education (AI-ALOE)**ACADEMIC AWARDS AND HONORS**2024      [Tom Trabasso Young Investigator Award](#)

Society for Text &amp; Discourse

2024      [Early Career Impact Award](#)

## MCCARTHY

|      |                                                                                                                                                                                                                                          |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020 | Federation of Associations in Behavioral and Brain Sciences (FABBS)<br><a href="#">Amy R. Lederberg Award for Outstanding Research in Educational Psychology</a><br>College of Education and Human Development, Georgia State University |
| 2016 | Harry S. Upshaw Award for Excellence in Teaching<br>Department of Psychology, University of Illinois at Chicago                                                                                                                          |
| 2015 | Excellence in Undergraduate Mentoring Award, Honorable Mention<br>University of Illinois at Chicago                                                                                                                                      |
| 2009 | Ralph Waldo Hansen Excellence in Psychology Award<br>Department of Psychology, Augustana College                                                                                                                                         |
| 2009 | Regional Research Award<br>Midwestern Psychological Association                                                                                                                                                                          |
| 2007 | Psi Chi National Honors Society                                                                                                                                                                                                          |

## PUBLIC ENGAGEMENT &amp; MEDIA COVERAGE

|      |                                                                                                                                                                                                                                                                                                                        |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2024 |                                                                                                                                                                                                                                                                                                                        |
| 2022 | Paykamian, B. (2022, September 28). <i>What makes effective and equitable online education?</i> GovTech. <a href="https://www.govtech.com/education/higher-ed/what-makes-effective-and-equitable-online-education">https://www.govtech.com/education/higher-ed/what-makes-effective-and-equitable-online-education</a> |
| 2022 | Georgia State News Snapshot Researcher Spotlight (Aug. 2022).<br><a href="https://news.gsu.edu/2022/08/15/research-snapshot-effective-and-equitable-online-education/">https://news.gsu.edu/2022/08/15/research-snapshot-effective-and-equitable-online-education/</a>                                                 |
| 2021 | Diversifying education and providing equitable access (2021, April 23).<br>[Panelist]. <a href="#">Technology to Improve Learning: A Public Engagement Project</a> .<br><i>International Alliance to Advance Learning in the Digital Era</i> .                                                                         |
| 2020 | <i>Emerging Research in Educational Psychology</i> Podcast.<br><a href="https://podcasts.apple.com/us/podcast/dr-kathryn-soo-mccarthy-dr-danielle-mcnamara/id1429028409?i=1000516220262">https://podcasts.apple.com/us/podcast/dr-kathryn-soo-mccarthy-dr-danielle-mcnamara/id1429028409?i=1000516220262</a>           |

## MEDIA MENTIONS

|      |                                                                                                                                                                                                                                                            |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2024 | <i>Congress continues efforts to address AI</i> . FABBS. (2024, August 21).<br><a href="https://fabbs.org/news/2024/08/congress-continues-their-efforts-to-address-ai/">https://fabbs.org/news/2024/08/congress-continues-their-efforts-to-address-ai/</a> |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## TEACHING

## COURSES CREATED

| <u>Course</u> | <u>Course Name</u>                                       | <u>Years</u> | <u>Type</u>         |
|---------------|----------------------------------------------------------|--------------|---------------------|
| EPY4960       | Seminar on Research Methods in the Learning Sciences     | 2020         | Synchronous Online  |
| STEM7080      | Psychology of Teaching and Learning in STEM Environments | 2020-Present | Asynchronous Online |



MCCARTHY

**INSTRUCTOR OF RECORD*****Georgia State University***

|          |                                                          |              |                     |
|----------|----------------------------------------------------------|--------------|---------------------|
| STEM7080 | Psychology of Teaching and Learning in STEM Environments | 2020-Present | Asynchronous Online |
| EPY4960  | Seminar on Research Methods in the Learning Sciences     | 2020         | Synchronous Online  |
| EPY8050  | Psychology of Instruction                                | 2019-Present | Face-to-Face        |
| EPY7080  | Psychology of Learning and Learners                      | 2018-Present | Asynchronous Online |

***Virginia Wesleyan College (University)***

|        |                                   |      |              |
|--------|-----------------------------------|------|--------------|
| PSY101 | Introduction to Psychology, Pt. 1 | 2015 | Face-to-Face |
| PSY102 | Introduction to Psychology, Pt. 2 | 2016 | Face-to-Face |

***Illinois School of Professional Psychology***

|        |                                   |           |              |
|--------|-----------------------------------|-----------|--------------|
| PP7040 | Cognitive and Affective Processes | 2013-2015 | Face-to-Face |
|--------|-----------------------------------|-----------|--------------|

***University of Illinois at Chicago***

|         |                                        |           |              |
|---------|----------------------------------------|-----------|--------------|
| PSCH242 | Introduction to Research in Psychology | 2013-2015 | Face-to-Face |
|---------|----------------------------------------|-----------|--------------|

**ADVISING/SUPERVISING/STUDENT COMMITTEES*****Doctoral Students***

| <u>Student</u>                 | <u>Program</u>        | <u>Role</u> | <u>Graduated</u> |
|--------------------------------|-----------------------|-------------|------------------|
| Ajibola Salami                 | Ed Psych              | Chair       | In Progress      |
| Eleanor Fang Yan               | Ed Psych              | Co-Chair    | In Progress      |
| Monica Harrell<br>(Cartwright) | Ed Psych              | Committee   | In Progress      |
| Lateisha Andrews               | MSE                   | Committee   | In Progress      |
| Mi'Kayla Newell                | Ed Psych              | Committee   | Spring 2025      |
| Jamie Bernhardt                | Instructional<br>Tech | Committee   | Fall 2024        |
| Amanda Dahl                    | Ed Psych              | Committee   | Spring 2023      |
| Jennifer Martinez              | Ed Psych              | Committee   | Withdrawn        |
| Justin Shirey                  | Ed Psych              | Chair       | Withdrawn        |
| Nancy (Drew) Russell           | Ed Psych              | Committee   | Withdrawn        |
| Danny Feller                   | Ed Psych              | Committee   | Summer 2022      |

***Master's Students***

| <u>Student</u>  | <u>Program</u> | <u>Role</u> | <u>Graduated</u> |
|-----------------|----------------|-------------|------------------|
| Kyra McNaughton | Ed Psych       | Chair       | In Progress      |
| Shu Hu          | Ed Psych       | Committee   | Summer 2025      |
| Jordan Leet     | Ed Psych       | Committee   | In Progress      |

## MCCARTHY

|                          |          |           |             |
|--------------------------|----------|-----------|-------------|
| Killian Markworth        | Ed Psych | Chair     | Withdrawn   |
| Davis Whaley             | Ed Psych | Chair     | Fall 2021   |
| Lexi Elara<br>(Bandemer) | Ed Psych | Chair     | Summer 2021 |
| Mi'Kayla Newell          | Ed Psych | Chair     | Fall 2020   |
| Jollica Thomas           | Ed Psych | Committee | Fall 2020   |

## ***Research Mentoring***

### *Graduate Research Assistants*

Monique Harrell, Eleanor Yan, Anton Vogel, Joan Ebert, Annie Kipcak, Brynne Borner, Menna Abo-Elhamd, Abby Brockelsby, Heejoon Choi, Shuyuan Tu, Shanice Gay, Michael Sanford, Philip Ehrenberg, Bharadwaj Bagepalli Balaji, Amanda Dahl, Dianah Kiatabi, Jordan Batchelor, Adeola Phillips, Virginia Troemel, Mi'Kayla Newell, Jacob Snyder, Donald Freeman, James Malloy, Sierra Smith, Michelle Tobar, Zareen Hasan, Qianyi Wang, Melanie Knezevic, Corrine Skinner, Dimitri Wing-Paul, Danielle Brooks, Elizabeth Kenney, Kaitlyn Adams, HyeIn Kim, Campbell Speed, Amelia Spencer, Rachael Zimmerman, Matthew Gilpatrick, Haley Robinson

### *Undergraduate Research Assistants*

Joe Davis, Tramika Skipper, Pat Bartlett, Corey Allen, Kristina Colón, Cainan Barnes, Nari Ryoo

## TEACHING GRANTS

### 2025-2026 **Co-Principal Investigator**

*Leveraging the Artificial to Make Learning Natural: GenAI as an Interactive Near-Peer*

Georgia State University, Center for Excellence in Teaching, Learning, & Online Education (CETLOE)

Catalyst Grant. \$8,000

Co-PIs: Paul Ulrich, Katie McCarthy

This interdisciplinary project explores using ChatGPT to help students explain biological concepts. Drawing from the ICAP framework, we compare control and interactive learning activities. We examine relations between activity transcripts and learning outcomes, providing evidence for best practices in leveraging GenAI to enhance learning across courses.

### 2021-2022 **Principal Investigator**

Georgia State University, Center for Excellence in Teaching, Learning, & Online Education (CETLOE)

Teaching Mini-Grant. \$3,500

Co-PIs: Katie McCarthy, Min Kyu Kim

Funding supported the implementation and evaluation of the Student Mental Model Analyzer for Research and Teaching (SMART), an AI system for improving students' summaries of their course readings, into an online asynchronous course.

MCCARTHY

**2020-2021      Principal Investigator***Writing Across the Curriculum (WAC) Course Development Grant*Georgia State University, Center for Excellence in Teaching, Learning and Online Education,  
\$2000

Funding supported the development of a writing-intensive undergraduate course including response papers, iterative draft, peer review, and scaffolded instruction and feedback.

**SERVICE****SERVICE TO THE PROFESSION*****Leadership***

- 2025 - 2031      Governing Board, Society for Text & Discourse  
 2025-2026      President, Society for Computation in Psychology (SCiP)  
 2022-2025      Steering Committee, Society for Computation in Psychology (SCiP)  
 2018-            Coalition Chair, International Society for the Empirical Study of Literature

***Grant Review***

- 2023-2028      Principal Member, Institute of Education Sciences, Reading, Writing, and Language Development Education Research Peer Review Panel  
 2022, 2024      Panel Reviewer, National Science Foundation, CAREER  
 2021, 2022      Panel Reviewer, National Science Foundation, C-ACCEL  
 2022            Ad Hoc Proposal Review, National Science Foundation  
 2022            Panel Reviewer, Institute for Education Sciences  
 2018            Panel Reviewer, National Science Foundation, AISL

***Editorial Positions***

- 2022-2028      Associate Editor, *Learning & Individual Differences*

***Editorial Boards***

- 2023-2026      Editorial Advisory Board, *British Journal of Educational Psychology*  
 2022-2025      Editorial Board, *Learning & Instruction*  
 2022-            Editorial Board, *Journal of Educational Psychology*  
 2021-2024      Board of Reviewers, *Cognitive Science*  
 2021-            Editorial Board, *Discourse Processes*  
 2021            Principal Reviewer Board, *Journal of Educational Psychology*

***Ad Hoc Review***

*American Journal of Distance Education*  
*Assessing Writing*

*British Journal of Educational Psychology*  
*Cognitive Science*

## MCCARTHY

*Computer-Based Learning in Context*  
*Computers & Education*  
*Computers & Education: Artificial Intelligence*  
*Contemporary Educational Psychology*  
*Educational Assessment*  
*Educational Psychologist*  
*Educational Technology Research and Development*  
*English Teaching: Practice and Critique*  
*Instructional Science*  
*International Journal of Artificial Intelligence in Education*  
*Journal of Applied Research in Memory and Cognition*  
*Journal of College Reading and Learning*  
*Journal of Computer Assisted Learning*  
*Journal of Experimental Child Psychology*  
*Journal of Experimental Education*

*Journal of Intelligence*  
*Journal of Research in Reading*  
*Journal of Research on Technology in Education*  
*Journal of Second Language Writing*  
*Language and Linguistics Compass*  
*Language Learning*  
*Learning and Individual Differences*  
*Learning and Instruction*  
*Memory and Cognition*  
*Motivation Science*  
*Psychological Bulletin and Review*  
*Reading Psychology*  
*Reading and Writing*  
*Reading & Writing Quarterly*  
*Scientific Studies of Reading*  
*Scientific Reports*  
*Theory & Psychology*

### **Conference Organization/Program**

|           |                                                                  |
|-----------|------------------------------------------------------------------|
| 2022-2023 | Sr. Program Co-Chair, AERA Division C, Section 1a                |
| 2021-2022 | Jr. Program Co-Chair, AERA Division C, Section 1a                |
| 2021-2022 | Organizing Committee, Society for Text & Discourse               |
| 2018-2019 | Conference Organizing Co-Chair, Learning Analytics and Knowledge |

### **Conference Program Review**

|            |                                                                               |
|------------|-------------------------------------------------------------------------------|
| 2025-      | Ad Hoc Program Reviewer, Educational Data Mining                              |
| 2025-      | Senior Program Reviewer, AI in Education                                      |
| 2025-      | Senior Program Reviewer, International Society of the Learning Sciences       |
| 2024-      | Program Reviewer, Learning at Scale (L@S)                                     |
| 2022-      | Program Reviewer, Cognitive Science                                           |
| 2022-      | Program Reviewer, International Society for the Empirical Study of Literature |
| 2021-      | Program Reviewer, AI in Education                                             |
| 2020-2021  | Program Reviewer, International Society of the Learning Sciences              |
| 2019, 2025 | Program Reviewer, American Psychological Association, Division 15             |
| 2018-      | Program Reviewer, American Educational Research Association                   |
| 2016-      | Program Reviewer, Society for Text and Discourse                              |

### **Professional Memberships**

|       |                                                                          |
|-------|--------------------------------------------------------------------------|
| 2020- | <a href="#">SPARK Society</a>                                            |
| 2020- | International Society for the Learning Sciences ( <a href="#">ISLS</a> ) |
| 2018- | Society for the Scientific Study of Reading ( <a href="#">SSSR</a> )     |
| 2017- | <a href="#">APA Division 15, Educational Psychology</a>                  |
| 2017- | Society for Learning Analytics Research ( <a href="#">SoLAR</a> )        |
| 2017- | <a href="#">Psychonomic Society</a>                                      |

## MCCARTHY

- 2017- Society for Computation in Psychology ([SCiP](#))
- 2017- European Association for Research on Learning and Instruction ([EARLI](#))
- 2017- International Educational Data Mining Society ([IEDMS](#))
- 2017- International Artificial Intelligence in Education ([IAIED](#)) Society
- 2014- International Society for the Empirical Study of Literature ([IGEL](#))
- 2011- American Educational Research Association ([AERA](#))
- 2009- Society for Text & Discourse ([ST&D](#))

### ***Other Service to the Field***

- 2025 Mentor, ST&D Early Career Mentorship Event
- 2025 Judge, Accelerating K-12 Learning Track
- 2024-2025 Tools Competition

## SERVICE TO THE UNIVERSITY

### ***University***

- 2023 Reviewer, Ignite Awards, Georgia State University
- 2023 Reviewer, Center for Research on the Challenges of Acquiring Language & Literacy, Georgia State University
- 2020-2021 Provost's Ad Hoc Task Force on Academic Integrity

### ***College***

- 2025 New Faculty Orientation Tenure Track Panel Panelist
- 2022 CEHD Ad Hoc Committee on Annual Review Guidelines

### ***Department***

- 2025-2026 Search Committee, Tenure Track Position, BIS in Innovation and Entrepreneurship in Education
- 2024- Present Department P&T Committee
- 2022-2023 Academic Program Review (APR) Committee, Department of Learning Sciences
- 2022 Search Committee, Research Associate II, Project Liberate
- 2021-2022 Diversity, Equity, & Inclusion Committee; Department of Learning Sciences
- 2018- Coordinator, Department of Learning Sciences SONA Participant Pool
- 2018- Web Content Liaison, Department of Learning Sciences

### ***Other***

- 2021-2022 Search Committee, Tenure Track Position, Applied Linguistics & ESL
- 2019-2020 Search Committee, Tenure Track Position, Applied Linguistics & ESL