

List of publications for Eva Wennås Brante

1. Peer-reviewed papers

Holmqvist, M & Wennås Brante, E., (2011). What is discerned in teachers' expressions about planning? Similarities and differences between teachers from Sweden and Hong Kong. *Education Inquiry*, 2(3), 497-514.

Wennås Brante, E. (2012). Stand together or fall alone. Narratives from former teachers. *Narrative Works*, 3(1), 20-40. <http://journals.hil.unb.ca/index.php/NW/article/view/20170>

Wennås Brante, E. (2013). "I don't know what it is to be able to read". How students with dyslexia explain their impairment. *Support for learning*, 28(2), 79-86. DOI: 10.1111/1467-9604.12022

Ljung-Djärf, A., Holmqvist Olander, M., & Wennås Brante, E. (2013). Patterns of variation – a way to challenge and develop early childhood learning? : Concluding reflections from learning study projects conducted in Swedish early childhood education. *Creative Education*, 4(7A1), 33-42. Doi: 10.4236/ce.2013.47A1005.

Wennås Brante, E. (2013). Att orientera sig i text och bild. Skillnader mellan förmodad och faktisk läsning för läsare med dyslexi. *Acta Didactica Norge*, 7(1), (Art. 12, 20 sider).

Wennås Brante, E., Holmqvist Olander, M., & Nyström, M. (2013). Exploring the impact of contrasting cases in text and picture processing. *Journal of Visual Literacy*, 32(2), 15-38.

Holmqvist Olander, M., Wennås Brante, E. & Nyström, M. (2016). The Effect of Illustration on Improving Text Comprehension in Dyslexic Adults. *Dyslexia*. DOI: 10.1002/dys.1545

Brante, E. W., & Holmqvist, M. (2017). Reading from multimedia materials: Benefits of non-congruent pictures on reading comprehension for dyslexic readers. *Turkish Online Journal of Educational Technology*, 16, 101-114.

Stang Lund, E., Bråten, I., Wennås Brante, E., & Strømsø, H. I. (2017). Memory for textual conflicts predicts sourcing when adolescents read multiple expository texts. *Reading Psychology*, 38, 417-437. <http://dx.doi.org/10.1080/02702711.2016.1278417>

Brante, E. W., & Stang Lund, E. (2017). Undervisning i en sammansatt textvärld. En intervjustudie med svenska och norska gymnasielärare om kritisk läsning och kritisk värdering av källinformation. *Nordic Journal of Literacy Research*, 3, 1-18. doi: <https://doi.org/10.23865/njlr.v3.671>

Bråten, I., McCrudden, M., Stang Lund, E., Brante, E. W., & Strømsø, H. I. (2018). Task-oriented learning with multiple documents: Effects of topic familiarity, author expertise, and content relevance on document selection, processing, and use. *Reading Research Quarterly*, 3, 345-365. <http://dx.doi.org/10.1002/rrq.197>

Brante, E.W., & Strømsø, H.I. (2018). Sourcing in text comprehensions: A review of interventions targeting sourcing skills. *Educational Psychology Review*, 3, 773-799. DOI: 10.1007/s10648-017-9421-7

Stang Lund, E., Bråten, I., Brandmo, C., Brante, E.W., & Strømsø, H.I. (online first). Direct and indirect effects of textual and individual factors on source-content integration when reading about a socio-scientific issue. *Reading and Writing*. <https://doi.org/10.1007/s11145-018-9868-z>

Bråten, I., Brante, E. W., & Strømsø. (In press). What really matters: The role of behavioral engagement in multiple document literacy tasks. *Journal of Research in Reading*.

2. Proceedings

Brante, E. W. (2010). *Identifying critical aspects from learners' perspective*. Paper presented at the IMSCI 2010 - 4th International Multi-Conference on Society, Cybernetics and Informatics, Proceedings.

Holmqvist Olander M., Wennås Brante, E., & Nyström, M. (2014). The image of images as an aid to improve learning – An eye-tracking experiment studying the effect of contrasts in computer-based learning material. In *Proceedings of the 6th International Conference on Computer Supported Education*, p. 309-316. DOI:10.5220/0004960303090316.

3. Conference presentations

Wennås Brante, E. (2008). *Unsustainable work?* Paper presented at The 5th Interim Conference of the International Sociological Association, Oslo, 12-13 September, 2008.

Holmqvist, M. & Wennås Brante, E (2009) *Teachers' Readiness to Generative Learning*. Paper presented at 3rd Redesigning Pedagogy International Conference, National Institute of Education, Singapore, 1-3 June, 2009.

Wennås Brante, E. (2009). *Content before method when planning - is that possible?* Poster presented at EARLI 13th Biennial Conference for Research on Learning and Instruction, Amsterdam, Netherlands, 25-28 August, 2009.

Wennås Brante, E. (2010). *Identifying critical aspects from learners' perspective*. Paper presented at The 8th International Conference on Education and Information Systems, Technologies and Applications: EISTA 2010, Orlando, Florida, USA, 29 June – 2 July, 2010.

Holmqvist, M., Wennås Brante, E., Arenhill-Beckman, M., & Hjertqvist, B. (2010). *Learning Studies outside traditional school settings. Non-bullying as an object of learning in a leisure time-centre*. Paper presented at the World Association of Lesson Studies conference, Brunei, 9-11 December, 2010.

Wennås Brante, E. (2011). *Where to look, when to do it, and for what reason?* Poster presented at British Dyslexia Association 8th International Conference, Harrogate, Great Britain, 2-4 June, 2011.

Wennås Brante, E. (2011). *Double representation, less comprehension?* Round table presentation at Junior Researchers of Earli (JURE) 2011 preconference, 29-30 August, 2011, Exeter, UK.

Wennås Brante, E. (2011). *The ways students with dyslexia cope with their reading impairment*. Paper presented at Junior Researchers' of Earli (JURE) 2011 preconference, 29-30 August, 2011, Exeter, UK.

Wennås Brante, E. (2012). *More words say less – comparing quantity and quality in verbal answers in an eye-tracking study with dyslexics*. Paper presented at the 16th Conference of Junior Researchers of EARLI, 23-27 July, Regensburg, Germany.

Ljung Djärf, A. & Wennås Brante, E. (2012). *Focus on play or the object of learning, or both at the same time?* Paper presented at symposia at the World association of Lesson Studies' International conference (WALS), Singapore, 28-30 November, 2012.

Wennås Brante, E. (2013). *Att orientera sig i text och bild. Tre läsares vägar över text och bild via ögonrörelseinspelning och intervjuer.* Paper presented at conference Delaktighet i textsamhället, Umeå universitet, 13-15 February, 2103.

Wennås Brante, E., Gunnarsson, E., Olofsson, E., & Nordlander, H. (2013). *To read what not is written. Report from a learning study with inferences as a learning project in an upper secondary school.* Paper presented at the World Association of Lesson Studies' International conference 2013 (WALS), Göteborg, Sweden, 6-9 September 2013.

Holmqvist Olander, M. & Wennås Brante, E. (2014). *Individual differences in multi-modal viewing patterns.* Poster presentation at EARLI SIG 2 meeting in Rotterdam, Netherlands, 25-27 August 2014.

Wennås Brante, E. (2015). *Contrarious results from picture inspection for individual with dyslexia.* Paper presented at the EARLI 15th Biennial Conference for Research on Learning and Instruction, Limassol, Cyprus, 25-29 August, 2015.

Wennås Brante, E. (2016). *Sourcing in the backseat. An interview study with upper-secondary teachers about critical reading instruction.* Paper presented at the conference Bringing Teacher Education Forward: National and International Perspectives. Oslo, Norway, 6-8 June, 2016.

Wennås Brante, E. (2016). *Källkritik som lässtrategi.* Paper presented at the biennial SMDI-conference, Karlstad, Sweden, 24-25 November, 2016.

Wennås Brante, E. (2017). *Att läsa på Internet. Användbara strategier och vanliga fallgropar.* Paper presented at the conference PopUpDig17, Göteborg, Sweden, 19 June, 2017.

Wennås Brante, E. & Strømsø, H. (2017). *A Source to Sourcing Skills: Results from a Systematic Literature Review of Interventions Targeting Sourcing.* Paper presented at the conference Society for Text and Discourse, Philadelphia, USA, 31 July – 2 August, 2017.

Wennås Brante, E. & Anderson, P. (2017). *Dyslexia in adolescents: Sharing insights from a longitudinal study.* Paper presented at the EARLI 16th Biennial Conference for Research on Learning and Instruction, Tampere, Finland, 29 August – 2 September, 2017.

Wennås Brante, E., Strømsø, H., Stang Lund, E., & Bråten, I. (2017). *Teaching sourcing in upper-secondary school.* Paper presented at the EARLI 16th Biennial Conference for Research on Learning and Instruction, Tampere, Finland, 29 August – 2 September, 2017.

Bråten, I., McCrudden, M., Stang Lund, E., Brante, E.W., & Strømsø, H. I. (2018). *Task-oriented learning with multiple documents.* Paper presented at AERA (American Educational Research Association), New York City, USA, 13-17 April, 2018.

4. Book chapters

Wennås Brante, E. (2005). *Kampen om tiden - hur lärare gör för att synkronisera tid och arbete*. D-uppsats inom ramen för LAP-projektet. Högskolan Kristianstad.

Nilsson, L-E. & Wennås Brante, E. (2009). "Do I have to say yes?" A positioning-theoretical perspective on prioritizing and dividing work in school. I R. Harré & F. Moghaddam (Eds). *Words of Conflict, Words of War: How the Language We Use in Political Processes Sparks Fighting* (pp. 31-46). Westport, Conn.: Praeger.

Wennås Brante, E. (2010). Lust att sluta – en livsberättelseintervju med en lärare som lämnat skolan. I K. Hjort & G. Brante (red.) *Dilemman i skolan-aktuella utmaningar och professionella omställningar* (25-38). Kristianstad: Kristianstad University Press.β

Wennås Brante, E. (2011). Jag plockar de bästa bitarna [I choose bits and parts]. I M. Holmqvist (Ed.) *Skolan och läraruppdraget - att bli och vara lärare* [School and the teacher mission – to become and to be a teacher] (pp. 53-66). Lund: Studentlitteratur.

Wennås Brante, E. (2011). Verksamhetsförlagd utbildning i annat land [Teacher practice training abroad]. I M. Holmqvist (red.) *Skolan och läraruppdraget - att bli och vara lärare* [School and the teacher mission – to become and to be a teacher] (pp. 251-264). Lund: Studentlitteratur.

Landgren, L., Svärd, H., & Wennås Brante, E. (2013). Förskollärares och verksamhetens behållning av learning study [Pre-school teachers' benefit of participating in learning study]. In M. Holmqvist Olander (Ed.) *Learning study i förskolan* [Learning study in pre-school] (pp. 145-160). Lund: Studentlitteratur.

Wennås Brante, E. (2015). My mission. In K. J. Head & P. Blessinger (Eds.) *Teaching as a human experience. An anthology of contemporary poems* (pp. 27-28). Newcastle upon Tyne: Cambridge Scholar Publishing.

Wennås Brante, E. (2017). Johan, a Case Study of a Swedish Adolescent with Dyslexia. In P.L. Anderson & R. Meier-Hedde (Eds.) *Dyslexia in adolescence: Global perspectives* (pp. 33-49). NY: Routledge.

Anmarkrud, Ø., Wennås Brante, E., & Andreassen, A. (2018). Potential processing challenges of Internet use among readers with dyslexia. In J.G. Braasch, I. Bråten, & M. McCrudden (Eds.) *Handbook of multiple source use* (pp. 117-132). New York, NY: Routledge.

5. Presentations in media

Wennås, Brante, E. & Holmqvist, M. (2011). Dubbla informationskällor – ökad eller minskad förståelse? *Dyslexi, nr 2*.

Wennås Brante, E. (2011). British Dyslexia Association conference in Harrogate, UK. *Dyslexi, nr 3*.

Kiili, C. & Wennås Brante, E. (2017). Blogpost at the blog "Literacy daily". <https://www.literacyworldwide.org/blog/literacy-daily/2017/03/24/use-monthly-quiz-activities-to-practice-and-evaluate-critical-reading>

Wennås Brante, E. (2017). Vikten av att kunna värdera källor på Internet. Skolverkets hemsida. <https://www.skolverket.se/skolutveckling/forskning-och-utvarderingar/forskning/vikten-av-att-kunna-vardera-kallor-pa-internet>

Wennås Brante, E. & Kiili, C. (2018). Using Source Information to Evaluate the Credibility of Online Content. Blogpost at the blog "Literacy daily". <https://www.literacyworldwide.org/blog/literacy-daily/2018/01/19/let-your-students-experience-the-value-of-source-information>

Wennås Brante, E. (2018). Tryckta texter ger bättre läsförståelse. Skolverkets hemsida. <https://www.skolverket.se/skolutveckling/forskning-och-utvarderingar/forskning/tryckta-texter-ger-battre-lasforstaelse>