

Drawing on What Matters: Sketching Reduces Memory for Seductive Details. ALLISON J. JAEGER, ANASTASIA DAWDANOW and THOMAS F. SHIPLEY, Temple University — Seductive details are interesting pieces of information in expository text that are non-essential to the target concepts and can result in reduced comprehension (Garner, Gillingham, & White, 1989). Previous work has unsuccessfully attempted to reduce the impact of seductive details through various manipulations. Research suggests sketching is beneficial for science learning and can improve learning from science text (Ainsworth et al., 2011). The current experiment tested whether a post-reading sketching task could reduce the negative impact of seductive details and facilitate learning from a geology text. Results indicated that the presence of seductive details reduced recall of target concepts compared to a plain text. While sketching did not lead to higher recall of target concepts compared to summarizing, those who sketched recalled fewer seductive details. This suggests that sketching may help to focus attention on more relevant information in expository text. Interactions with spatial skills will also be discussed. Email: Allison J. Jaeger, [allison.jaeger@temple.edu](mailto:allison.jaeger@temple.edu)