

the sensitive questions between the PP and CB condition. The authors conclude that survey methodology continues to change and increasingly uses computers and the internet, which increasingly faces security issues. The impact of perceived anonymity of new and existing methods should be continued to be assessed and, if necessary, dealt with.

Bregje Holleman

S.E. Porter, M.E. Whitcom (2007). **Mixed-mode contacts in web surveys. Paper is not necessarily better.** *Public Opinion Quarterly* (71) 4, 635–648.

Web surveys are increasingly popular. It is difficult, however, to reach a proper sample to ask them to fill out the web survey. Email sent to the sample is often treated as spam by the potential respondents, which is not irrational, as over 40% of their emails each year is in fact spam.

This article examines whether a mixed-mode strategy of approaching respondents is beneficial for web survey response rates. Does the response rate go up when a notification or a reminder is sent by postal mail instead of by email? To assess this, the click rate (did people go to the survey's url?) as well as the response rate (did people finish the survey?) were measured. Two different web surveys were used, one in which there was a very weak relation between the survey's sender and the respondents (high school students who had asked for information about a study but did not apply), and one in which this relation was stronger (alumni who had graduated from an institution).

Contrary to previous research, little differences across experimental groups were found. For example, the group who received a paper prenotification and paper reminder showed response rates which were about 4% higher than

the all email group. Because it is more expensive to send regular mails than it is to send emails, the increase in response cost was about US\$25 per additional response, both in the weak and the strong contacts conditions. If there are non-response biases associated with the small response rate differences, each additional respondent would be worth his or her money. That was not investigated by the present study however.

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Text comprehension

L. Verhoeven and C. Perfetti (2008) **Advances in text comprehension: model, process and development.** *Applied Cognitive Psychology* (22) 3, 293–301.

A.C. Graesser (2008). **Advances in text comprehension: commentary and final perspective.** *Applied Cognitive Psychology* (22) 3, 425–429.

This special issue of *Applied Cognitive Psychology* is dedicated to new advances in text comprehension research in order to review the educational implications for the design of multimodal learning environments via computers. The first four papers deal with reading comprehension in adults, with a large variety of methods, varying from brain imaging to think-aloud protocols. For example, one article (by Perfetti, Chin-Lung and Smalhofer) compares Event Related Potentials to study word-to-text integration for skilled versus less skilled readers, whereas another paper (by Kaakinen & Hyönä) investigates the on-line processing and memory of

narrative texts via eye-tracking. In three other papers, the focus is on reading strategies and cognitive processing of children. Rouet & Coutelet, for example, study the acquisition of document search strategies in 9-13 year old students, either in a junior encyclopaedia or in a one page document.

The special issue is brought to a close by a commentary on the papers by Art Graesser. He concludes that the research reported in this special issue covers a wide range of materials and tasks, from the comprehension of short text segments, to search strategies in a database, or learning from a multimedia environment. It is difficult to generalize findings from these different studies to real world applications, however, if there is no deeper analysis of the type of texts or tests they are dealing with.

Bregje Holleman

Jocelyne Bisaillon (2007). **Professional Editing Strategies Used by Six Editors.** *Written Communication*, October. Volume 24 (4). 295-322.

Although a considerable amount of work has been done on the editing/revision process by those who self-edit, less is known about the process used by professional editors, who are trained to revise, edit and proofread and spend their working days improving other people's texts. However, Jocelyne Bisaillon points out that identifying the approach used by professional editors should enable researchers to better grasp the revision process and might also help to improve education in editing and revision. To further explore this hypothesis, she conducted research among professional editors, six of whom she filmed as they engaged in their practice.

The interview data was examined from two perspectives, normative and communicational. The

former category involved bringing the texts into line with linguistic rules while the latter emphasized text-reader relationship. In order to make the revision more authentic, genuine texts that could be published for a real audience were used. It was noted that some editors went further than just ridding the text of grammatical errors, thus harbouring a broader notion of revision, perhaps that of making the text easier for readers to understand as well as demonstrating the need to improve the content itself. Retrospective verbalization was used along with a video of the editors making their modifications. Their subsequent reasons for these modifications were recorded on an audio cassette. In order to code the problem-solving strategies used in editing, a grid was developed describing the editors' work process and identifying the strategies they used to detect and to solve problems.

Problem detection was seen to be a combination of pre-knowledge of problems and their solutions along with uncertain knowledge or even lack of knowledge as to the genuineness of the problem. The resultant problem-solving strategies included automatic corrections as well as immediate or postponed strategies. Automatic correction was most often used to solve spelling, grammar, and punctuation problems. Situations which made editors unable to correct a problem automatically generally arose from comprehension. Reflection and judgment were therefore required. Editors then had to reflect, draw on their knowledge of the topic at hand, and decide on the appropriate manner in which to improve clarity. There were three forms of an immediate solution: no modification, revision or rewriting. The postponed strategy involved editors making a tentative solution which they could reconsider later or making a suggestion to the author who would have the last word, or leaving it without a solution.

The study concludes that editing is not essentially an automatic process although experience from certain