IS1404 E-READ: Evolution of Reading in the Age of Digitization

Position paper

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WG(s):
First preference: WG3: Experiential/emotional aspects of reading
Second preference: WG2: Developmental aspects of reading

1. **Potential research contribution** in light of, or linked to
A. WG interest and Scientific programme:

WG3

Preliminary empirical studies have shown that digital substrates possess potentially harmful effects on the reading and interpretation of mainly long-form, thorough, profound linear texts – in both the fiction and non-fiction genre. The question pertains to which extent the causes lie in either the characteristics of the substrate or the fact that subjects in these experiments are mainly readers lacking experience in digital reading. The fact that they have grown up with the conventions of printed texts, gives them an advantage, thus explaining the positive outcomes for this medium. I would like to carry out experiments studying both novices and experts in both print and digital reading of both narrative and informational texts. These studies will shed light on the advantages as well as disadvantages of printed and digital substrates.

WG2

At the Dutch Reading Foundation, we approach the effects of the digitization on deep reading not only in terms of threats but also of opportunities. As stated in the Memorandum of Understanding, young readers might be distracted by animations and hyperlinks that transform deep reading into a superficial process of skimming, browsing and navigating. However, these digital features might also enhance the literary experience. They have the potential to specifically attract young readers, boys and other groups for whom reading is not a natural habit. Moreover, research into digital picture books containing animated pictures, music and sound effects, quizzes, dictionaries and games has shown that these features stimulate the language development and reading skills of toddler´s and children who are learning to read. At the moment, we are writing an application for a series of experiments into the effects of enhanced e-books for children in primary and secondary education. The research so far has focused on enhanced picture books for the youngest children (0-7 years of age).

B. Action objectives (pages 7-10 in the MoU):
- contributing to the comprehensive, integrative model of print and digital reading
- contributing to the aggregate measures, by adding expertise from the Netherlands in both surveys into digital reading behavior (Stichting Marktonderzoek Boekenvak) and

questionnaires for measuring the literary experience (attention, immersion, identification, comprehension, interpretation).

- sharing our scientific knowledge in the community of reading promotors.

- increasing the collaboration between scientific research teams and reading promotors.

- joining (international) research groups for groundbreaking, collaborative research.

- sharing the data and publications from research initiated by the Dutch Reading Foundation (in collaboration with both scientists and the reading industry (publishers, app developers, etc)).

2. Interest in

A. organizing and/or participating in a **short-term scientific mission (STSM).**

Optional: pursuing what research questions/projects; where to/with whom; linked to what objective(s) of the Action:

B. organizing and/or participating in a **Training School** (please indicate what kind of training [theoretical; methodological; technical]).

Optional: linked to what objective(s) of the Action:

I am highly experienced in measuring the literary experience by setting up surveys and questionnaires. Besides that, I am interested in using measurements covering the reading process, such as eye tracking and keybord tracking, and in cognitive and neurological aspects of reading (Fmri-scans). I hope to learn about these techniques during exchanges (short-term scientific mission (STSM) and Training Schools) with specialised European research labs.