



NEWSLETTER #5



June 2017

SAVE THE DATE: 27 to 29 September BOOKS AND SCREENS AND THE READING BRAIN, Vilnius University, Lithuania

The multidisciplinary EU COST E-READ Action, running between November 2014 and November 2018 has fostered intensive empirical research on the effects of the wholesale adoption of screens for reading. The conference “Books and screens and the reading brain” is intended to showcase some of the preliminary findings. What really changes and why? The keynote speaker will be Philip Davis, author of *Reading and the Reader* (2013).

Organization: E-READ, SHARP and Vilnius University Faculty of Communication

Conference web site: <http://www.eread.kf.vu.lt/>



E-READ Meeting in Lisbon

A combined MC and WG meeting was held in Lisbon (23-24 January) at Universidade de Lisboa, Faculdade de Letras. Besides group work, a strategy for disseminating information on E-READ to all stakeholders in the participating countries was set up by Zoran Velagic. Thank you to the hosts, Armanda Costa, Isabel Falé, Carla Ganito and colleagues, for organizing this meeting in the beautiful city of

Lisbon.

Action Rapporteur's Evaluation: EXCELLENT SCIENTIFIC PROGRESS FOR E-READ

The E-READ Scientific Progress Report was submitted in November-16, and in January we got the evaluation from the COST Action's Rapporteur. Here are some excerpts from the summary:

“The E-READ Action shows excellent progress after 24 months, in line with the objectives and deliverables in the Action Memorandum of Understanding. The activities/deliverables already achieved, under development or planned for the second half of the Action, comprehensively span the Action's main objective and the secondary objectives.

The scientific production [...] is of a very high level. It is imbued with the multidisciplinary and integrative spirit that is central to the Action's main objective. A cornerstone of the scientific production is the integrative framework for reading research published in 2016, which provides a clear reference for the scientific production within and across Action Working Groups.

The Action evidences activities and production of scientific publications (articles, books, book chapters) resulting from collaboration within and across Action Working Groups, with clear participation from authors from COST Inclusiveness Target Countries (ITCs). [...] Great care has been put into involving Early Stage Researchers (ESRs) in the Action activities, notably in the Short-Term Scientific Missions – where ESRs account for 71% of the grantees –, and in the Training Schools – where ESRs account for 44% of the grantees.



The Action is being managed in full accordance with the workplan included in the MoU as regards network meetings, scientific missions, training schools, working groups, etc.

Awareness-raising and dissemination activities, channels and tools have been put in place, which will be essential as more outputs become available in the second half of the Action. Investing in a dissemination strategy that is mindful of the needs and requirements of the different stakeholders will yield an enhanced impact.

The Action has been most successful in raising interest in the scientific and academic community. It should be praised for managing to register an expansion from the initial 20 countries to the current 34 countries, corresponding to about 170 members. In addition, COST policies as regards ESRs, ICTs and gender balance are being implemented as a matter of routine in the different Action activities.”

WG1 Activities



WG1 Subgroup **Reading comprehension of print and digital texts: A meta-analysis**

While there are some systematic reviews on the issue of the potential differences in comprehension of reading print or digital texts, they were conducted either before the rise of the Internet and portable devices, or just focused on the assessment of reading skills. Our meta-analysis goal is to expand on these previous efforts by reviewing empirical studies that compared reading comprehension of print and digital texts, published during the period 2000-2016. In July 2017 the subgroup will meet in Valencia to discuss the results and to start writing a scientific report. In September 2017 we plan to present the data at the “Books and Screens and the Reading Brain” conference.

WG1 Subgroup **Emotional stories database**

The subgroup working on the “Emotional stories database” has increased the number of participants in the project. Twelve researchers from nine different EU countries have joined to build up a database with emotional short texts written from an internal perspective. The new data and information will be shared through the Open Science Framework. The group will be meeting again in Vilnius next September, to make decisions about new projects in which these emotional stories can be used.

Digital Literacy and teachers’ training

One of the outcomes of the WG1 E-READ COST meeting in Lisbon was the creation of the new subgroup “Digital Literacy and teachers’ training”, which has started to work on exploring how teachers are prepared to the introduction of new technologies into their pedagogical practices. The idea behind this research group is to identify EU teachers’ needs in order to better support their students’ learning process and to develop broader digital literacy skills, including e-reading skills. One of the first overall aims of this subgroup is to conduct a preliminary research on collecting data from a big number of teachers from different EU countries in order to prepare inspiring and practical training materials and tools as well as an innovative methodology in order to organize a Massive Open Online Teachers’ Training Course on key digital literacies. The first step is to create an online questionnaire, which will be distributed both among the E-READ COST community and in the participating members’ national and EU networks. The group will also organize its first face-to-face meeting in Vilnius and all interested members will have the possibility to join the group.

WG2 Activities



WG2 are now weeks away from their edited volume, “Learning to read in a digital world”, being handed over to the publishers, John Benjamins. It is anticipated that the book will be published in early 2018. The work group is now turning its sights to research collaborations that can be cemented in the second half of the COST action. As

part of this, a call has gone out for interest in research studies around the topic of “deep reading” and how the development of this skill may be impacted for youth growing up in a more digitized environment. Please contact Jenny Thomson, (j.m.thomson@sheffield.ac.uk) if you are interested in joining this research group.

WG3 Activities



The reading environment study (focus groups) carried out by the “Social Cluster” within WG3 in 2016 has been written up in a journal article, currently under minor revisions. As a spinoff from this study, in-depth interviews on embodied aspects of reading in the home are being conducted in Slovenia and Sweden. A group of WG3/WG4 members continues to work on the analysis of survey data

on reading from mobile phones (Danish sample). In the “Aesthetic Cluster”, intensive work on multi-method experiments investigating readers’ mental imagery and poetry/prose processing across devices is underway in Germany, Hungary, and Italy. Studies combine ratings, qualitative and quantitative text analysis, eye tracking, fMRI, and (possibly) phenomenological methods. Data from the poetry project was discussed at a small meeting in Catania in late May, and preliminary results will be presented at the European Conference on Eye Movements (ECEM) in Wuppertal, Germany, in August. At the E-READ/SHARP conference in Vilnius this fall, WG3 will be represented by several papers reporting this and other work.

WG4 Activities



In WG4, the current projects are a multi-authored book on embodiment in reading (we’ll be meeting in Vilnius to discuss it) and a collection of essays on the importance of materiality in understanding reading. Upcoming activities are as follows:

- As a result of the meeting ‘Reading to do’ held in October 2015 at Department of Typography & Graphic

Communication University of Reading and organized by Alison Black, Ann Marcus Quinn (University of Limerick) and Sue Walker (University of Reading), we are currently inviting proposals for the anthology *The Materiality of Reading* (eds. Sue Walker & Theresa Schilhab) from all E-READ members with 15th June as the deadline. The anthology pivots around topics relevant to the history, theory and practice of reading and publishing under the following sections; Object (the form of the book); Person (the influence of the reader on aspects of materiality) and Culture and society (how the material attributes of books influence traditions, values and creative activity). We are asking for engaging and accessible papers of no longer than 2000 words, and with relatively few references. Please send abstracts to s.f.walker@reading.ac.uk & tsc@edu.au.dk.

- From March 18 to April 3, Valeria Levratto, PhD in Communication and Education in Digital Environments University of Madrid, UNED. Teaching Collaborator, Department of didactics, school organization and special education, University of Madrid, UNED; Lecturer in Nebrija University in Master’s degree in teacher training; Teacher in Camilo José Cela University, Madrid at the official Master’s degree in e-learning and educational technology, visited Theresa Schilhab, Msc., BA, PhD. Dr. Paed. (Senior Doctoral Degree in Pedagogical Neuroscience) on an STSM about the project “Self-regulation in mobile phone use”.

- Strategic dissemination meeting; Professor Miha Kovač and PhD Alenka Kepic Mohar arranged the annual meeting of primary school headmasters; “Mladinska knjiga Založba”, in Ljubljana, Slovenia on May 19. The keynote speaker was Theresa Schilhab, Msc., BA, PhD. Dr. Paed. (Senior Doctoral Degree in Pedagogical Neuroscience), who talked about ‘A view on the use of Smart Technology in school’.

JUSTYNA DESZCZ-TRYHUBCZAK awarded a Marie Skłodowska-Curie Research Individual Fellowship with project ChildAct

Dr. Justyna Deszcz-Tryhubczak (The University of Wrocław, Poland) has received the EU Horizon 2020, Marie Skłodowska-Curie Research Individual Fellowship for the project “ChildAct: Shaping a Preferable Future: Children Reading, Thinking and Talking about Alternative Communities and Times” (2017-2018). The project examines utopianism as a significant element of discourse about children, manifesting in various cultural products addressed to them. Justyna will conduct participatory research with children as peer researchers aimed at creating egalitarian spaces within which young readers are not only heard but also collaborate with adults towards a



better understanding of how books shape ideas for the desirable future. This approach—an innovation in children’s literature studies—has a huge potential for making children’s literature scholarship relevant to young people’s lives as a cultural practice sustaining intergenerational dialogue. Justyna’s participation in E-READ, and in particular her cooperation with prof. Frank Huysmans (University of Amsterdam) on their joint contribution to WG 2’s book project “Learning to read in a digital world,” has substantially helped her to work out the research methodology proposed in ChildAct. Justyna is going to work on the MSC project in cooperation with Prof. Eugene Giddens at the Department of English and Media, Anglia Ruskin University, Cambridge, UK.

STSM at Freie Universität
Berlin, Germany
Lilla Magyar, Pázmány
Péter Catholic University,
Budapest, Hungary
Host: Arthur Jacobs



I spent three months at the Dahlem Institute for Neuroimaging of Emotion (D.I.N.E) of the Freie Universität in Berlin working with E-READ colleagues, Anne Mangel, Jana Lüdtker and Arthur Jacobs. During my stay, we designed an experiment and collected data with surveys and eye-tracking methodology to investigate whether different narrative styles induce different types of mental imagery or mental simulation. The STSM provided me a unique opportunity to learn about research methods, which I can apply in further studies at my home institution. I am very grateful for all the help I received from my colleagues and for the very inspiring collaboration. The project brought together researchers from different disciplines, used different methodologies and integrated different areas of knowledge (from literary theories to experimental psychology).

STSM at Cognitive
Neuroscience Lab,
Jyväskylä, Finland
Simon Tiffin-Richards,
Max Planck Institute for
Human Development,
Berlin, Germany
Host: Paavo Leppänen



With the support of the E-READ program for Short Term Scientific Missions, I was able to spend a week at the Cognitive Neuroscience Lab of Prof. Leppänen in Jyväskylä, Finland. During this STSM I was able to get some inspiring insights into the co-registration of eye movements and EEG signals. Both eye-tracking and EEG have been used extensively in the investigation of reading processes in diverse contexts. The combination of these two techniques is still very new and, so far, has seen little application in reading research. Being able to spend time at one of the few labs currently conducting co-registration reading studies was both academically and personally a great experience, and I thank Prof. Leppänen and the STSM program for this opportunity and encourage other young researchers to take advantage of this excellent program.

International Holocaust Remembrance Day Book Launch

On the occasion of the International Holocaust Remembrance Day (27.01.2017) two E-READ members, Pasqualina Sorrentino and Massimo Salgaro, organized a book-launch of the novel *Le lunghe notti di Anna Alritz* (2014) by Ilva Fabiani. The two meetings took place in Verona and Merano.



STSM at University of
Turku, Finland
Ugo Ballenghein,
Université Paris 8, France
Host: Johanna Kaakinen



My STSM in Turku, Finland, allowed me to work on data collected in Paris. The richness of the E-READ project is to offer its members the opportunity to share knowledge with researchers from all over Europe. Thanks to this period of research, we were able to process the data and write the manuscript of an article we submitted.

STSM at The Dahlem Institute for
Neuroimaging of Emotion, Berlin,
Germany
Orsolya Papp-Zipernovszky,
University of Szeged, Institute of
Psychology
Host: Artur Jacobs



The goals of my STSM in Berlin in March were twofold: firstly, based on an ongoing COST collaborative research project on Shakespeare sonnets within Working Group3 the data evaluation needed to be worked out. The second aim was to get to be a bit more familiar with neurocognitive methods of examining poetry reception. The Dahlem Institute for Neuroimaging of Emotion in Berlin led by Prof. Arthur Jacobs was a perfect place to discuss some advantages and disadvantages of the eye-tracking method as well as measuring heart rate in reading research. Thank you, Jana, Anne and Art!

NEXT DEADLINE FOR STSMs

The latest call for new STSMs will be available here:

<http://ereadcost.eu/category/stsm-s/>

Next deadlines: **August 10, 2017; November 10, 2017**

E-READ in the spotlight

News about E-READ was featured in the *Frankfurter Allgemeine Woche* April, 2017; *Frankfurter Allgemeine Zeitung* March 3, 2017; *New Scientist* February 11, 2017.

More info on: <http://ereadcost.eu>

Newsletter Team

Justyna Deszcz-Tryhubczak
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Patrícia Dias

FINAL MEETING IN STAVANGER

Save the date:

E-READ will have its final conference/meeting in Stavanger, **October 3-5, 2018**



<http://ereadcost.eu>

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