

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

Position paper

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WG(s): WG1: Continuing/skilled (PISA-age) reading

WG2: Developmental aspects of reading

1. **Potential research contribution** in light of, or linked to

A. WG interest and Scientific programme:

In our new research project* (intervention project in Secondary Education) we will focus on trying to improve teachers' ability to propose (and teach their students how to solve) reading comprehension tasks differing in levels of depth after reading multiple expository texts – similar to what is expected from students in the PISA test and in daily life-. Also, we will compare the result of this intervention when students read from on paper versus in screen. Finally, we are considering the possibility of incorporating multiple metacognitive judgments measures.

Therefore, we expect to contribute to the WG interest by providing new evidence on:

- The differences on comprehension performance (in surface and deep comprehension questions) after reading multiple expository texts from paper versus reading from digitalized texts, in school settings.
- The impact of reading multiple texts in different supports (paper vs. screen) on multiple metacognitive judgments.
- The impact of the intervention on different level of comprehension performance (surface and deep) and multiple metacognitive judgments in both conditions (paper and screen).

The measures we will collect will be mostly qualitative (questionnaires, screen captures) by using reading and writing software.

* The project is currently being planned by LEAC (Reading, writing and Knowledge Acquisition) research group, in the University of Barcelona –Spain-

We would like to establish relationship and collaboration with other research teams that focus on studying the impact of digital features on reading, in order to prepare the intervention of the study and to improve our understanding of the results. We would also like to collaborate with researchers whose focus is metacognition when reading multiple texts from different reading devices.

B. Action objectives (pages 7-10 in the MoU):

From the research we conduct we expect to:

- provide evidence on the impact of the intervention on comprehension performance in questions differing in depth when Secondary Education students read from multiple texts.

- derive evidence-based recommendations to educational practitioners and policy makers.
- to facilitate joint scientific publications and new interdisciplinary, collaborative research projects.
- to establish long-term theoretically and methodologically innovative research collaboration;

These two objectives are considered together, because from the collaborations we aim at establishing with other researchers, we expect to publish joint scientific articles and to develop new collaborative research projects, constructing new theoretical and methodological knowledge.

- to facilitate exchange of researchers (juniors and early career researchers). The doctoral students in our research group are willing to participate in a training school and to get to know different kind of instruments and methods to carry out new research. LEAC research groups is also willing to host doctoral students.

2. Interest in

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

I would like to participate in a STSM, to get more knowledge about the impact of different features and variables of electronic reading that could be involved when reading digitalized expository texts in the context of the classroom, and how these variables can (or can not) be controlled. This information would be important to specify the intervention in our new research project. Therefore the STSM should take place before the month of August of the present year -the intervention will start on September 2015-.

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

I would like to participate in a technical Training School to get to learn some data collection instruments/procedures such as eye-tracking in computer interaction (ex.: Tobii) and to interpret the resulting data.