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

Position paper

Name: Lefkios Neophytou

WG(s): WG3 *Experiential and emotional aspects of reading*

1. **Potential research contribution** in light of, or linked to
A. WG interest and Scientific programme:
WG3:Experiential and emotional aspects of reading

As regards the tasks and experiments outlined in the MoU for WG3, I could contribute in the design and implementation of surveys in elementary schools to examine the impact that digital interface features have on the emotional and experiential aspects of literary reading. Further, I could facilitate the active involvent of students and teachers, since I am affiliated with organizations in Cyprus that have direct access to schools.

Furtner, my contribution, beyond the types of work described in the MoU, could be in examining the impact that the different features and variables of electronic reading have on the ability and motivation of children(6-11), paired with the instructional approach applied by the teacher. Thus, provide an additional perspective, that could extend beyond the capacities of the e-medium and examine issues that connect the medium with its exploitation by the teacher. In this context, the effectiveness of teacher training along with their beliefs, attitudes, motivation and readiness could bring to surface issues of effective teacher training seminars. The particular features and variables of electronic reading, as outlined in the MoU, could serve as a methodological framework upon which research on existing teaching practises could be designed, and further, provide guidelines for the development of teacher training seminars and instructional guides.

B. Action objectives (pages 7-10 in the MoU):
My contribution as regards the overall objective of the action could be primarily focused (but not limited) into the accomplishment of the following objectives:
- to provide evidence-based recommendations to educational practitioners and policy makers;
- to prompt systematic, empirical, interdisciplinary research transcending established
   boundaries between scientific disciplines involved in reading research;
-to provide a solid platform for strong and competitive education policies and pedagogies built on empirically derived knowledge of the effects of technology on reading.

My interest stems from the premises described below:
(a) As a researcher in the field of curriculum studies I would like to be actively engaged in a
    discourse about developing new research paradigms since, inevitably these will influence,
    via curriculum development, educational policy and practice. I believe that my expertise

will be a valuable input in the Action since it will provide both the theoretical basis for the development of educational policy and the the practical framework for applying this policy into practice. Having experience from other, similar oriented, large scale EU projects I believe that I could contribute to the transfer of knowledge among different projects and initiatives that aim to promote literacy at a European level. This transfer of knowledge will also be supported by my affiliation with various institutions and organizations in Cyprus (University of Nicosia, Cyprus Pedagogical institute, University of Cyprus, Office of the Commissioner for Children Rights, Cyprus Gender Research Institute/ EKIF).

(b) As a teacher trainer, affiliated with various teacher training institutions, I am interested to examine how teachers, as transformative intellectuals, can contribute to the process of developing practices for the evolution of reading in the age of digitization. I believe that any attempt to bring about sustainable social change cannot be done without taking teachers into account. My interest is therefore based on the premise that educators, being at the cutting edge of any endeavor for change, can make a difference. However, unless teachers have a role to play in shaping the aspired vision, any attempts for progress will most likely be ineffective. Therefore, I am interested in finding ways to establish practices of inclusion and joint meaning that would include teachers in the process of the developing practices for the evolution of reading, rather than imposing on them a ready made plan.

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: