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:

Reading on the Internet demands that adolescents acquire new skills, that although may to some extent be present in print reading, are rather ubiquitous on Internet reading. One of those major skills is adopting a critical stance while reading, which is required due to the great variability on the quality of information existing on the Internet. How do adolescents evaluate the credibility of information from a search engine? Which criteria do they use to follow recommendations from web forums? Are they prepared to cope with the demands of such medium? Existing research shows that adolescents are rather uncritical when reading on the Internet, and that this pattern is worst in at risk populations with severe problems of credulity, such as people with intellectual disabilities. We plan to identify the components that explain adolescents' uncritical reading on the Internet. We are interested in a broad set of aspects, including psychological (e.g. development of critical reading across adolescence, studying at risk populations such as readers with intellectual disabilities), task demands (as described by the PISA framework), or document type (e.g. tablet or printed textbook).

To capture the complexity of this topic we plan to use a set of variety of research methods, including experiments at schools (with both regular and at risk populations), eye-tracking glasses to capture students' attention to critical information with different documents (tablet, printed textbook), semi-structured interviews, and log-files analyses (for studies that require navigation across web pages).

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

- identify online (while reading) measures of critical reading on the Internet

- increase the international collaboration between research teams working on complementary projects

- develop joint scientific publications across COST teams

- provide empirically based recommendations for editorials and teachers to improve critical Internet reading

- promote a common European research agenda (e.g. by performing comparative studies of critical Internet reading across different countries)

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:

Given common research interests regarding the topic of critical reading on the
Internet, we would like to develop a STSM together with E-READ participants
from Oslo (Norway), Tuebingen (Germany) and Münster (Germany), as well as other teams interested to pursue these goals. Specifically, we would aim to develop valid measures on source evaluation and do cross-country comparisons on students' sourcing skills.

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:

We would like to promote (either as organizers or participants) a Training School on the topic of critical reading on the Internet.