

IS1404

Evolution of REading in the Age of Digitisation (E-READ)

Objectives

The main objective of the Action proposal is to develop, on the basis of an integrative model of reading, an aggregate measure of reading on paper and screens. The model and measure will improve scientific understanding of the implications of digitization and help individuals, disciplines, societies and sectors across Europe to cope optimally with the effects, and consolidate E-READ as a hallmark European research initiative across scientific, disciplinary and national boundaries.

Abstract

Developments in basic reading skills are a matter of urgent concern, and literacy is a key factor in the EU's growth strategy (Europe 2020). Research shows that the amount of time spent reading long-form texts is in decline, and due to digitization, reading is becoming more intermittent and fragmented. In international reading assessments (TIMSS/PIRLS [2006; 2011]; PISA [2009, 2012]), students from Asia, Canada and Oceania outperformed European students on several measures. In Europe, one in five lacks adequate reading skills. There is much speculation about the cognitive implications of digitization, and empirical evidence indicates that affordances of screen devices might negatively impact cognitive and emotional aspects of reading. The goal of this Action proposal is to improve scientific understanding of the implications of digitization, hence helping individuals, disciplines, societies and sectors across Europe to cope optimally with the effects.

Based on a multidimensional, integrative model of reading, and combining paradigms from experimental sciences with perspectives (e.g., diachronic) from the humanities, the Action proposal will develop new research paradigms, and metrics for assessing the impact of digitization on reading. These metrics enable the development of evidence-based knowledge of paper and screen reading, and provide guidance for practitioners, policy makers, publishers and designers.



Keywords: Reading on paper and screen, effects of digitization, substrate affordances, ergonomics of reading, interdisciplinary empirical research

Working Groups

- WG1 Continuing/skilled (PISA-age) reading
- WG2 Developmental aspects of reading
- WG3 Experiential and emotional aspects of reading
- WG4 The ergonomics of reading (physiology; haptic & tactile feedback)

Non-COST participation: Canada, USA

Interested Countries: 15

Proposer: **NO**
AT, CY, CZ, DE, DK,
ES, FI, FR, HR, IL,
NL, SE, SI, UK

