



NEWSLETTER #6



December 2017

Upcoming Events

IGEL Conference, 25th to 28th July, 2018, Stavanger, Norway

IGEL, The International Society for the Empirical Study of Literature and Media, is a highly interdisciplinary society of scholars and researchers involved in empirical studies of the nature, effects, and implications of literature and literary reading. For two decades, IGEL has conducted biennial conferences in North-America and Europe. IGEL and the Norwegian Centre for Reading Education and Research, University of Stavanger, are proud to welcome you to the 16th biennial IGEL Conference in Stavanger, Norway.

The Call for Papers is available at http://igel2018.no/news/call_for_papers/



COST E-READ NETWORKING CONFERENCE, 3rd to 5th October 2018, in Stavanger, Norway

How does digitisation change the ways we read? What do we currently know about the differences between reading on paper and reading on screens? The current wholesale adoption of digital screens – in educational as well as leisure settings – is profoundly affecting our reading habits. Since November 2014, researchers from a wide variety of disciplines all over Europe have come together, in the framework of the COST Action E-READ, to pursue such questions and to begin mapping the effects of digitisation on reading. On October 3-5, they meet at The University of Stavanger for a showcase conference to present some of the findings and to discuss implications of digitisation for stakeholders such as the educational field, policy makers, and publishers. Invited speaker at the conference is Maryanne Wolf,

internationally renowned reading researcher and author of *Proust and the Squid: The Story and Science of the Reading Brain* (2008).



Vilnius University, 27th to 29th September:

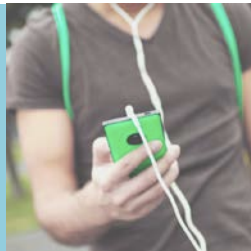
BOOKS AND SCREENS AND THE READING BRAIN

In September 2017, the Faculty of Communication, Vilnius University, hosted "Books and Screens and the Reading Brain", an international conference co-organized by E-READ and the Society for the History of Authorship, Reading and Publishing (SHARP). The sessions included a number of papers by E-READ members, who discussed preliminary findings of the research carried out within the network. Some of the conference highlights were "Praxis Not Techne", the plenary lecture by Philip Davis; the round table with stakeholders (European Parents' Association, publishing house TEV), chaired by Miha Kovač and Adriaan van der Weel; working groups' round tables; and the presentations of the COST actions IS1401 European Literacy Network and IS1410 DigiLitEY, chaired by Anne Mangen. The E-READ

members also convened for the MC meeting. Finally, the conference was an opportunity to interview several E-READ members about their understanding of reading. The interviews can be found at <http://ereadcost.eu/video-interview-from-vilnius-conference/>



WG1 Activities



SUBGROUP Reading comprehension of print and digital texts: A meta-analysis

There is still no consensus about the potential differences in comprehension of reading print or digital texts. Our meta-analysis goal is reviewing empirical studies that compared reading comprehension of print and digital texts, published during the period 2000-2016. Based on theoretical proposals aimed to explain the reading comprehension differences between formats (e.g. digital metacomprehension deficit, source perceived necessary effort, digital natives, shallowing processing), we aim to test the effects of various moderators of the potential differences, including individual differences (e.g. age), materials (e.g. genre, length), device (computer, tablet, e-reader) and context (e.g. provision of training with digital devices).

We first screened 1347 potentially relevant articles, out of which we selected 58 studies. After performing backwards and forwards search, we ended up with 69 studies. We have now fully coded the studies, and are currently analysing the data. In July 2017, the subgroup met in Valencia to discuss the results and to start writing a scientific report. In October 2017, we presented some data at the "Books and Screens and the Reading Brain" conference. We are currently working on the manuscript, and we plan to submit it to a journal before the end of 2017.

SUBGROUP Emotional stories database

The subgroup working on the "Emotional stories database" includes twelve researchers from nine EU countries. Each country has collected several narrative texts and has rated them in terms of valence (whether the emotion is positive or negative) and arousal (intensity of the emotion), using the Self-Assessment Manikin (SAM) scale (Bradley & Lang, 1994). Raters also indicated the level of comprehensibility of each text. In May, the group met in Barcelona in order to share the

preliminary results of the texts rating. The group decided to translate the texts collected by each researcher into English and to tag them. The new data and information will be shared through the Open Science Framework. At the “Books and Screens and The Reading Brain” conference, one of the members of the group presented preliminary results of the ratings. Furthermore, at the meeting that took place in Vilnius, we decided to conduct specific analyses on the data obtained with the different texts collected. Another decision was to publish the procedure followed to characterize the texts in terms of value and arousal to enable researchers from other countries to use them.

SUBGROUP Digital Literacy and teachers’ training

One of the outcomes of the WG1 E-READ 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 inclusion of new technologies in their pedagogical practices. The idea behind this research group is to identify EU teachers’ needs in order to better support their students’ learning process to develop broader digital literacy skills such as e-reading skills. One of the first overall aims of this subgroup is to conduct a preliminary research on collecting data from a substantial 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 organise 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 within the E-READ community and in the participating members’ national and EU networks.

The group presented its project at the “Books and Screens and The Reading Brain” conference in Vilnius. At the moment the core group is composed of 4 EU countries (Greece, Spain, Slovakia and Cyprus) and we plan a meeting in Thessaloniki this December.

WG2 Activities



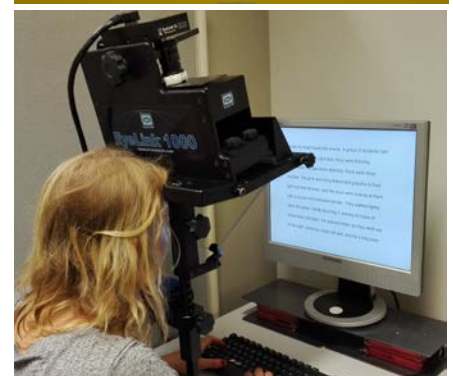
The WG2 has been focusing on two issues:

1. Completion of the edited volume *Learning to Read in a Digital Environment*. The final touches are being put to the volume, and it should be published in 2018.
2. We have scheduled a planning meeting for the continuation of activities in Leiden, in February 2018.

WG3 Activities



The first publication based on WG3 Social Cluster’s focus group study of print and digital reading behaviours across environments (CZ, DK, ES, HR, PT, SE, SI) is now available in the journal *Literacy* under Early View. The study was presented at E-READ’s *Books and Screens* conference in Vilnius in September. A spinoff interview project is currently being developed (HR, LT, SE, SI), and another conference paper and book chapter proposal exploring the data are under submission. The mobile reading survey conducted by WG3 and WG4 members (DK, NO, SE) last fall is likewise being prepared for oral and written presentations to be completed in 2018. WG3 Aesthetic Cluster has presented two of their eye tracking studies (Shakespeare’s *Sonnets*; contemporary prose) at the *European Conference on Eye Movements* in Wuppertal (August; DE, IT) and the *IGEL*



Conference (*International Society for the Empirical Study of Literature*; Paris, October; DE, HU, NO, SE), respectively. The Wuppertal conference was the first one in the *ECEM* series hosting a symposium on eye tracking studies of literary reading. Several presentations reporting the cluster's mixed-methods ventures (qualitative-quantitative analysis, eye tracking; DE, IT, NO) took place at the *Books and Screens* conference in Vilnius. A strategic meeting was held in Paris in preparation for resubmitting this year's MSCA Innovative Training Network application in 2018 (84,6% score on first attempt; DE, IT, NO, PL, SK). More strategic meetings are planned for this winter to draft joint publications.

WG4 Activities



On 24 November 2017, a research seminar was held in Borås, Sweden, to mark the launch of the monograph *Books on Screens:*



Players in the Swedish E-book Market. <http://www.nordicom.gu.se/en/publikationer/books-screens> The seminar included presentations by invited speakers and members of WG4. It was followed by a meeting of the publishing group aimed at discussing activities planned for Stavanger COST E-READ Networking Conference 2018 and future plans.

Paris Training School: Eye-tracker use for reading data collection

The Training School in **Eye-tracker use for reading data collection** was held from June 14th to 16th in Paris. It took place at LUTIN, "Laboratoire des Usages en Techniques d'Information Numériques", a user lab for usability observations and experimentations. In addition to eye-tracking devices (Eye Tracking Lab), with which we got hands-on experience during the Training School, LUTIN provides access to various shared equipment such as EEG and physiological measures (Physio Lab), CCTV cameras and recording facilities to observe user experience and user behavior from different perspectives (Media Lab), as well as a Mobile Platform (Mobility Lab) for observing user behavior in ecological settings.



The Training School was aimed at teaching the eye-tracking technique, data collection with experimental and quasi experimental designs, and data analyses. The three effective and well-organized days included a thorough introduction to the theoretical background of eye-tracking, descriptions and demonstrations of different hardware (remote and wearable eye-trackers), the opportunity to design our own eye tracking experiment, hands-on experience with data collection as we participated in each other's experiments, and further insights on how to analyse the data. As the participants of the Training School had varying previous knowledge of eye-tracking, some of the training was effectively differentiated for "experts" and "beginners". In this way, I believe, the Training School was meaningful and provided new knowledge of eye-tracking to all of us. The Training School was also a useful opportunity to network with colleagues, and with Paris as our scene, it offered sightseeing, shopping and culinary experiences. The LUTIN lab is located within Cité des sciences et de l'industrie, La Villette, the biggest science museum in Europe, an inspiring environment where we also had social lunches. Special thanks to Thierry Baccino, Ugo Balleghien and Mauro Marchitto for organizing the lectures and training, and thanks to all other participants of the Training School for stimulating company during the early summer days in Paris. (Ragnhild Engdal Jensen, UiO, NO)

STSM REPORT

Dr. Jeanne-Louise Moys (University of Reading), Dr. Ann Marcus-Quinn (University of Limerick) and Dr. Tríona Hourigan (Department of Education and Skills, Ireland) have been working on an STSM project that examines the role of typographic presentation in e-learning interfaces. The project brings together their cross-disciplinary expertise in Education, Technical Communication and Typography & Graphic Communication. The team collaborated over the summer to develop a set of poetry interfaces and worksheets that are being used in a classroom-based study. The study will explore whether changes in typographic differentiation influence learners' performance and motivation. At the E-READ conference in Vilnius, the team shared how they are balancing empirical control and ecological validity in their research design and the materials they have developed.



STSM REPORT

Sophia
Giazitzidou

(PhD student in the
Aristotle University of
Thessaloniki)



My STSM at the Psycholinguistic Lab of the University of Lisbon has enabled me to acquire new knowledge related to the eye-tracking methodology. I had the chance to attend the design and the collection procedure of several eye-tracking experiments using different stimuli and population. However, the most fruitful aspect of my STSM has been the chance to use the eye-tracking methodology in practice, designing and running an experiment from the beginning. In collaboration with Prof. Armanda Costa, we designed and conducted an eye-tracking experiment about the effect of visual span on reading speed of slow and fast readers. It is also very important that STSMs bring together researchers from different disciplines, giving them an opportunity to work with different methodologies and approaches. Milda Kuraityte (University of Lisbon), who is also an E-READ member and specializes in kinetic typography, and I are working on a new eye-tracking study in which we are trying to examine how kinetic typography affects reading speed and comprehension. My visit to Lisbon was much more constructive and fruitful than I had expected. I would like to thank Prof. Armanda Costa and all my colleagues for this inspiring collaboration and great experience!

E-READ Dissemination Meeting in Florence

E-READ Dissemination meeting was held 20 June at Villa Finaly, Florence. A dissemination strategy was presented by communication advisors from the University of Stavanger. It included overall dissemination activities, mainly focused on social media, to be carried out in 2017/2018.

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<http://ereadcost.eu>

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