

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

Position paper

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WG(s): 3 & 4

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

A. WG interest and Scientific programme AND

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

The overall objective of the E-READ COST Action is to develop, on the basis of an integrative model of reading, an aggregate measure of reading on paper and screens and a number of metrics to assess the effect of digitization on textual reading of different kinds of texts (e.g., literary; narrative; expository; linear; nonlinear; long; short; simple; complex) for different purposes (e.g., reading for pleasure; reading for news; study reading). My research contribution will be targeting in particular the focus of WG 3, Emotional aspects of reading, and WG4, Ergonomics of reading.

My objective is to instigate and carry out collaborative, empirical research measuring the effect of digital interface features (visual as well as sensorimotor/ergonomic) on emotional and experiential aspects of literary reading. Additionally, I am interested in how sensorimotor and visual affordances (separately or in combination) of different screen devices may affect various cognitive aspects of text reading, e.g., memory/recall and comprehension.

The following is an outline of potential research to be carried out during visits to various labs involved in the Action, most prominently, the D.I.N.E. lab, Berlin:

I. Reading substrate/interface affordances (print books vs. e-readers vs. tablets):

- experiments will compare effects of ergonomic (haptic and tactile feedback) and visual affordances (e.g., backlit screens vs ambient light; legibility; visual fatigue (Benedetto, Carbone, Draï-Zerbib, Pedrotti, & Baccino, 2014; Benedetto, Draï-Zerbib, Pedrotti, Tissier, & Baccino, 2013; Siegenthaler, Schmid, Wyss, & Wurtz, 2012; Siegenthaler, Wurtz, Bergamin, & Groner, 2011)) on emotional aspects of reading

II. Literary texts:

- experiments will use literary texts which may vary in length, genre (e.g., poems; short stories; [excerpts from] novels), degree and kind of literariness (e.g., high degree vs low degree of foregrounding; avant-garde/experimental aesthetics vs mainstream literature; cognitively challenging narrative styles [e.g., stream-of-consciousness] vs plot-based “easy-reads”)

III. Emotional processes and outcomes:

- online and offline measures of aspects such as immersion/transportation; empathy & sympathy; Theory of Mind & prosocial behavior; sensual pleasure (e.g., sensory/haptic dissonance (Gerlach & Buxmann, 2011))

IV. Reader-related aspects:

- e.g., age; gender; experts vs novices; avid vs reluctant literary readers

V. Situation- and task-related aspects:

- the purpose of reading may be manipulated by, e.g., the striking and evocative passages paradigm (Miall & Kuiken, 1998, 1999); or readers' mental attitude and genre expectations may be manipulated by paratext cues, i.e., presenting the text as "fiction/literature" to readers in one experimental condition and as "nonfiction/news" for readers in the other experimental condition (Altmann, Bohrn, Lubrich, Menninghaus, & Jacobs, 2014; Appel & Malečkar, 2012; Mangen & Kuiken, forthcoming; see Zwaan, 1993 for the original paratext manipulation study)

2. Interest in

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

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

I'm interested in participating in the D.I.N.E. lab Training School in Berlin, 2015, as well as STSM(s) to D.I.N.E. and, potentially, other labs providing relevant facilities and expertise.