A Content Analysis of Digital Reading Skills from the Educational Technology Perspective

Kerry Townsend

University of Missouri, Columbia, MO United States of America

klm7a5@mail.missouri.edu

ABSTRACT

There has been much hand wringing about the benefits and drawbacks of reading online. A book is a book whether print or digital. Or is it? An ebook is defined as "a form of electronic text that contains key features of traditional print books . . .but may also contain digital enhancements that make the reading experience qualitatively different" (Zucker, 2009, p. 49). Rather than assume the medium does not change the message, many researchers assume the opposite, treating a print book as a baseline for study. Academic literacy theorists have posited a more nuanced exploration of digital texts. For them, "perspective changes how we define literacy, the skills we consider to be paramount to literacy acquisition, the environmental factors we deem necessary to support literacy development and how we assess literacy abilities" (Baker, 2010, p.1). This study explores how academic journals focused on technology and learning frame the digital reading conundrum. The Journal of Research on Technology in Education (ISTE) and Educational Technology Research and Development (AECT) were chosen for content analysis. Articles selected were analyzed with a focus on the following three areas: research topic, research methodologies and data sources in order to learn how educational technology journals studied the impact of digital reading on learning.

Baker, E. A. (2010). *The new literacies: Multiple perspectives on research and practice.* Guilford Publications.

Zucker, T. A., Moody, A. K., & McKenna, M. C. (2009). The effects of electronic books on pre-Kindergarten-to-grade 5 students' literacy and language outcomes: A research synthesis. *Journal of Educational Computing Research*, 40(1), 47–87.

ALISE RESEARCH TAXONOMY TOPICS

reading and reading practices; information use; pedagogy; children's services; school libraries; young adult services

AUTHOR KEYWORDS

digital reading; reading comprehension