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Reading Experiences, Digital Literacy, and Electronic Textbooks

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The study consisted of 5 stages:

1. Conceptual knowledge structures (Anderson et al.).
2. Think-Aloud
3. Quasi-Experiment
4. Procedure
5. Interview

**STUDY DESIGN**

Quasi-Experiment

The participants were randomly assigned to one of three groups:

1. Facebook Group
2. Print Textbook Group
3. Website Group

**RESEARCH QUESTIONS**

1. Do first-year composition students perform better on conceptual and tool-related tasks using print textbooks, electronic textbooks, or websites?
2. What factors seem to be influencing whichever text is more effective?
3. What implications do these factors have for the design of multimodal educational tests?

**KEY TERMS**

Reading Experience: A combination of semiological, psychological, emotional, environmental, and cognitive-linguistic considerations of the work of art, and the reading activity that it initiates in the reader. The study of reading is the study of this activity and its effects on the reader.

Digital Literacy: The ability to critically evaluate, use, and communicate information in the digital environment. In this study, digital literacy includes the ability to effectively use and communicate information using electronic devices and tools.

**FINDING 1**

The participants performed better on the procedural task with the print textbook because their familiarity with the print reading experience helped them easily navigate the print textbook.

**FINDING 2**

The participants performed more efficiently on the conceptual task next with the website because they were familiar with the digital reading experience of websites. Based on the post-task scores and the average time used, each task, the participants were able to locate the website more efficiently than the textbook.

**FINDING 3**

The participants disliked the textbook because they associated it with the reading experience of websites, not the reading experience of print textbooks.

The participants had a noticeable drop in their overall print test score, which confirms our hypothesis that electronic textboxes might be perceived by students as websites. The participants performed better on the conceptual task next with the print textbook because they were familiar with the digital reading experience of websites. Based on the post-task scores and the average time used, each task, the participants were able to locate the website more efficiently than the textbook.