

Children's perspectives about reading stories on paper and on screen

What's up in digital reading?



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Outline

- Introduction
- Research: aim and methodology
- Main findings
- Conclusions & main implications

Introduction

- COST Action *The digital literacy and multimodal practices of young children (DigiLitEY)* - children reading and writing on screen.
- The inquiry that we present in this paper focuses on children's first story reading experiences.
 - Previous findings: children prefer to read on screens
 - Our aim: to know **children's perspectives** about reading stories on paper and reading on them on screen.

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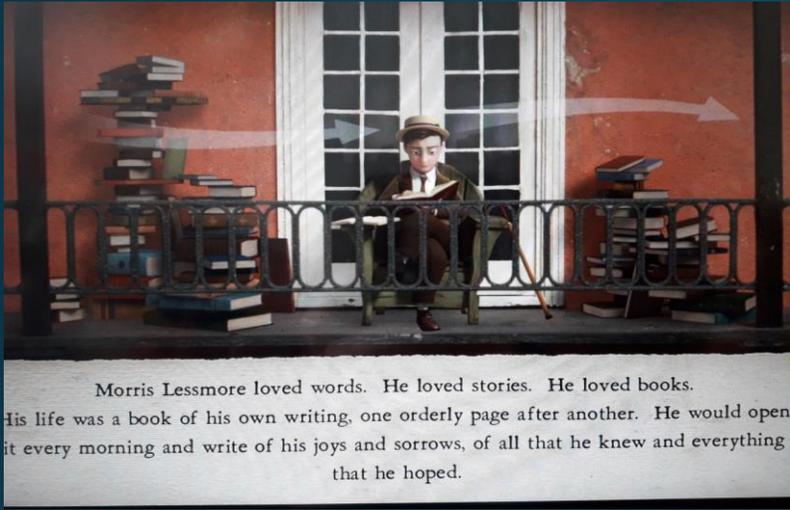
Research methodology: case study

- instrumental and exploratory aims.
- possibility of inquiring into a child who is a meaning maker picture books; experienced iPad user (Laura, 6 years old, beginning reader).
- confront her with reading the same book on paper and on the iPad and ask her about her experience.

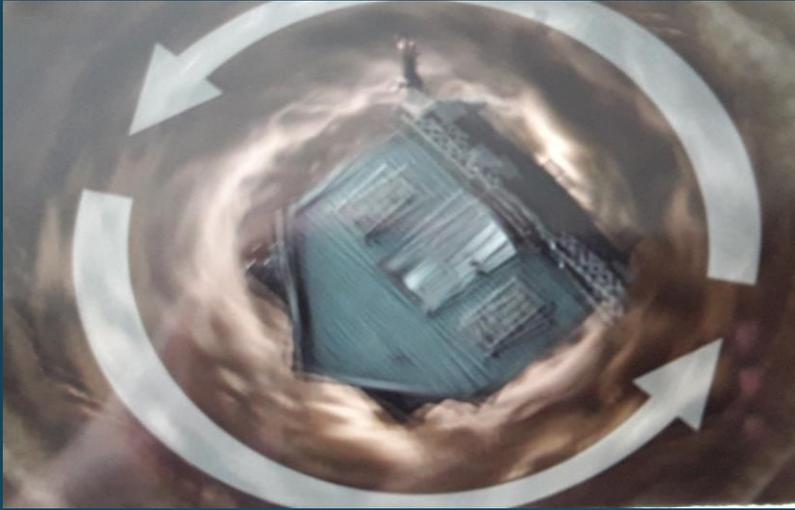
- Book and app: The Fantastic Flying Book of Mr. Morris Lessmore

Picture
book
and
app





Morris Lessmore loved words. He loved stories. He loved books. His life was a book of his own writing, one orderly page after another. He would open it every morning and write of his joys and sorrows, of all that he knew and everything that he hoped.



Entonces, su nuevo amigo voló hasta él y se posó en su brazo. Se abrió él mismo animándolo a que lo leyera. Morris empezó a leer en voz alta. La sala cobró vida.



Y Morris siempre compartía los libros con los demás. A veces se trataba de un libro que encantaba a todos y otras veces encontraba un libro solitario cuya historia pocos conocían. Morris llegó a la conclusión de que «la historia de cada uno era importante» y los libros le dieron la razón.



Los días iban pasando. Y los meses. Y también los años.



Procedure

- Familiar place - at grandparents' - with familiar people during one weekend in early May, 2017.
- Laura's mom first read the picture book in Portuguese. Then Laura's aunt introduced the app and interacted with her, letting Laura freely explore it, interspersing comments and answering to her comments as Laura advanced in the reading.

Procedure (cont.)

- After both readings, Laura was asked a set of questions:
 - Perceptions about the reading experiences on paper and on screen
 - Meanings constructed
 - Perceptions regarding her comprehension experience in both circumstances (book and iPad app).

Main findings

Perceptions: reading experiences on paper and on screen

- Mum and dad, the teacher and friends read to her frequently. She likes reading picture books and being read. She has more than two hundred books. What she likes the most in paper stories are the images.
- Autonomous user of the iPad: plays games, watches videos in YouTube, takes photos. Likes using the iPad but does not have any book like this one in her iPad. What she likes the most is that the iPad tells the story.

Narrative meanings constructed

- “I liked the story because it is about a boy who adores books and who is taken away by the storm, then he finds a huge library with magical books, books that have arms and legs. That is not very usual”
- “What I liked the most was when the books are saying goodbye to the boy. This was very cute and that is also not very usual for books to do”

(Perceptions regarding) The comprehension experience in both circumstances (book and iPad app).

- Laura did not finish the reading on paper and refused to talk about that reading: “I don’t want to talk about that, I want to watch the story again”.
- When asked for her opinion about what is better to understand stories, the book or the iPad, she promptly answered:

“the iPad is better because it tells the story and we do not have to read it, and I become a little tired when I read. This is my opinion, you may have a different one, but this is my opinion. I already know how to read but I become a little tired when I read. I do not become tired when the iPad tells me the story”.



Conclusions & implications

- How Laura envisages reading stories on the iPad and on paper:
 - reading books is enjoyable
 - preference for the iPad; multimodality emerges in her reasons more than interactivity
- How to relate both kinds of reading experiences, reading on paper and digital reading?
 - Laura has made us think that there is a potentially unique role that digital multimodal and interactive experiences can have in scaffolding children in discovering and developing of literature reading.

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