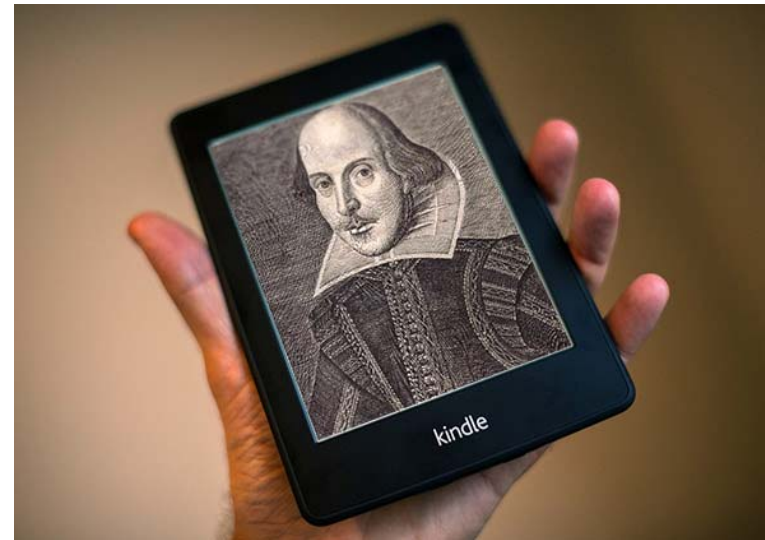


# Media Literacy & Reading: paper or screen?



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# Paper or screen?

## Which is better and for whom?

Subjective experience

Emotional experience

Measured outcomes

Cerebral Activity

(Cognitive skills, like  
Memory, Attention,  
Interaction)



# Screens

- Time
- Visual literacy
- Multimedia
- Scanning
- Selection



# Screens

## Non-linear reading

Fast – skimming

Fragmented

Multi-tasking

Variable information

Multi-media sources



# Paper

## Linear reading

Time

Sequence

Landscape

Map

Texture



# Why do we read?

- Information
- Learning
- Entertainment

Understanding

Recall

Memory

Critical analysis



# Reading neurons

Pattern recognition

Response

Semantic content



- Practice: "automated" tasks
- Experienced readers
- Efficient perceptual, linguistic and cognitive skills

# Skills and technology

The brain adapts to the technology of every culture, - its methods, manners and tools - namely, the uses and characteristics of available technology.

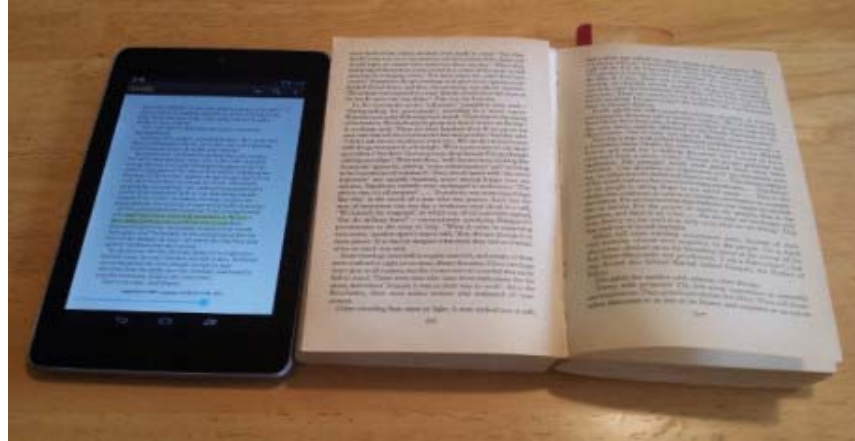
With regular preference to certain mediums the brain tends to create "habits", adjusting our reading strategies and -perhaps!- our skills





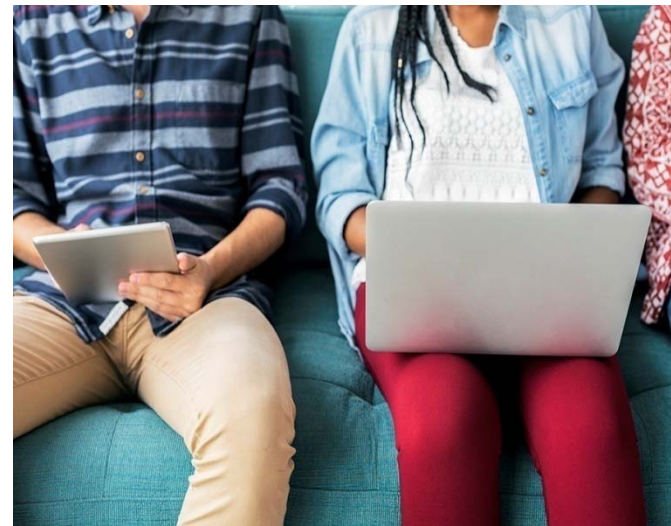
# Bi-literal brain

A modern **efficient brain** is able to alternate the modalities of non-linear, scattered and fragmentary reading on screen with the "deep", slow, linear reading.



# Which is best?

- But how do people **understand** texts better: when reading on paper or on a digital device?
- How does screen reading **differ** from paper reading?
- How does **technology influence** the way we read?



# Media and information literacy

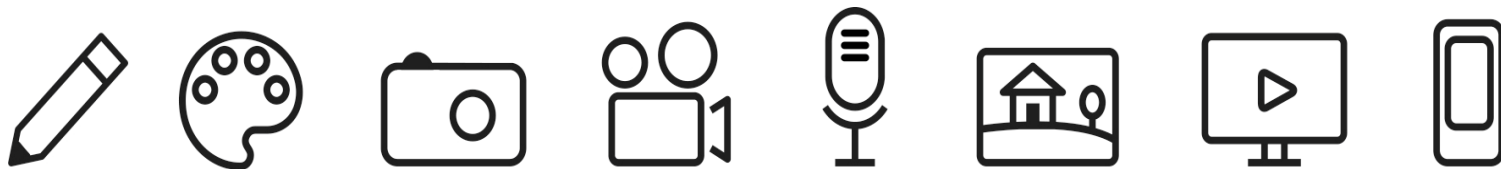
In the digital world it is not enough to know how to use a digital device or software. We need **complex cognitive, modal, and functional skills.**



# Media, Information and News Literacy

- Ability to **choose** from the thousands of verbal and visual symbols we receive every day (through TV, radio, computers, newspapers, advertising), **interpret** the messages and create **personal meaning**.
- Ability to **use** all forms of media, critically read and create "messages"
- MIL is not a finite body of knowledge, but a skill, **a process, a way of thinking** that is constantly evolving.
- "Media literacy" is not to memorize but to **ask the right questions**.

## Paradigm shift: from content to skills



## Skills of "literate" people today

- Photo-optical
- Technical
- Cognitive
- Information
- Production
- Reconstruction
- Socio-emotional
- Communication, networking and collaboration
- Real-time process large volume of stimuli simultaneously



# More skills? Or new skills?

Technical and/or practical skills?  
(learning modes and multiple types of intelligence)

OR

A different kind of knowledge?  
(modern book culture / postmodern digital culture)



# Research: conflicting outcomes

- Learning & “deep understanding” (adults and children)
- Association of reading modes to developmental components
- Correlation of non-linear reading and brain function, or information processing, thus, cognitive development



# Bi-literal readers

## Brain plasticity

**We can “copy” the process of deep reading into a new environment**

Children are digital natives, so they have to find ways to achieve deep reading and learning from digital media.





# Reading as we know it?

**Why** are we trying to **compare** reading on digital displays with the experience of reading on paper technology?

**Maybe reading from screen is a totally novel way to learn!**



# Thank you!

IT'S OVER, BOOK...  
YOU'RE AN INFERIOR  
TECHNOLOGY.



YOUR BIG, CLUNKY  
FORMAT IS IRRELEVANT.



JUST A NIP OF THIS  
FLAME AND YOU'D BE  
GONE FOREVER!



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