
_This chapter outlines the New Literacy Studies (NLS). It summarizes the historical and conceptual shift from Literacy to “literacies” and the notion of “vernacular literacies” of adolescents on computers. It examines the implications of social/situated notions of literacy. It examines ideological and philosophical shifts, and then offers implications for instruction._


_NSACS used tasks to measure literacy along three dimensions: prose literacy (e.g. editorials, news stories), document literacy (e.g., job applications), and quantitative literacy (perform computations - balancing checkbook, figuring out tip). Documents included: an almanac, a mock newspaper, a pamphlet about testing for colon cancer, and an informational booklet about medicare. N=1827 graduating students nationwide._


_The transliteracies project website (Alan Liu et al.) offers a definition for online literacy. This particular paper offers a nice concise review of the literature that defines literacy (and how it differs from print literacy) but does not elaborate on the skillset for online literacy._


_This piece offers a summary of research on pleasure reading. It reports on a survey of college students' recreational reading habits. The survey is limited and problematic because of the small N and design flaws (noted here and by others) It did not bear out previous research on differences among groups in recreational reading, but this could be design flaw. The survey found small significant difference in GPA correlation to amt of time spent on vacation reading (though not with reading during school session. The survey found that students read less for pleasure than previous studies suggested._


_Reviews conceptions of reading comprehension (including reader-text-task/author/context). Suggests that nature of reading comprehension differs when higher-level processes are compared; therefore, one can’t overlay former frameworks for understanding reading comprehension._


“The authors discuss a survey of reading practices that they administered to students at their home institution, the University of Arkansas, as well as logs that students at the school kept of their daily reading acts. An important finding was that, contrary to possible belief, students at this university are reading quite a bit, although they are not spending much time on materials assigned in their courses. The authors propose some methods for boosting students’ interest in academic texts, and they call for other institutions to conduct similar studies.” Uses different methods than other studies in this bibliography.


The study reports on interviews and artifacts from 45 British undergrads at different kinds of institutions. The analysis is mostly focused on generating texts rather than reading; that is, what kinds of texts students produce in what contexts. The study also looks at how technology is used in the curricular sphere; however, some students draw a sharp line between school and social communication, using different email accounts and practices. While universities may want to use these technologies to harness and align these technologies with formal learning, students may be resistant to blurring boundaries.


Discussion of identity formation and multiple identities facilitated by the online environment; however, the discussion focuses more on writing than reading. In thinking about implications for school settings, one can't overlay offline practices (as has often been done when giving students laptops).


This piece offers a concise review of the (dearth of) research on college reading habits and of the impact of internet/television on reading habits. Offers an explanation of why survey results vary in different studies. Uses a time diary survey for more precise analysis. Examines two hypotheses that the internet either displaces time for other things or makes for efficiency. The time spent reading reported was higher than in previous studies. Although there is a high use of internet, this does not seem to affect time on other activities. They value recreational reading but are not choosing to do it.

This piece is focused on how library research is done and how this has shifted with online technologies. The audience is librarians. It debunks myths about “the google generation.”


This piece compares the scrolling format to reading separate pages in online texts. The latter is easier to comprehend for people with low working memory capacity. The broader issue may be that format affects comprehension.


This report is aimed squarely at school teachers, teacher educators, and administrators for grades 6-12. The topics are removed from the particular of this study.


This article presents a concise definition of “new literacy” and four models of cognition. Suggests that cognitive processes vary with text and context. The article advocates for a model of new literacy.