

Student perceptions of reading digital texts for university study

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Abstract

An increasingly important aspect of undergraduate study is the ability to deal with reading academic texts digitally. Whilst the literature suggests that students prefer reading print texts (Foasberg, 2014; Mizrachi, 2015) and often have a deeper level of engagement with texts in this medium (Mangen et al., 2013; Delgado et al., 2018), the reality is that, for most students, digital texts are the norm. Study guides often focus on reading strategies that are considered broadly applicable to both digital and print formats. However, the differences between the two mediums are likely to impact on the strategies used, with students developing their own approaches as they gain more experience. In this paper, we present findings from a study exploring students' perspectives and practices in relation to digital reading. We carried out focus group interviews with 20 students in their second or final year of undergraduate degree programmes. Our analysis reveals that reading texts digitally does indeed form the bulk of students' reading activity, with ease and speed of accessibility, cost, and environmental considerations influencing this choice, and in some cases, precluding reading in print. However, despite the prominence of digital reading, some aspects of print reading – in particular the scope for more sustained focus, detailed reading and enjoyment of the experience – were highly valued by the students. Students' approaches to reading digital texts varied depending on reading purpose, but, in general, students had developed a range of techniques to help them navigate digital reading.

Keywords: academic reading; digital reading; print reading; note-taking; reading preferences

Students Perceptions Of Reading

Keith Anderson



Students Perceptions Of Reading:

Middle School Students' Perceptions on Reading for Pleasure Wendy Martin,2013 *Changing Student Perceptions on Reading* April Hunter,2022 The purpose of this study was to find a way to increase low literacy skills for 5th grade students in a charter school The research explored the relationship between the attitudes behaviors standardized test scores and perceptions related to student reading parents attitudes and perceptions related to their student s reading and teachers experiences and perceptions related to their students reading The study addressed the following research questions What are Midwest Charter 5th graders attitudes behaviors standardized test scores and perceptions related to reading What are Midwest Charter parents attitudes and perceptions about their student s reading What are Midwest Charter 5th grader teachers experiences and perceptions of their students reading The study s research design was a mixed method consisting of quantitative and qualitative data to evaluate how to increase student literacy rates For the quantitative portion surveys were given to one hundred and fifty one students and parent participants to analyze the attitudes behaviors and behaviors regarding literacy The qualitative research method focused on individual teacher interviews and student focus groups to determine commonalities The most important conclusion drawn from the study is a connection between student perceptions and literacy rates The research identified a relationship between a visual text and increasing literacy rates for students and providing training for teachers to increase their knowledge to promote differentiating the type of reading structures and genres in any classroom setting In conclusion implementing graphic novels may increase student perceptions of reading and literacy rates

Student Perceptions about Reading and the Development of a Positive Reading Attitude Keith Anderson,1994 **Elementary Students' Perceptions of Reading** Bret A. Bean,1990 **Latino/a Students' Perceptions of Reading and Literacy at the Middle School Level** Marta Anderton,2004 **Students' Perceptions' of Reading** Janice Raewyn Bell,2007 *Teachers' Theoretical Orientations to Reading and Students' Perceptions of Reading* Rachel Wood Turner,2000 *The Effects of Accelerated Reader on Students' Perceptions and Attitudes Towards Reading* Valerie Jean Via Sanchez,2019 The importance of creating lifelong readers has been always been a value to all teachers because it is critical factor that contributes to a student s academic success Accelerated Reader has been implemented among schools across the nation to engage students into reading and used as a tool to measure student learning in reading achievement Research on Accelerated Reader reveals that the reading program has contradictory findings of having a positive and negative effect on students A qualitative research design was used to investigate whether and how Accelerated Reader effects students perceptions as reader and attitudes towards reading A total of 25 second graders provided qualitative data with responses to a survey and interview Classroom observations were also made over the six week period of the study Analyses of student behaviors responses and comments led to identification of important themes related to the students experiences with Accelerated Reader The results showed that Accelerated Reader did affect students both positively

and negatively *Relationship Between Students' Perceptions of Their Reading Ability and Scores on a Standardized Test* Vera Belinda Thurmond,1975 **Third Grade Students' Perceptions of Reading Motivation and the Implementation of Informational Text with the English Language Arts Common Core State Standards** Jessica E. Wilson,2015 *A Study of Fourth Grade Student Perceptions of Reading Groups* Harold Elmer Black,1970 *A Comparison of Teacher and Student Perceptions of Reading Activities* Richard J. Sanders,1994 **Repeatedly Reading Texts Closely** Marissa A. Ferreri,2022 This four week action research study examined the impact repeated close readings with error corrective feedback had on students reading fluency comprehension and overall perception of reading This intervention involved students closely reading informational texts multiple times while I corrected errors on unknown words Ten first grade students reading a various levels participated Repeated close readings were implemented after introducing and modeling it during the students 15 minute guided reading time Students in the intervention and control groups read the same informational text three times before collecting data Students in the two intervention groups received error corrective feedback and participated in discussions that addressed the components and benefits of repeated close readings Quantitative data was collected based on the number of correct words per minute CWPM a student read comprehension questions a student answered correctly and a Likert scale reading survey I also collected qualitative data by recording anecdotal guided reading notes on the students fluency and comprehension Findings from this study s quantitative and qualitative data collection tools suggested that repeated close readings with and without error corrective feedback positively influenced students fluency The implementation of repeated close readings with error correction feedback also positively influenced students comprehension However there was no correlation between students CWPM and comprehension graphs and no evidence that repeated close readings with error corrective feedback and discussions of close reading components impacted students perception of reading Conclusions ultimately suggested that repeated close readings are an effective strategy for improving students fluency and comprehension **Student Perceptions of a Reading and Study Skills Center** Jacquelen Lee Smith,1969 **Student Attitudes Toward and Perceptions of Reading in a First-grade Classroom** Elizabeth M. Navarra,2011 **College Developmental Reading Students' Perceptions of Reading Study Strategies** Linda Hynes Samuell,1994 **Visual Perception in Reading and Spelling** Sister Mary of the Visitation,1929 **A Study of the Relationship of Students' Perception of Their Reading Ability, the Teachers' Perception of Students' Reading, and Students' Performance on a Standardized Test** Rachel I. Winans,1982 Reader Self-perceptions and MAP Reading Scores Acacia Browne,2020 Academic growth of all students should be the focus of education The Measurement of Academic Progress MAP assessment measures academic growth and aligns to state standards The purpose of this study was to understand students perceptions of themselves as readers Another purpose of this study was to determine if there was a relationship between reader selfperceptions and their MAP reading scores Student data was

collected through individual interviews student surveys and MAP reading assessment scores The major themes developed from the data were reading preferences perceptions of reading assessment reading at school reading at home and reading progress perceptions In addition the quantitative data derived from Lexile reading levels and student surveys are visually represented by bar graphs and scatter plots Specifically the findings include a section focused primarily on the possible relationship between reader self perceptions and their MAP reading scores

Graduate Reading Students' Perceptions of Their Summer Reading Practicum Experience Mary Ann O'Neil, Widener University. School of Human Service Professions, 2004

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