

Newsletter ERI Lectura

1st semester 2022/23

August – January 2023

First of all, we would like to take this opportunity to congratulate María García Serrano and Natalia Calvo Blázquez for the defence of their Doctoral Theses entitled "Multiple text reading comprehension in secondary education. Exploring a way to improve multiple text comprehension by fostering the students to pay attention to source information or providing them knowledge on the topic, its impact when reading conflicting multiple texts, and the individual skills that can predict their further performance", directed by J. Ricardo García and Javier Rosales, and "What are the first challenges to overcome in the development of reading competence? What are the consequences of reaching them between 1st and 3rd grade of primary school? A cross-sectional and longitudinal study" directed by Emilio Sánchez and J Ricardo García, both from the USAL. We do not want to miss the opportunity to highlight that the ERI Reading has turned 10 years old. To celebrate it, several actions are being prepared, among them a video made in collaboration with the Unitat de Cultura Científica de la Universitat de València to whom we would like to publicly thank for their work in editing the videos to commemorate our 10th anniversary. These videos will soon be available on our website and social networks.

Organisation of or participation in scientific activities

Xavier Minguéz, during the month of August, participated in the International Seminar on local public policies for the development of educational communities in the Central American Trifinio organised in Esquipulas (Guatemala) with the invited paper entitled "Taking the Word. An intervention in contexts of vulnerability" In addition, she gave a paper entitled "Literary Education in Early Childhood Education" as part of the VII Research Colloquium: a look at childhood from interdisciplinary research, organised by the Catholic University Luis Amigó in Medellín.



Lalo Salmerón, was invited to give the plenary lecture "Reading comprehension, when on paper and when on screen?" at the International Congress of the UNESCO Chair organised in Panama in September 2022.

<http://xcongresocatedraunesco.com/home/programa>

He also participated, with the conference "Generational and developmental changes in digital reading habits and text comprehension" in *DFG Scientific Network on Reading*, held in Göttingen in octubre (<https://www.forschungsfeld-lesen.fau.de/>)



Several members of the ERI, Inmaculada Fajardo, Nadina Gómez-Merino, Antonio Ferrer, and Isabel de los Reyes Rodríguez, presented the Poster entitled "Influence of face masks on speech perception and speaker's face exploration: the case of deaf students" at the EARLI SIG15



conference, organised at Ghent University. Marina Pi-Ruano, representing the other authors (Javier Roca, Alexandra Fort, Pilar Tejero, and Christophe Jallais) presented the poster "Can in-vehicle audio messages reduce the mind-wandering state of drivers? Evidence from power spectral density of EEG data" at the 33rd EEGLAB workshop, in Lublin (Poland) held on 12-16

September 2022.

Finally, Javier Roca participated in the Scientific Meeting on Attention (RECA) XIII held in Granada (Spain) from 6 to 8 October 2022, with the oral communication entitled "In-vehicle auditory traffic messages could foster a higher vigilance state during partially automated driving" (authors: Marina Pi-Ruano, Alexandra Fort, Pilar Tejero, Christophe Jallais and Javier Roca). The poster "Effects of cognitive distraction on the processing of variable message signs in drivers with and without dyslexia" (authors: Pilar Tejero, Laura Royo and Javier Roca) was also presented. Finally, in December, Inmaculada Fajardo participated in the Seminar "Text simplification for people with intellectual disabilities" at the Doctoral Program in Brain, Mind and Computer Science of the University of Padova (Italy).



Projects

Several projects have been awarded to members of the ERI. Firstly, within the *Convocatoria 2021 «Proyectos Transición Ecológica y Transición Digital»* del Ministerio de Ciencia e Innovación, se ha concedido Ladislao Salmerón and his team (Amelia Mañá, Laura Gil, Cristina Vargas, Marta Vergara, Pablo Delgado, Lidia Altamura and Mario Romero) have been awarded the project entitled "Optimización de la lectura digital: análisis e intervención en los procesos cognitivos implicados (OLEDIG)" (Optimising digital reading: analysis and intervention in the cognitive processes involved (OLEDIG)). This project has the general objective of offering strategies to improve digital reading competence in secondary education students. Also recently, Carmen Berenguer and Eva Rosa, together with Crisitna Santamarina (UPV) have received funding from the Ministerio de Ciencia e Innovación, within the call *Proyectos de Generación de Conocimiento 2021* for the project entitled "Digital-based psychosocial intervention in families of children with autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD).

Activities

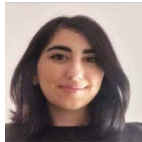


Inmaculada Fajardo and Vicenta Ávila, in collaboration with Plena Inclusión, have elaborated a story adapted to "Easy Reading" for the project "THE MEDNIGHT'S TALES".

https://storage.googleapis.com/mednight/TALES/Faraon_LF.pdf

MEDNIGHT 2022 was held in the framework of the European Research Night, a science outreach project promoted and funded by the European Commission as part of the Marie Skłodowska-Curie Actions (grant agreement no. 101061190) of the Horizon Europe programme.

In addition, within the framework of the PhD Programme in "Reading and Comprehension", in November Bernhard Angele (Bournemouth University) gave a workshop on "Using eye movements to study reading". Finally, within **ERI Talks**, 8 talks were given, 5 of them by international researchers. In chronological order, in October we started with Gaia Spicciarelli, from the University of Padua, with the talk entitled "How noise affects the cognitive performance of children with additional learning needs: a preliminary study". Then our colleague Ladislao Salmerón spoke on "Digital literacy of students with intellectual disabilities" and we closed October with Dalila Forni (University of Florence) presenting "Reading picture books beyond gender stereotypes".



from the University of Padua, with the talk entitled "How noise affects the cognitive performance of children with additional learning needs: a preliminary study". Then our colleague Ladislao Salmerón spoke on "Digital literacy of students with intellectual disabilities" and we closed



In November it was the turn of pre-doctoral researchers; Encarna Pascual (Universitat de València) presented the design and progress of her doctoral thesis through a talk entitled "What do secondary school students read nowadays" and Terje Throndsen, from the University of Oslo, presented "Scary Numbers (and how Maths Anxiety affects Maths Performance)".



In December Inmaculada Fajardo presented the results of the study "Students with Autism Spectrum Disorder "read between the lines". In January, Ángel Valenzuela, from the Cognitive Sciences Research Centre (CICC) of the Faculty of Psychology, University of Talca, presented "Where do I read and what do I sift for: Analysis of the reading environment, writing tasks and executive functions in the process of textual production and in the quality of the text produced in integration tasks" and Macarena García-González (University of Glasgow and Pompeu Fabra University) spoke about "Children's literature, difficult topics and our adultisms".



Visiting lecturers and stays

During this semester we have received a visit from Professor Ivar Braten, from the University of Oslo, who spent two weeks there to advance in the writing of scientific articles on reading comprehension. Ángel Valenzuela, from the University of Talca, is currently on a two-month postdoctoral stay to work on a project on academic writing and its relationship with reading environment and executive functions. (<https://cicc.otalca.cl/people/angel-valenzuela-munoz/>)

Communication

Financial Times

<https://www.ft.com/content/a727c2f1-a9df-4ab4-a88d-d8830111c65a>

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For young children, in contrast to teenagers and young adults, reading for pleasure is increasingly rare

Aside from delight, the benefits of reading for pleasure — a greater sense of empathy, tolerance, curiosity — are well known, but these depend on the sort of focused reading that now seems so hard to achieve. Even if you're shaped by a lifetime of reading, as many FT readers are, have we become skimmers — readers who absorb an enormous amount of content from myriad sources, often missing out on comprehension and contemplation — or are we still capable of deep reading?

In a landmark 2018 study, Pablo Delgado and John J. Schwaninger tested what is known as the "screen inferiority effect" — and discovered that readers of a printed text were better able to reduce their mind-wandering than readers who accessed the same text on a computer. This, and similar research, confirms what many readers know from our own experience: we tend to skim when we read on screens, but our attention is held far more easily on the printed page.



<https://igluu.es/que-la-pantalla-no-te-impida-disfrutar-del-viaje/>

<https://www.magisnet.com/2022/11/ladislao-salmeron-la-pantalla-es-una-herramienta-mas-de-diferenciacion/>



https://www.elperiodic.com/valencia/estudiantado-universitario-mejora-compresion-preguntas-estan-insertadas-texto-final_866441



Marian Serrano-Mendizábal was interviewed on the programme Pròxima parada on À punt radio about the consumption of audiobooks and their benefits for reading

comprehension. https://www.apuntmedia.es/programes/proxima-parada/complets/09-09-2022-proxima-parada-quarta-hora_135_1542887.html

