

A Reading Event Analysis Model (REAM)

For Determining Likely Reading Format Preference

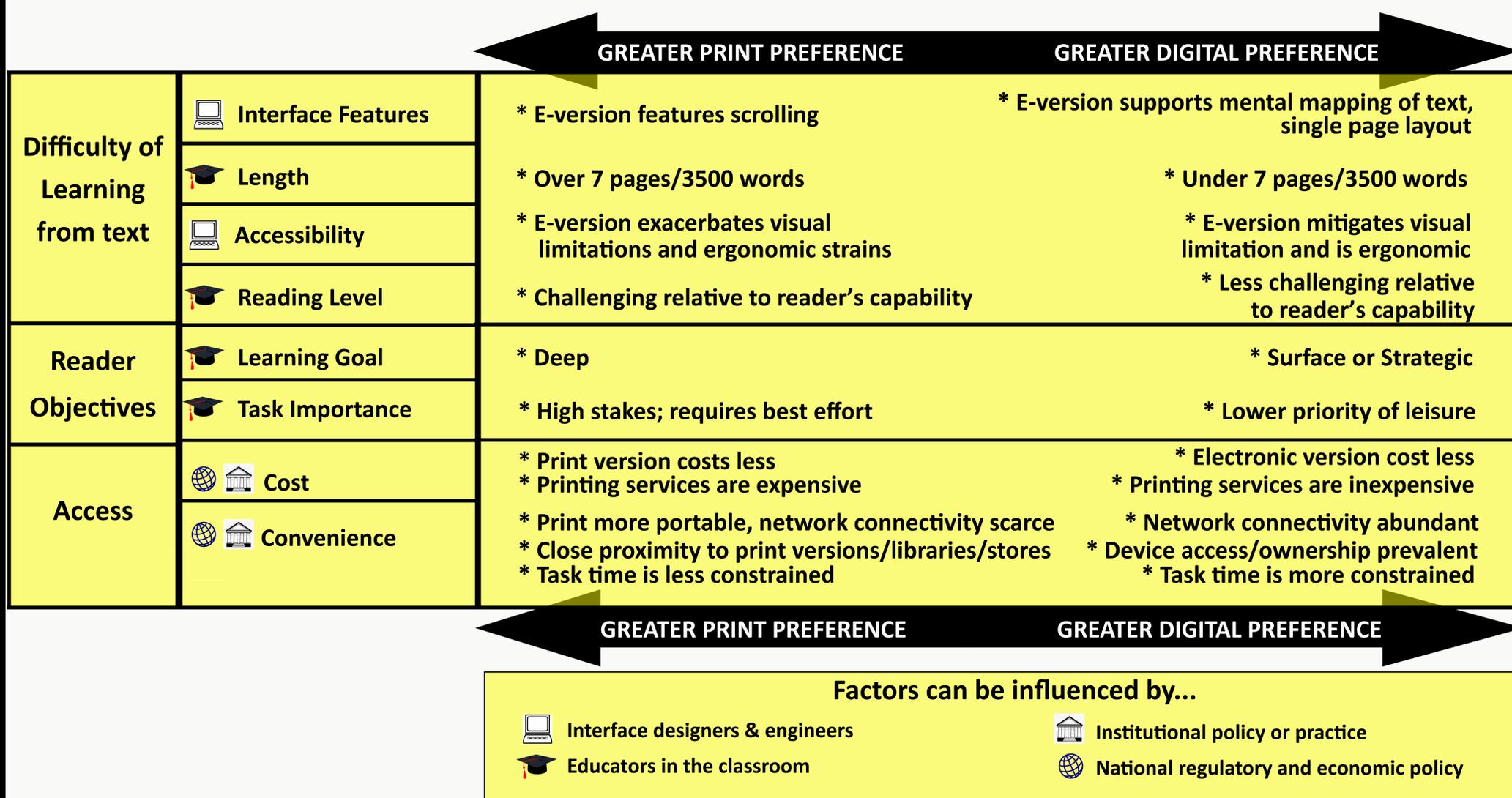


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BACKGROUND

REAM is based on analysis of data from the Academic Reading Format International Study (ARFIS), which surveyed 21,266 students in 33 countries over three years on their preferred format for engaging with academic material. Patterns and factors found in ARFIS are integrated with other studies performed on student preferences and behaviors over last 20 years (1, 2).

WHY?

- . Literature contains abundant evidence that in certain circumstances, readers learn better from print material. Not always, however.
- . And, learning from text is not always a readers' primary goal or the only factor in determining whether to select and utilize a print or electronic version.
- . Circumstances ("events") are comprised of three factors: the **text**, the **goal**, and the **costs**.
- . The same reader's format preference and behavior will vary

THEORETICAL BASES

We suggest that observed data on these effects can be explained and predicted on the basis of (at least) three theories:

- . **Cognitive Load** (3): "effective instructional material facilitates learning by directing cognitive resources toward activities that are relevant to learning rather than toward preliminaries to learning." (p. 293)
- . **Learner Approach** (4): students strategically take different approaches to learning tasks resulting in an array of learning outcome depths.
- . **Principle of Least Effort** (5): humans naturally choose the path of least resistance or effort.

REFERENCES

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