NEWSLETTER

Effects of E-reading on Reading Literacy

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IN the information society, more and more students are reading through electronic devices. However, there is no consistent conclusion about the influence of the change of reading style on the reading effect. In addition, the current discussions on the merits of "screen reading" and "book reading" are mostly based on experience rather than scientific evidence. A small amount of empirical research still has a large room for improvement in the authoritativeness and representativeness of data and the robustness of conclusions. In this case, the research published in *Open Education Research* analyzed the influence of the different ways of reading on the reading literacy of students. The researchers selected variables related to the reading in the PISA2018 database, using the least-square regression method to establish the baseline. The selection bias is controlled by the Coarsen Exact Matching technique. Furthermore, the quantile regression and the mediation effect model are used to explore the heterogeneity of e-reading and its influencing mechanism. The findings of the research are as follow:

- The "screen disadvantage" does exist, whether the selection bias is controlled or not, which indicates the effect that "screen reading" is not up to "book reading".
- Quantile regression results show that the different levels of students have significant differences under the influence of e-reading, and students under the influence of e-reading at different quantiles have a significant decline trend. The effects of e-reading on students at the lower and upper quantile of the reading literacy experiment were distinctly different. Moreover, there may be a "Matthew Effect" in the process of e-reading.
- The results of mediation effect analysis show that metacognitive strategies can play an important role in promoting and mediating reading, and good reading metacognitive strategies can help students effectively eliminate the negative effects of e-reading.

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