

SKIM, DIVE, SURFACE

TEACHING
DIGITAL
READING

JENAE COHN



West Virginia University Press · Morgantown

CONTENTS

Acknowledgments	vii
Introduction: Why Teach Digital Reading?	1

PART 1. SKIM

Understanding Historical, Affective, and Neurological
Perspectives on Reading Technologies

1 The Chained Book:	33
<i>A Historical Overview of Reading Technology in Higher Education</i>	
2 The Held Book:	66
<i>How Our Feelings for Books Impact How We Teach Reading</i>	
3 The Brain on Books:	91
<i>What the Neuroscience of Reading Can Tell Us about Reading on Screens</i>	

PART 2. DIVE

Exploring the Digital Reading Framework to Promote
Deep Reading Practices

An Introduction to the Digital Reading Framework:	127
<i>Curation, Connection, Creativity, Contextualization, Contemplation</i>	
4 Curation	136
5 Connection	157

Copyrighted Material

Copyrighted Material

vi

Contents

6 Creativity	179
7 Contextualization	200
8 Contemplation	225

PART 3. SURFACE

Critically Approaching the Adoption and Use of Digital
Reading Technologies

9 The Ethical Implications of Digital Reading:	251
<i>Grappling with Digital Archiving, Readerly Privacy, and Evidence of Our Reading</i>	

Conclusion: Principles, Practices, and Futures for

Digital Reading	275
Appendix: Tools for Digital Reading	295
References	299
Index	319