The Imposition and Superimposition of Digital Reading Technology: The Academic Potential of E-readers

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ABSTRACT
While rapid growth in e-reader use is receiving much attention in industry and academia, the use of e-readers for academic reading remains understudied. This qualitative study investigates how graduate students accomplish their academic reading and integrate an e-reader into their reading practices. Our work represents the first long-term study of e-reading on a production device (the Amazon Kindle DX). In this paper we contribute new knowledge to the discussion of the academic potential of e-readers by analyzing the meta-level relationship between reading tasks and associated reading techniques, students’ compensation for the limitations of e-readers, and the hindrance of the human ability to construct cognitive maps of texts.