

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section IX Digital literacy and language teaching

Chairs: Fabio Nascimbeni, Universidad Internacional de la Rioja (UNIR) and Jeroen Clemens, Windesheim University for Applied Sciences, Netherland

Tuesday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 26

LITERACY CHANGES LIVES.

Integrating close and hyper-reading skills through hybrid literature

Presenter:

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Abstract:

Contemporary technological developments have drastically increased the amount of texts available through different media, leading to new reading habits. A shift has occurred from *close reading*, sustained and focused attention to the text, to *hyperreading*, non-linear, computer-assisted modes of reading such as skimming and scanning.

Consequently, some fear, young people are losing the ability to concentrate. Meanwhile, print literacy skills obtained in school do not converge with digital reading tasks performed outside the classroom for leisure. The shift to online reading, therefore, entails a challenge for literature education: how to guide students in these new reading habits?

I propose the use of ‘hybrid’ or multimodal experimental literature as spaces to develop a more synergetic approach to print and digital literacies. My paper offers literary-didactic analyses of two of such works that innovatively integrates literature with new media: *Hartenjager* by Arnon Grunberg & Hanne Marckmann, and Bitterveld, Liesbeth Eugelink). I aim to demonstrate how they solicit new modes of reading by mimicking our engagement with information in contemporary media spaces. They are also complex objects that offer an exercise in deep analysis and reflection. As such, they form a rich source of training material for reading and interpretation in the information age that literature education has not yet tapped into.

Based on my own readings or performances of these texts, I make a case for an approach to literary education that effectively bridges the gap between close and hyperreading. Such an approach should help readers decide when to use what strategy. When to pay close attention, when to scan or skim? How to synthesize across multiple text types? These skills can also be employed in non-literary online and offline media environments. I conclude by offering suggestions regarding the integration of a model for integrative reading.

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References:

Grunberg, A., & H. Marckmann, *Hartenjager*. iOS app, 2017.

L. Eugelink, *Bitterveld*. iOS app, 2015; Giphart, R. *De Robot van de Machine is een Mens*, 2017.

Bio Note:

Inge van de Ven is Assistant Professor of Online Culture in the Department of Culture Studies at Tilburg School of Humanities, the Netherlands. She holds a PhD from Utrecht University, where she also completed postdoctoral research on creativity in education (Education for Learning Societies). She was a lecturer in the Comparative Literature department at Utrecht University and in Film and Literary Studies at Leiden University. She held visiting scholarships at Harvard University (2013), Shanghai International Studies University (2017), The University of Copenhagen (2018) and UC Berkeley (2018). Her articles appeared in journals such as *European Journal of English Studies*, *Between, Image&Narrative*, *Journal for Creative Behavior*, and *Narrative*, she is writing a monograph titled *Big Books in times of Big Data* (forthcoming 2019).

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