

Bibliography, Master List (alphabetical order, by author)

This is a list of suggested scholarly books and articles related to research into online reading. This bibliography was created by [Monica Bulger](#), and will be expanded as the Transliterations project continues. See also the [History of Reading group's bibliography](#) and see also [Objects for Study](#) for annotated citations of a wider range of related materials (including web, hardware, software, historical, and artistic resources as well as selected items from this bibliography).

Individual Sources

- Aarseth, E. J. (1997). *Cybertext: Perspectives on Ergodic Literature*. Baltimore, MD: Johns Hopkins University Press.
- Alvermann, D., Simpson, M., & Fitzgerald, J. (2006). Teaching and learning in reading. In Alexander, P.A. & Winne, P.H. (Eds) *Handbook of educational psychology* (2nd ed; pp. 427-456). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Azevedo, R. & Cromley, J.G. (2004). Does training on self-regulated learning facilitate students' learning with hypermedia? *Journal of Educational Psychology*, 96 (3), 523-535.
- Barthes, R. (1975). *The Pleasure of the Text*. New York: Doubleday.
- Barthes, R. (1988). From Work to Text. In R. Barthes, *Image-Music-Text* (pp. 155-164; S. Heath, Trans.). New York: Hill.
- Barthes, R. (2002). Rhetoric of the image. In Mirzoeff, N. (Ed.) *The visual culture reader* (2nd ed; pp. 135-138). London: Routledge.
- Blanchot, M. (1982). Reading. In M. Blanchot, *The Space of Literature* (pp. 191-197; A. Smock, Trans). Lincoln: U of Nebraska Press.
- Blau, S. (2003). *The Literature Workshop*. New Hampshire: Heinemann. (See Chapter 2: From Teaching to Telling)
- Bortolussi, M. and Dixon, P. (2003). *Psychonarratology: Foundations for the Empirical Study of Literary Response*. New York: Cambridge UP.
- Branch, R.M. (2000). A taxonomy of visual literacy. In Pailliotet, A.W. & Mosenthal, P.B. (Eds.). *Reconceptualizing literacy in the media age*. Stamford, Connecticut: JAI Press.
- Brand-Gruwel, S., Wopereis, I., & Vermetten, Y. (2005). Information problem solving by experts and novices: Analysis of a complex cognitive skill. *Computers in Human Behavior*, 21, 487-508.
- Britt, M. A., & Aglinskias, C. (2002). Improving students' ability to identify and use source information. *Cognition and Instruction*, 20, 485-522.
- Chomsky, Noam. (2000) *New Horizons in the Study of Language and Mind*. Cambridge: Cambridge University Press.
- Chorney, T. (2005, December 12). [Interactive Reading, Early Modern Texts and Hypertext: A Lesson from the Past](#). *Academic Commons*. Retrieved September 23, 2006.

- Clark, R. C., & Mayer, R. E. (2003). *e-learning and the science of instruction*. San Francisco: Pfeiffer.
- Crane, M. and Richardson, A. (1999, June). Literary Studies and Cognitive Science: Toward a New Interdisciplinarity. *Mosaic: A Journal for the Comparative Study of Literature*, 32, 123-140.
- Crocker, M.W., Pickering, M. Clifton, C. (Eds). (2000). *Architectures and Mechanisms for Language Processing*. New York: Cambridge University Press.
- Csikszentmihalyi, M. (1991). *Flow: The Psychology of Optimal Experience*. New York: HarperPerennial.
- Dames, N. (2004). Wave-Theories and Affective Physiologies: The Cognitive Strain in Victorian Novel Theories. *Victorian Studies*, 46(2), 206-216
- Elfенbein, A. (2006). Cognitive Science and the History of Reading. *PMLA* 121(2), 484 – 500.
- Davis, P.M. (2003) Effect of the Web on undergraduate citation behavior: Guiding student scholarship in a networked age. *portal: Libraries & the Academy*, 3 (1), 41-51.
- Debmo, M.H. & Lynch, R. (2006). Becoming a self-regulated learner: Implications for web-based education. In O’Neil, H.F. & Perez, R.S. (Eds.) *Web-based learning: Theory, research, and practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- DeCerteau, M. (1984). *The Practice of Everyday Life*. Berkeley: University of California Press.
- Dillon, A. & Jobst, J. (2005). Multimedia learning with hypermedia. In Mayer, R.E. (Ed.) *Cambridge handbook of multimedia learning*. New York: Cambridge University Press.
- Downing, P., Lima, S. & Noonan, M. (Eds). (1992). *The Linguistics of Literacy*. Philadelphia: J. Benjamins Publishing Co.
- Dumais, S., Cutrell, E., Cadiz, J., Jancke, G., Sarin, R., & Robbins, D. C. (2003). Stuff I’ve seen: A system for personal information retrieval and re-use. In *Proceedings of the 26th Annual International ACM SIGIR Conference on Research and Development in Information Retrieval*. Toronto: Canada.
- Ellis, R.A. (2006) Investigating the quality of student approaches to using technology in experiences of learning through writing. *Computers in Education*, 46, 371-390.
- Fletcher, J.D. (2003). Evidence for learning from technology assisted instruction. In O’Neil, H.F. & Perez, R.S. (Eds.). *Technology applications in education: A learning view*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Fletcher, J.D. (2004). Technology, the Columbus effect, and the third revolution in learning. In Rabinowitz, M., Blumberg, F.C., & Everson, H.T. *The design of instruction and evaluation*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Gee, J.P. (2003). *What video games have to teach us about learning and literacy*. New York: Macmillan.
- Gerrig, R. J. (2003). *Experiencing Narrative Worlds: On the Psychological Activities of Reading*. New Haven: Yale UP.
- Gibson, J.J. (1979). *The ecological approach to visual perception*. New York: Houghton Mifflin.
- Glister, P. (2000). Digital literacy. In Pea, R. (Ed.). *The Jossey-Bass reader on technology and learning*. San Francisco, CA: Jossey-Bass, Inc.


- Graham, S. (2006). Writing. In Alexander, P.A. & Winne, P.H. (Eds) *Handbook of educational psychology* (2nd ed; pp. 457-478). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Grimes, D.J. & Boening, C. H. (2001). Worries with the web: A look at student use of web resources. *College & Research Libraries*, 62 (1), 11-23.
- Harker, W. John. (1996). Toward a Defensible Psychology of Literary Interpretation. In R. J. Kreuz and M.S. Macnealy (Eds), *Empirical Approaches to Literature and Aesthetics*. Norwood, NJ: Ablex.
- Herdman, C. M. (1999). Research on Visual Word Recognition: From Verbal Learning to Parallel Distributed Processing. *Canadian Journal of Experimental Psychology*, 53(4), 269-272.
- Jenkins, H. (1992). *Textual Poachers: Television Fans and Participatory Cultures*, (pp. 50-85). New York: Routledge.
- Jonassen, D.H. Peck, K.L., & Wilson, B.G. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Prentice Hall.
- Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lemke, J.L. (2004). Metamedia literacy: Transforming meanings and media. In Handa, C. (Ed.) *Visual rhetoric in a digital world*. Boston: Bedford / St. Martin's.
- Lenhart, A. & Madden, M. (2005). Teen content creators and consumers. *Pew Internet & American Life Project Report*. Washington D.C.: Pew Internet & American Life.
- Lieu, D.J. & Kinzer, C.K. (2000). The convergence of literacy instruction with networked technologies for information and communication. *Reading Research Quarterly* 35 (1), 108-127.
- Lunsford, A.A. (2006). Writing, technologies, and the fifth canon. *Computers and Composition*, 23 (2), 169-177.
- Macedo-Rouet, M., Rouet, J.F., Epstein, I., & Fayard, P. (2003). Effects of online reading on popular science comprehension. *Science Communication*, 25 (2), 99-128.
- Manovich, L. (1002). *The Language of New Media*. Cambridge, Mass: MIT Press.
- Marks, L. (2002). *Touch: Sensuous Theory and Multisensory Media*. Minneapolis: Univ of Minnesota Press.
- Mayer, R.E. (2000). The challenge of multimedia literacy. In Pailliotet, A.W. & Mosenthal, P.B. (Eds.). *Reconceptualizing literacy in the media age*. Stamford, Connecticut: JAI Press.
- Mayer, R.E. (2001). *Multimedia learning*. New York: Cambridge University Press.
- Mayer, R.E. (2003). Theories of learning and their application to technology. In O'Neil, H.F. & Perez, R.S. (Eds.). *Technology applications in education: A learning view*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Mayer, R.E. (2006). Ten research-based principles of multimedia learning. In O'Neil, H.F. & Perez, R.S. (Eds.) *Web-based learning: Theory, research, and practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- McPherson, T. (2002). Reload: Liveness, mobility and the web. In Mirzoeff, N. (Ed.) *The visual culture reader* (2nd ed; pp. 458-470). London: Routledge.
- Mosenthal, P.B. (2000). Assessing knowledge restructuring in visually rich, procedural domains: The case of garbage-disposal repair writ/sketched large. In Pailliotet,

- A.W. & Mosenthal, P.B. (Eds.). *Reconceptualizing literacy in the media age*. Stamford, Connecticut: JAI Press.
- National Center for Education Statistics. (2005). [*National Assessment of Adult Literacy*](#). Retrieved September 23, 2006.
- Pailliotet, A.W. (2000). Introduction: Reconceptualizing literacy in the media age. In Pailliotet, A.W. & Mosenthal, P.B. (Eds.). *Reconceptualizing literacy in the media age*. Stamford, Connecticut: JAI Press.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9 (5), 1-6.
- Pressley, M. (1986). The relevance of the good strategy user model to the teaching of mathematics. *Educational Psychologist*, 21 (1 & 2), 139-161.
- Ram, A. & Moorman, K. (1999). *Understanding Language Understanding: Computational Models of Reading*. Cambridge: MIT Press.
- Rice, R.A., McCreddie, M., & Chang, S.L. (2001). *Accessing and Browsing Information and Communication*. Cambridge: MIT Press.
- Rodriguez, R. & Alexander, J. (2004). A Proposal for a Hypertext- or Cyber-Linguistics. *Forma y Funcion (17)*, 207-217.
- Rosenblatt, L. (1965). *Literature as Exploration*. New York: The Modern Language Association of America.
- Rosenblatt, L.M. (2005). *Making Meaning with Texts: Selected Essays*. Portsmouth: Heinemann.
- Rouet, J-F. (2006). *The skills of document use*. Mahwah, NJ: Erlbaum.
- Rouet, J-F., Britt, M. A., Mason, R. A., & Perfetti, C. A. (1996). Using multiple sources of evidence to reason about history. *Journal of Educational Psychology*, 88, 478-493.
- Seely Brown, J. & Duguid, P. (2002). *The social life of information*. Boston, MA: Harvard Business School Press.
- Sellen, A.J. & Harper, R. H. R. (2003). *The myth of the paperless office*. Massachusetts: Massachusetts Institute of Technology.
- Shenton, A.K. & Dixon, P. (2003). Models of young people's information seeking. *Journal of Librarianship and Information Science*, 35 (1), 5-22.
- Stefans, B.K. (2005, November 5). [*Privileging Language: The Text in Electronic Writing*](#). *electronic book review*. Retrieved September 23, 2006.
- Wineburg, S.S. (1991). Historical problem solving: A study of the cognitive process used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology*, 83 (1), 73-87.
- Winne, P. H. (2001). Self-regulated learning viewed from models of information processing. In B. Zimmerman & D. Schunk (Eds.), *Self-regulated learning and academic achievement* (2nd ed; pp. 153-189). Mahwah, NJ: Erlbaum.
- Winne, P. H., Nesbit, J.C., Kumar, V., Hadwin, A.F., Lajoie, S.P., Azevedo, R., & Perry, N.E. (2006). Supporting self-regulated learning with gstudy software: A learning kit project. *Technology, Instruction, Cognition, and Learning*, 3, 105-115.
- Wray, D., Medwell, J., Fox, R., & Poulson, L. (2000). The teaching practices of effective teachers of literacy. *Educational Review*, 52(1), 75-84.
- Zwaan, R. A. (1993). *Aspects of Literary Comprehension: A Cognitive Approach*. Amsterdam: Benjamins.

Print Journals

- *Cognition and Instruction.*
- *College and Research Libraries.*
- *Computers and Composition.*
- *Computers in Education.*
- *Computers in Human Behavior.*
- *Educational Psychologist.*
- *Educational Review.*
- *Journal of Educational Psychology.*
- *Journal of Librarianship and Information Science.*
- *On the Horizon.*
- *portal:Libraries and the Academy.*
- *Reading Research Quarterly.*
- *Science Communication.*
- *Technology, Instruction, Cognition and Learning.*

Online Journals

- *The Book and the Journal: The Future of the Printed Word* (Now available only through the Internet Archive). [Home page.](#) | [Object for Study](#)
- *Digital Humanities Quarterly.* [Home page.](#) | [Object for Study](#)
- *Vectors: Journal of Technology in a Dynamic Vernacular.* [Home page.](#) |  [Transliteracies Research Report](#)