# Article information:

The inattentive on-screen reading: Reading medium affects attention and reading comprehension under time pressure - ScienceDirect
<https://www.sciencedirect.com/science/article/pii/S0959475220306915>

# Article summary:

1. Reading on-screen under time pressure leads to decreased comprehension compared to reading in print.

2. On-print readers show increased on-task attention and adaptability when reading under time pressure, while on-screen readers do not.

3. There is no difference in metacognitive calibration between readers using different mediums or reading under different time constraints.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "The inattentive on-screen reading: Reading medium affects attention and reading comprehension under time pressure" explores the influence of reading media (in print vs. on screen) and reading time-frame (free vs. pressured time) on readers' attention, metacognitive calibration, and reading comprehension. The study suggests that reading on screen, particularly under time constraints, leads to shallower information processing and decreased comprehension compared to reading in print.

One potential bias in the article is its focus on the negative effects of digital technologies on cognition and learning outcomes. The introduction highlights concerns about the utility of digital technologies in education and emphasizes worries about their potential harming impact. This bias may lead readers to assume that digital technologies are inherently detrimental to learning without considering potential benefits or mitigating factors.

Additionally, the article presents unsupported claims regarding the superiority of print over digital media for reading comprehension. It cites three meta-analyses that found people comprehend less when reading on screen than on paper but fails to provide a balanced perspective by discussing studies that have found no significant differences or even advantages of digital media for comprehension.

The article also overlooks important considerations such as individual differences in preferences and learning styles. While some individuals may indeed prefer print for certain tasks, others may find digital media more engaging or accessible. Ignoring these individual differences limits the generalizability of the findings and fails to acknowledge the potential benefits of using digital technologies for certain learners.

Furthermore, the article does not adequately address potential confounding variables that could influence the results. For example, it does not consider factors such as familiarity with technology or prior experience with different types of media, which could impact participants' performance and preferences.

The article also lacks exploration of counterarguments or alternative explanations for the observed effects. It assumes that shallow processing is solely responsible for decreased comprehension when reading on screen under time constraints without considering other factors such as cognitive load or distractions inherent in digital environments.

Overall, the article presents a one-sided view of the effects of reading media on attention and comprehension. It fails to provide a balanced perspective, consider alternative explanations, or acknowledge potential benefits of digital technologies. As a result, readers should approach the findings with caution and consider additional research before drawing definitive conclusions about the impact of reading media on cognitive processes and learning outcomes.

# Topics for further research:

* Benefits of digital media for reading comprehension
* Individual differences in preferences for print vs. digital reading
* Factors influencing reading comprehension on screen
* Cognitive load and reading comprehension on screen
* Distractions in digital reading environments and comprehension
* Contrasting views on the impact of digital technologies on learning outcomes

# Report location:

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