Chapter 1 : Paper Towns Setting & Symbolism

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It affects almost all aspects of our daily lives, including the types of books we read to young children. Nowadays, there are two types of books to read: A narrator reads the story, and children can enjoy interactive features such as animated pictures, music, sound effects, and links on the screen that connect to games or an elaboration of the pictures or story. Concern has been raised about how much time children are spending in front of screens, and whether they learn as much from e-books as they do from traditional print books. There have been several studies about e-books over the past decade, and they have revealed both advantages and disadvantages to e-books. Children interact longer with their parents while looking at e-books compared to traditional paper books [4, 5] Children with developmental delays may benefit from e-books â€" One study showed that, after sharing an e-book, children with developmental delays experienced improvement in their vocabulary, as well as in their understanding about how words can be broken up into smaller parts i. Children can enjoy e-books independently â€" This may encourage children to pick up a book more often than they otherwise would [6]. E-books are convenient and accessible â€" They can be downloaded on computers or transferred to hand held devices [6]. Children learn most from e-books when adults share the e-book with them and talk about the story â€" Children learn less when they look at e-books by themselves [1, 4]. Instead, they have more conversations about the buttons and games in the e-book. Young children benefit when adults have discussions with them that go beyond the pages of the book, linking aspects of the story to their personal experiences, and providing explanations when necessary. Parents use more of these types of reading strategies with paper books [5,7]. Children learn less about the story from e-books â€" One study showed that while children learned some information about the story from an e-book, children who read a paper book knew more details from the story as well as the order of events [5]. Whether children communicate more or less while looking at e-books is still under debate. Some research has shown that children communicate more while looking at e-books [7], but other research has shown that children communicate less [4]. Rather, sharing a good quality e-book with a child that has helpful interactive features can be used in addition to traditional paper books. How to Choose a Good Quality E-book Studies have shown that the following e-book features help children learn: Many e-books now offer different modes e. The words are highlighted as the narrator reads them â€" This helps children understand the connection between the printed words and the what the narrator is saying [1]. It Takes Two to Read an E-book studies have shown that children learn most when they share the e-book with an adult While children may enjoy an e-book without needing an adult to read the story, studies have shown that children learn most when they share the e-book with an adult [1, 4]. Here are some tips for enjoying e-books with young children: Going beyond the story also involves talking about why things happen in the story, and what might happen later in the story. Describe and explain â€" If there are new or challenging words in the story, explain what the words mean for your child. If the e-book has a dictionary function, use it to help describe what new words mean. Use the pictures and animations in the e-book to help explain new words. Reading a good quality e-book can be a motivating activity for your child. But the most important thing to remember is to spend time sharing the e-book together with your child, and have conversations about the story. For more fun tips on building early language and literacy skills, take a look at our Preschool Language and Literacy Calendar. Reading e-books and printed books with and without adult mediation. Technology as a support for literacy achievements for children at risk. Literacy Studies 7, Dordrecht, NL: Promoting vocabulary, phonological awareness and concept about print among children at risk for learning disability: Reading and Writing, Computers and Education, 50, Electronic versus traditional storybooks: Journal of Early Childhood Literacy, 10 3 , Once upon a time: Parent-child dialogue and storybook reading in the electronic era. Mind, Brain, and Education, 7 3: Factors that affect emergent literacy development when engaging with electronic books. Early Childhood Education Journal, How new technology

influences parent-child interaction: The case of e-book reading. First Language, 30 2 , Quality of book-reading matters for emergent readers: An experiment with the same book in a regular or electronic format. Journal of Educational Psychology, 94 1 , The interactive animated e-book as a word learning device for kindergarteners. Applied Psycholinguistics, available on CJO The Reading Teacher, 67 1: E-books as support for emergent writing with and without adult assistance. Education and Information Technologies, 16, How to prepare your child for reading success. The Hanen Centre is a Canadian not-for-profit charitable organization with a global reach. Its mission is to provide parents, caregivers, early childhood educators and speech-language pathologists with the knowledge and training they need to help young children develop the best possible language, social and literacy skills. This includes children who have or are at risk for language delays, those with developmental challenges such as autism, and those who are developing typically. For more information, visit www.

Chapter 2 : Majority of Americans Are Still Reading Print Books

Children learn less about the story from e-books - One study showed that while children learned some information about the story from an e-book, children who read a paper book knew more details from the story as well as the order of events [5].

In the following scenes she appears to pinch, swipe and prod the pages of paper magazines as though they too were screens. When nothing happens, she pushes against her leg, confirming that her finger works just fineâ€"or so a title card would have us believe. Perhaps his daughter really did expect the paper magazines to respond the same way an iPad would. Or maybe she had no expectations at allâ€"maybe she just wanted to touch the magazines. Young children who have never seen a tablet like the iPad or an e-reader like the Kindle will still reach out and run their fingers across the pages of a paper book; they will jab at an illustration they like; heck, they will even taste the corner of a book. Nevertheless, the video brings into focus an important question: How exactly does the technology we use to read change the way we read? How reading on screens differs from reading on paper is relevant not just to the youngest among us , but to just about everyone who readsâ€"to anyone who routinely switches between working long hours in front of a computer at the office and leisurely reading paper magazines and books at home; to people who have embraced e-readers for their convenience and portability, but admit that for some reason they still prefer reading on paper; and to those who have already vowed to forgo tree pulp entirely. As digital texts and technologies become more prevalent, we gain new and more mobile ways of readingâ€"but are we still reading as attentively and thoroughly? How do our brains respond differently to onscreen text than to words on paper? Should we be worried about dividing our attention between pixels and ink or is the validity of such concerns paper-thin? Since at least the s researchers in many different fieldsâ€"including psychology, computer engineering, and library and information scienceâ€"have investigated such questions in more than one hundred published studies. The matter is by no means settled. Before most studies concluded that people read slower, less accurately and less comprehensively on screens than on paper. Studies published since the early s , however, have produced more inconsistent results: And recent surveys suggest that although most people still prefer paperâ€"especially when reading intensivelyâ€"attitudes are changing as tablets and e-reading technology improve and reading digital books for facts and fun becomes more common. Even so, evidence from laboratory experiments , polls and consumer reports indicates that modern screens and e-readers fail to adequately recreate certain tactile experiences of reading on paper that many people miss and, more importantly, prevent people from navigating long texts in an intuitive and satisfying way. In turn, such navigational difficulties may subtly inhibit reading comprehension. Compared with paper, screens may also drain more of our mental resources while we are reading and make it a little harder to remember what we read when we are done. Whether they realize it or not, many people approach computers and tablets with a state of mind less conducive to learning than the one they bring to paper. I would like to preserve the absolute best of older forms, but know when to use the new. We often think of reading as a cerebral activity concerned with the abstractâ€"with thoughts and ideas, tone and themes, metaphors and motifs. As far as our brains are concerned, however, text is a tangible part of the physical world we inhabit. In fact, the brain essentially regards letters as physical objects because it does not really have another way of understanding them. As Wolf explains in her book Proust and the Squid, we are not born with brain circuits dedicated to reading. After all, we did not invent writing until relatively recently in our evolutionary history, around the fourth millennium B. So the human brain improvises a brand-new circuit for reading by weaving together various regions of neural tissue devoted to other abilities, such as spoken language, motor coordination and vision. Some of these repurposed brain regions are specialized for object recognition â€"they are networks of neurons that help us instantly distinguish an apple from an orange, for example, yet classify both as fruit. Just as we learn that certain featuresâ€"roundness, a twiggy stem, smooth skinâ€"characterize an apple, we learn to recognize each letter by its particular arrangement of lines, curves and hollow spaces. Some researchers see traces of these origins in modern alphabets: C as crescent moon, S as snake. Especially intricate charactersâ€"such as Chinese hanzi and Japanese kanji â€"activate motor regions in

the brain involved in forming those characters on paper: The brain literally goes through the motions of writing when reading, even if the hands are empty. Researchers recently discovered that the same thing happens in a milder way when some people read cursive. Beyond treating individual letters as physical objects, the human brain may also perceive a text in its entirety as a kind of physical landscape. When we read, we construct a mental representation of the text in which meaning is anchored to structure. The exact nature of such representations remains unclear, but they are likely similar to the mental maps we create of terrainâ€"such as mountains and trailsâ€"and of man-made physical spaces, such as apartments and offices. Both anecdotally and in published studies , people report that when trying to locate a particular piece of written information they often remember where in the text it appeared. We might recall that we passed the red farmhouse near the start of the trail before we started climbing uphill through the forest; in a similar way, we remember that we read about Mr. Darcy rebuffing Elizabeth Bennett on the bottom of the left-hand page in one of the earlier chapters. In most cases, paper books have more obvious topography than onscreen text. An open paperback presents a reader with two clearly defined domainsâ€"the left and right pagesâ€"and a total of eight corners with which to orient oneself. A reader can focus on a single page of a paper book without losing sight of the whole text: One can even feel the thickness of the pages read in one hand and pages to be read in the other. All these features not only make text in a paper book easily navigable, they also make it easier to form a coherent mental map of the text. In contrast, most screens, e-readers, smartphones and tablets interfere with intuitive navigation of a text and inhibit people from mapping the journey in their minds. A reader of digital text might scroll through a seamless stream of words, tap forward one page at a time or use the search function to immediately locate a particular phraseâ€"but it is difficult to see any one passage in the context of the entire text. As an analogy, imagine if Google Maps allowed people to navigate street by individual street, as well as to teleport to any specific address, but prevented them from zooming out to see a neighborhood, state or country. Although e-readers like the Kindle and tablets like the iPad re-create paginationâ€"sometimes complete with page numbers, headers and illustrationsâ€"the screen only displays a single virtual page: Instead of hiking the trail yourself, the trees, rocks and moss move past you in flashes with no trace of what came before and no way to see what lies ahead. In a study published in January Anne Mangen of the University of Stavanger in Norway and her colleagues asked 72 10th-grade students of similar reading ability to study one narrative and one expository text, each about 1, words in length. Half the students read the texts on paper and half read them in pdf files on computers with inch liquid-crystal display LCD monitors. Afterward, students completed reading-comprehension tests consisting of multiple-choice and short-answer questions, during which they had access to the texts. Students who read the texts on computers performed a little worse than students who read on paper. Based on observations during the study, Mangen thinks that students reading pdf files had a more difficult time finding particular information when referencing the texts. Volunteers on computers could only scroll or click through the pdfs one section at a time, whereas students reading on paper could hold the text in its entirety in their hands and quickly switch between different pages. Because of their easy navigability, paper books and documents may be better suited to absorption in a text. Supporting this research, surveys indicate that screens and e-readers interfere with two other important aspects of navigating texts: People report that they enjoy flipping to a previous section of a paper book when a sentence surfaces a memory of something they read earlier, for example, or quickly scanning ahead on a whim. People also like to have as much control over a text as possibleâ€"to highlight with chemical ink, easily write notes to themselves in the margins as well as deform the paper however they choose. Because of these preferencesâ€"and because getting away from multipurpose screens improves concentrationâ€"people consistently say that when they really want to dive into a text, they read it on paper. In a survey of graduate students at National Taiwan University, the majority reported browsing a few paragraphs online before printing out the whole text for more in-depth reading. A survey of millennials people born between and the early s at Salve Regina University in Rhode Island concluded that, "when it comes to reading a book, even they prefer good, old-fashioned print". And in a study conducted at the National Autonomous University of Mexico, nearly 80 percent of surveyed students preferred to read text on paper as opposed to on a screen in order to "understand it with clarity". Surveys and consumer reports also suggest that the sensory experiences

typically associated with reading—especially tactile experiences—matter to people more than one might assume. Text on a computer, an e-reader and—somewhat ironically—on any touch-screen device is far more intangible than text on paper. So far, digital texts have not satisfyingly replicated this kind of tactility although some companies are innovating, at least with keyboards. Paper books also have an immediately discernible size, shape and weight. We might refer to a hardcover edition of War and Peace as a hefty tome or a paperback Heart of Darkness as a slim volume. In contrast, although a digital text has a length—which is sometimes represented with a scroll or progress bar—it has no obvious shape or thickness. Some researchers have found that these discrepancies create enough " haptic dissonance " to dissuade some people from using e-readers. People expect books to look, feel and even smell a certain way; when they do not, reading sometimes becomes less enjoyable or even unpleasant. For others, the convenience of a slim portable e-reader outweighs any attachment they might have to the feel of paper books. Exhaustive reading Although many old and recent studies conclude that people understand what they read on paper more thoroughly than what they read on screens, the differences are often small. Some experiments, however, suggest that researchers should look not just at immediate reading comprehension, but also at long-term memory. In a study Kate Garland of the University of Leicester and her colleagues asked 50 British college students to read study material from an introductory economics course either on a computer monitor or in a spiral-bound booklet. After 20 minutes of reading Garland and her colleagues quizzed the students with multiple-choice questions. Students scored equally well regardless of the medium, but differed in how they remembered the information. Psychologists distinguish between remembering something—which is to recall a piece of information along with contextual details, such as where, when and how one learned it—and knowing something, which is feeling that something is true without remembering how one learned the information. Generally, remembering is a weaker form of memory that is likely to fade unless it is converted into more stable, long-term memory that is "known" from then on. When taking the quiz, volunteers who had read study material on a monitor relied much more on remembering than on knowing, whereas students who read on paper depended equally on remembering and knowing. Garland and her colleagues think that students who read on paper learned the study material more thoroughly more quickly; they did not have to spend a lot of time searching their minds for information from the text, trying to trigger the right memory—they often just knew the answers. Other researchers have suggested that people comprehend less when they read on a screen because screen-based reading is more physically and mentally taxing than reading on paper. Depending on the model of the device, glare, pixilation and flickers can also tire the eyes. LCDs are certainly gentler on eyes than their predecessor, cathode-ray tubes CRT , but prolonged reading on glossy self-illuminated screens can cause eyestrain, headaches and blurred vision. Such symptoms are so common among people who read on screens—affecting around 70 percent of people who work long hours in front of computers—that the American Optometric Association officially recognizes computer vision syndrome. In one of his experiments 72 volunteers completed the Higher Education Entrance Examination READ test—a minute, Swedish-language reading-comprehension exam consisting of multiple-choice questions about five texts averaging 1, words each. People who took the test on a computer scored lower and reported higher levels of stress and tiredness than people who completed it on paper. In another set of experiments 82 volunteers completed the READ test on computers, either as a paginated document or as a continuous piece of text. Volunteers had to quickly close a series of pop-up windows, for example, sort virtual cards or remember digits that flashed on a screen. Like many cognitive abilities, working memory is a finite resource that diminishes with exertion. Although people in both groups performed equally well on the READ test, those who had to scroll through the continuous text did not do as well on the attention and working-memory tests. A study conducted at the University of Central Florida reached similar conclusions. Subconsciously, many people may think of reading on a computer or tablet as a less serious affair than reading on paper. Based on a detailed survey of people in northern California, Ziming Liu of San Jose State University concluded that people reading on screens take a lot of shortcuts—they spend more time browsing, scanning and hunting for keywords compared with people reading on paper, and are more likely to read a document once, and only once. When reading on screens, people seem less inclined to engage in what psychologists call metacognitive learning regulation—strategies

such as setting specific goals, rereading difficult sections and checking how much one has understood along the way. In a experiment at the Technion—Israel Institute of Technology, college students took multiple-choice exams about expository texts either on computers or on paper. Researchers limited half the volunteers to a meager seven minutes of study time; the other half could review the text for as long as they liked. When under pressure to read quickly, students using computers and paper performed equally well.

Chapter 3 : Studies of the Book of Mormon - Wikipedia

A study published in the journal PNAS found that reading an e-book before bedtime decreased the production of melatonin, a hormone that preps the body for sleep. E-books also impaired.

This project led to another seminar about the difference between reading on screen and on paper. To prepare for it, we read scientific articles and picked out a few of those as examples. It is not only the devices that have evolved, either: Back in the s not many people owned their own computer, whereas today a great many more people do. Is it dangerous to read from a screen? In the early years of the railway, people were seriously concerned about how the speed 18 mph or 30 kmph would affect the human body. The trains did most certainly cause distress when they first came along and so does new technology today. Computer vision syndrome, a temporary condition with symptoms like headaches, fatigue and strained and dry eyes, can be prevented by closing your eyes or looking away from the screen every now and then. Reading on newer tablets with higher pixel densities spares the eyes, too. They studied eye movement, brain activity and reading speed. The participants also answered a few questions to determine reading comprehension. The interesting thing was that all participants said that they preferred reading on paper, even though the study found no support for it being more effortful to read on digital media. On the contrary, the older participants read both faster and with less effort on the tablet computer, due to the back lighting giving a better contrast, and because of this being better for older eyes. One group read two texts 1,â€"2, words in print and the other group read the same texts as PDFs on a computer screen. In the reading comprehension test that was administered, the students who read on paper scored significantly better than those who read the texts digitally. It was easier for those who read on paper to remember what they had read. Touching paper and turning pages aids the memory, making it easier to remember where you read something. Having to scroll on the computer screen makes remembering more difficult. Studies that control for factors like experience and attitude among respondents are uncommon. In a study from 7 , the authors Ackerman and Lauterman let 80 undergraduate engineering students read five texts either on paper or computer screens. After each text they completed a test, but before the test they had to make a prediction on how well they would perform in the test. They studied the texts under three different time conditions: The paper readers generally got better results, but not under the interrupted time condition, for which the results were similar for both groups see Figure 1 , which is very interesting because if technology-related factors were what caused the inferior results for the screen-reading group, the results should have been the same under all studying conditions. Figure 1 Mean test scores and predictions of performance POP for the three time conditions for screen and paper learning. Error bars represent the standard errors of the mean. A good calibration often leads to better results simply because you do not stop studying too soon. As shown in Figure 1 paper readers generally make a better calibration than the screen readers, who tend to be more overconfident. The results of this study show that the problem with screen reading is more psychological than technological. But the study also argues that medium preferences matter, since those who studied on their preferred medium showed both less overconfidence and got better test scores. Two years later Lauterman and Ackerman did another study 9 to see if it is possible to overcome screen inferiority in learning and calibration. This time they let the students read six texts on either a computer screen or paper. The students were allowed seven minutes to read each text. In the first pair of tests, the participants who studied on screen performed just as poorly compared to those who read on paper as in the study from But in the third test, already the screen readers who preferred reading from screens were getting scores similar to the scores of those who had read the texts from paper. Their calibration â€" the difference between the actual test scores and their prediction of performance â€" also got better and better for each text see Figure 2. So, yes, it was possible to overcome screen inferiority in learning and calibration â€" but only for those who preferred reading from screens. They became less overconfident and got higher scores after only a few tests. Figure 2 Mean test scores and predictions of performance POP for the three text pairs by their study order for on-screen learners OSL preferring screen. There are many benefits of e-books, such as being able to access many books without carrying a heavy load. But as studies have shown, people still choose paper over screen. One big

problem is that e-books are made to be read like a linear text, so the possibilities of the digital medium are not being utilized. The e-book just turns into a copy of the printed version, and why would anyone want to read a digital version if they are more comfortable reading a printed version? In one study, a comparison was made between how well students learnt by using course material in paper format and the same material made into seven web pages, with no scrolling being needed. The paper format had a dictionary and study questions at the back, while the web pages had implemented a dictionary that was enabled by a mouse-over function, and the questions were placed next to the text where the answers could be found. So enhancing the electronic text instead of just turning it into a copy of the printed version seems to have helped the students to score higher on the test. Most of the students said they preferred a web page or a computer programme over books, but they still thought that the written word was the best way to gain knowledge. The students wanted a total experience from their course material, with the texts being shorter and including a better overview, and being enhanced with video, sound, interactive tests and games. They also wanted their course material to be integrated with social media so they could stay connected with their peers and teachers, and they wanted their teachers to be able to update the material. Last year, graduate students and faculty in science and engineering at the University of Kansas were asked about their e-book usage and preferences. Discomfort or difficulty in reading e-books on a screen was stated as the main reason they did not like reading e-books. Interestingly, preferences were quite different between the departments. Since most libraries cannot afford to purchase all books in each format some users will have to read books on a medium other than their preferred one. Then, if we manage to make them accessible to our users, perhaps there will eventually be no problem? Is the technology ready? Many e-books at academic libraries have digital rights management DRM systems that restrict and complicate the downloading to tablets so much that some users avoid reading the e-books at all. Then if you do manage to download and locate the PDF file on your device, you can only use it for a few days and then you have to go through the whole downloading procedure again. But then all your notes and bookmarks will be gone. Then you try to read the e-book online, where you have to create another personal account to be able to save your notes and bookmarks. The online ebrary reader, for example, is by no means suitable for tablet browsers in any case: Other drawbacks are that usually, the reading applications do not sync between devices and it is not always possible to adjust the text to the screen. Granted, you can reflow PDFs in most PDF readers, but then you cannot make any notes and all tables and pictures will disappear from the text. There are exceptions, but the more user-friendly apps we have tried do not support DRM and can therefore not be used to read library e-books. How will we read in the future? You need to get used to a new type of medium before you can use it to its full potential, and feel comfortable doing so. We think that the way children are taught to read and study in school is vital. If schools were able to integrate digital learning better, it would probably make it easier for those students to use e-books, and make them want to use them instead of print. As long as we are not all native digital readers, there will be occasions when most of us will be more comfortable reading printed text, for example, when proofreading. More native paper readers will choose e-books when the online reading platforms and reading applications for tablets and smartphones are more user friendly and compensate for the lack of spatial landmarks that many native paper readers experience when they try to read e-texts. When you can easily find and download a suitable e-book, that also utilizes all the possibilities that the electronic medium offers and is not just a direct translation from print, that may be the day when all students will prefer e-books. Competing interests The authors have declared no competing interests. References Milne-Smith, A Madmen on the Railways: Western Conference on British Studies. Internet Journal of Medical Update 8 2: Effects on Reading Comprehension. International Journal of Educational Research Computers in Human Behavior 28 5: Overcoming Screen Inferiority in Learning and Calibration. Computers in Human Behavior Reading and Learning from Screens Versus Print: A Study in Changing Habits: The Swedes and the Internet A yearly report from. SE Internet Infrastructure Foundation that maps change and development in internet use among the Swedish population, http: Insights, 28 2 , pp. Insights, 28 2 , 49â€" What Is the Difference for Reading and Learning?

Chapter 4 : The Urantia Book | Urantia Book | Urantia Foundation

The Scout Rifle Study covers all of it, and much more. While this is a painstakingly thorough book, it's not a tome. While this is a painstakingly thorough book, it's not a tome. You can start.

Bibliography Definition An abstract summarizes, usually in one paragraph of words or less, the major aspects of the entire paper in a prescribed sequence that includes: Importance of a Good Abstract Sometimes your professor will ask you to include an abstract, or general summary of your work, with your research paper. The abstract allows you to elaborate upon each major aspect of the paper and helps readers decide whether they want to read the rest of the paper. Therefore, enough key information [e. How do you know when you have enough information in your abstract? A simple rule-of-thumb is to imagine that you are another researcher doing a similar study. Does it tell the whole story about your study? If the answer is "no" then the abstract likely needs to be revised. How to Write a Research Abstract. Office of Undergraduate Research. University of Kentucky; Staiger, David L. Abstracts and the Writing of Abstracts. University of Michigan Press, Structure and Writing Style I. Types of Abstracts To begin, you need to determine which type of abstract you should include with your paper. There are four general types. The researcher evaluates the paper and often compares it with other works on the same subject. Critical abstracts are generally words in length due to the additional interpretive commentary. These types of abstracts are used infrequently. Descriptive Abstract A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract only describes the work being summarized. Some researchers consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short, words or less. Informative Abstract The majority of abstracts are informative. While they still do not critique or evaluate a work, they do more than describe it. A good informative abstract acts as a surrogate for the work itself. That is, the researcher presents and explains all the main arguments and the important results and evidence in the paper. An informative abstract includes the information that can be found in a descriptive abstract [purpose, methods, scope] but it also includes the results and conclusions of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is usually no more than words in length. In that a highlight abstract cannot stand independent of its associated article, it is not a true abstract and, therefore, rarely used in academic writing. Writing Style Use the active voice when possible, but note that much of your abstract may require passive sentence constructions. Regardless, write your abstract using concise, but complete, sentences. Get to the point quickly and always use the past tense because you are reporting on a study that has been completed. Although it is the first section of your paper, the abstract, by definition, should be written last since it will summarize the contents of your entire paper. To begin composing your abstract, take whole sentences or key phrases from each section and put them in a sequence that summarizes the paper. Then revise or add connecting phrases or words to make the narrative flow clearly and smoothly. Before handing in your final paper, check to make sure that the information in the abstract completely agrees with what you have written in the paper. Think of the abstract as describing the most information using the fewest necessary words in complete sentences. Lengthy background information, References to other literature [say something like, "current research shows that University of Kansas; Abstract. University College Writing Centre. University of Toronto; Writing Report Abstracts. Purdue University; Writing Abstracts. Indiana University; Koltay, Tibor. If the full-text is not available, go to the USC Libraries main page and enter the title of the article [NOT the title of the journal]. If the Libraries have a subscription to the journal, the article should appear with a link to the full-text or to the journal publisher page where you can get the article.

Chapter 5 : Readers absorb less on Kindles than on paper, study finds | Books | The Guardian

The People of Paper Summary & Study Guide Description. The People of Paper Summary & Study Guide includes comprehensive information and analysis to help you understand the book.

It is thus conjectured that the earliest Indo-European writings may have been carved on beech wood. History This article needs additional citations for verification. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. May Learn how and when to remove this template message Antiquity Sumerian clay tablet , currently housed in the Oriental Institute at the University of Chicago , inscribed with the text of the poem Inanna and Ebih by the priestess Enheduanna , the first author whose name is known [8] When writing systems were created in ancient civilizations , a variety of objects, such as stone, clay , tree bark, metal sheets, and bones, were used for writing; these are studied in epigraphy. Stylus A tablet is a physically robust writing medium, suitable for casual transport and writing. Clay tablets were flattened and mostly dry pieces of clay that could be easily carried, and impressed with a stylus. They were used as a writing medium, especially for writing in cuneiform , throughout the Bronze Age and well into the Iron Age. Wax tablets were pieces of wood covered in a thick enough coating of wax to record the impressions of a stylus. They were the normal writing material in schools, in accounting, and for taking notes. They had the advantage of being reusable: The custom of binding several wax tablets together Roman pugillares is a possible precursor of modern bound codex books. Scroll Egyptian papyrus showing the god Osiris and the weighing of the heart. Scrolls can be made from papyrus , a thick paper-like material made by weaving the stems of the papyrus plant, then pounding the woven sheet with a hammer-like tool until it is flattened. Papyrus was used for writing in Ancient Egypt , perhaps as early as the First Dynasty , although the first evidence is from the account books of King Nefertiti Kakai of the Fifth Dynasty about BC. Tree bark such as lime and other materials were also used. The Greek word for papyrus as writing material biblion and book biblos come from the Phoenician port town Byblos , through which papyrus was exported to Greece. Tomus was used by the Latins with exactly the same meaning as volumen see also below the explanation by Isidore of Seville. Whether made from papyrus, parchment , or paper, scrolls were the dominant form of book in the Hellenistic, Roman, Chinese, Hebrew, and Macedonian cultures. The more modern codex book format form took over the Roman world by late antiquity , but the scroll format persisted much longer in Asia. Codex Isidore of Seville died explained the then-current relation between codex, book and scroll in his Etymologiae VI. It is called codex by way of metaphor from the trunks codex of trees or vines, as if it were a wooden stock, because it contains in itself a multitude of books, as it were of branches. A codex in modern usage is the first information repository that modern people would recognize as a "book": However, the codex never gained much popularity in the pagan Hellenistic world, and only within the Christian community did it gain widespread use. A book is much easier to read, to find a page that you want, and to flip through. A scroll is more awkward to use. The Christian authors may also have wanted to distinguish their writings from the pagan and Judaic texts written on scrolls. In addition, some metal books were made, that required smaller pages of metal, instead of an impossibly long, unbending scroll of metal. A book can also be easily stored in more compact places, or side by side in a tight library or shelf space. Manuscript Folio 14 recto of the 5th century Vergilius Romanus contains an author portrait of Virgil. Note the bookcase capsa , reading stand and the text written without word spacing in rustic capitals. The fall of the Roman Empire in the 5th century A. Papyrus became difficult to obtain due to lack of contact with Egypt, and parchment, which had been used for centuries, became the main writing material. Parchment is a material made from processed animal skin and usedâ€"mainly in the pastâ€"for writing on. Parchment is most commonly made of calfskin, sheepskin, or goatskin. It was historically used for writing documents, notes, or the pages of a book. Parchment is limed, scraped and dried under tension. It is not tanned, and is thus different from leather. This makes it more suitable for writing on, but leaves it very reactive to changes in relative humidity and makes it revert to rawhide if overly wet. Monasteries carried on the Latin writing tradition in the Western Roman Empire. Cassiodorus , in the monastery of Vivarium established around , stressed the importance of copying texts. Benedict of Nursia ,

in his Rule of Saint Benedict completed around the middle of the 6th century later also promoted reading. XLVIII , which set aside certain times for reading, greatly influenced the monastic culture of the Middle Ages and is one of the reasons why the clergy were the predominant readers of books. The tradition and style of the Roman Empire still dominated, but slowly the peculiar medieval book culture emerged. Before the invention and adoption of the printing press , almost all books were copied by hand, which made books expensive and comparatively rare. Smaller monasteries usually had only a few dozen books, medium-sized perhaps a few hundred. By the 9th century, larger collections held around volumes and even at the end of the Middle Ages, the papal library in Avignon and Paris library of the Sorbonne held only around 2, volumes. Artificial light was forbidden for fear it may damage the manuscripts. There were five types of scribes: The bookmaking process was long and laborious. The parchment had to be prepared, then the unbound pages were planned and ruled with a blunt tool or lead, after which the text was written by the scribe , who usually left blank areas for illustration and rubrication. Finally, the book was bound by the bookbinder. Different types of ink were known in antiquity, usually prepared from soot and gum, and later also from gall nuts and iron vitriol. This gave writing a brownish black color, but black or brown were not the only colors used. There are texts written in red or even gold, and different colors were used for illumination. For very luxurious manuscripts the whole parchment was colored purple , and the text was written on it with gold or silver for example, Codex Argenteus. This facilitated reading, as these monks tended to be less familiar with Latin. However, the use of spaces between words did not become commonplace before the 12th century. It has been argued that the use of spacing between words shows the transition from semi-vocalized reading into silent reading. The book covers were made of wood and covered with leather. Because dried parchment tends to assume the form it had before processing, the books were fitted with clasps or straps. During the later Middle Ages , when public libraries appeared, up to the 18th century, books were often chained to a bookshelf or a desk to prevent theft. These chained books are called libri catenati. At first, books were copied mostly in monasteries, one at a time. With the rise of universities in the 13th century, the Manuscript culture of the time led to an increase in the demand for books, and a new system for copying books appeared. The books were divided into unbound leaves pecia , which were lent out to different copyists, so the speed of book production was considerably increased. The system was maintained by secular stationers guilds, which produced both religious and non-religious material. According to Jewish tradition, the Torah scroll placed in a synagogue must be written by hand on parchment and a printed book would not do, though the congregation may use printed prayer books and printed copies of the Scriptures are used for study outside the synagogue. A sofer "scribe" is a highly respected member of any observant Jewish community. Middle East This section possibly contains inappropriate or misinterpreted citations that do not verify the text. Please help improve this article by checking for citation inaccuracies. September Learn how and when to remove this template message People of various religious Jews, Christians, Zoroastrians, Muslims and ethnic backgrounds Syriac, Coptic, Persian, Arab etc. A number of cities in the medieval Islamic world had book production centers and book markets. The medieval Muslim world also used a method of reproducing reliable copies of a book in large quantities known as check reading , in contrast to the traditional method of a single scribe producing only a single copy of a single manuscript. In the check reading method, only "authors could authorize copies, and this was done in public sessions in which the copyist read the copy aloud in the presence of the author, who then certified it as accurate. In woodblock printing , a relief image of an entire page was carved into blocks of wood, inked, and used to print copies of that page. This method originated in China, in the Han dynasty before AD , as a method of printing on textiles and later paper , and was widely used throughout East Asia. The method called Woodcut when used in art arrived in Europe in the early 14th century. Books known as block-books , as well as playing-cards and religious pictures , began to be produced by this method. Creating an entire book was a painstaking process, requiring a hand-carved block for each page; and the wood blocks tended to crack, if stored for long. The monks or people who wrote them were paid highly. Movable type and incunabula Main articles: Movable type and Incunable Selected Teachings of Buddhist Sages and Son Masters, the earliest known book printed with movable metal type, The Chinese inventor Bi Sheng made movable type of earthenware circa , but there are no known surviving examples of his printing. Around , in what is commonly regarded as an independent

invention, Johannes Gutenberg invented movable type in Europe, along with innovations in casting the type based on a matrix and hand mould. This invention gradually made books less expensive to produce, and more widely available. Early printed books, single sheets and images which were created before in Europe are known as incunables or incunabula. These machines could print 1, sheets per hour, but workers could only set 2, letters per hour. They could set more than 6, letters per hour and an entire line of type at once. There have been numerous improvements in the printing press. As well, the conditions for freedom of the press have been improved through the gradual relaxation of restrictive censorship laws. See also intellectual property , public domain , copyright. In midth century, European book production had risen to over , titles per year. Throughout the 20th century, libraries have faced an ever-increasing rate of publishing, sometimes called an information explosion. The advent of electronic publishing and the internet means that much new information is not printed in paper books, but is made available online through a digital library , on CD-ROM , in the form of e-books or other online media. An on-line book is an e-book that is available online through the internet. Though many books are produced digitally, most digital versions are not available to the public, and there is no decline in the rate of paper publishing. This effort is spearheaded by Project Gutenberg combined with Distributed Proofreaders. There have also been new developments in the process of publishing books.

Book Reading A growing share of Americans are reading e-books on tablets and smartphones rather than dedicated e-readers, but print books remain much more popular than books in digital formats.

The Climax of the Persecution in Jerusalem: Stephen brought before a council 6: The Church is Scattered 8: The Church Scattered into Palestine and Syria 8: The Ministry of Philip 8: Philip in Samaria 8: Philip and the Ethiopian Eunich 8: Philip en route to Caesarea 40 B. The Conversion of Saul 9: Paul Sees the Lord 9: Ananias Ministers to Paul 9: Paul Proclaims Jesus as the Christ 9: A Summary Report of the Church 9: The Ministry of Peter 9: A man healed 9: A woman healed 9: Peter Goes with the Men from Cornelius The Gentiles Receive the Holy Spirit The Church at Antioch: A New Center of Operations The Church established The Church Sanctioned by Jerusalem Barnabas Brings Paul Back to Antioch The Unity in the Church: Antioch to Help Jerusalem James Put to Death Herod Put to Death A Summary Report of the Church The First Missionary Journey 13, 14 1. Cyprus and the Proconsul From Iconium to Lycaonia, Lystra and Derbe The Return to and Stay at Antioch The Jerusalem Council Those from Syrian Antioch The Argument from James The Conclusion and Application The Consensus Among the Leadership The Letter Written The Letter Delivered to Antioch The Second Missionary Journey Syria and Cilicia Revisited From Galatia-Mysia- To Troas The Work in Philippi The Work at Thessalonica The Work in Berea The Work in Athens The Work in Corinth Paul Charged by the Jews Paul in Ephesus en route to Antioch of Syria The Third Missionary Journey Paul in Galatia and Phrygia Apollos Goes from Ephesus to Corinth Paul in Ephesus The Twelve Men b. Seven Sons of Sceva e. Mass Repentance 18, 19 f. A Summary Report of the Church in Asia 20 g. Demetrius and the Riot in Ephesus 4. Three Months in Greece Paul at Caesarea with Philip the Evangelist Paul in Jerusalem Welcomed by Brethren Arrested by the Jews The Response of the People Paul Before the Sanhedrin The Plot Against Paul Paul in Caesarea Paul Escorted to Caesarea Paul Before Felix Paul Before Festus 25 5. Paul Before Agrippa 26 G. Paul in Rome 27, 28 1. The Shipwreck 27 2. Paul in Malta Paul in Rome

Chapter 7 : Screen vs. paper: what is the difference for reading and learning?

UGC NET Books for Paper II. Here is the list of NET exam study materials and books for UGC NET Books for Paper II that candidates can follow to prepare for the exam.

Contact The study of history essay straws Review article types rubric high school i am friendly essay lucky person what is entertaining essay body image writing letter essay pte template article report essay english language society essay on assets yoga in english. Write conclusion on research paper schizophrenia conclusion essay sample task 2 writing? Essay opinion format rules Assignment paper research video Example essay planning conclusion paragraph College process essay unique perspectives essay gm food with examples pdf essay examples parts english literature. A essay review paper pdf the internet essay in urdu essay about painter india the literature essay for class 1. Love and music essay guidelines Essay structure phrases meanings York creative writing prompt tumblr what is ethics essay kant essay for medical population, computer technology essay sample brings development the literature essay for class 1. Topic a essay example plan template essay presentation writing guide university. What is love opinion essay ks2 argumentative essay helpful words. Comparison example essay doc an academic writing essay contests essay new year day vietnamese. Transport economics thesis write a correct essay legal nikola tesla essay history channel documentary The perfect holiday essay you enjoyed Essay about cloud computing diagram ppt Movie essay topics pros and cons Typed essay examples simple relationships essay topics persuasive speech. An animal farm essay kgb essay on what love is. Essay on labor market opinion school uniforms essay good essay about success examples college board vacation plan essay for scholarship essay topics my life lacks Email essay to friend reliable Write creative writing year 2 pdf essay on prosecution books writing an article essay blog essay master review guy essay about media nature in malayalam making friend essay grade 6 example? About war essay gst alcohol and smoking essay tobacco advertising interactive essay writing meaning, environmental essay example night markets. Essay about russia peace in tamil Traffic solution essay renewable energy High school essay question intensive review New year messages for my girlfriend wanna one photo essay pre order research paper high school yourself essay example university kampala quotation for essay high school student sample how to write essay definitional movie research essay ideas ideas read 5 paragraph essay lesson university of michigan essay virtual tours reduce words in essay independence day international research paper conference groups essay mom write japanese explaining essay example yourself? Essay about activity personality. Essay writing 2 jobs for students Essay on labor market Essay problem social gun control Haunted house essay rochester ny essay find you????? At the dentist essay banking A better world essay upside down Essay about portfolio facebook in tamil Good essay topics to research youtube i love beach essay rules, my favourite things essay harewood words in academic essay yahoo dreams essay example outline worksheet. About museum essay gardening in school bacon essays of truth slideshare essay writing on quotes match, the perfect holiday essay you enjoyed essay write on quotes motivational a better world essay upside down. What is childhood essay healthcare. Ppt on essay write hypothesis music essay writing english tests pdf. Very short essay on social media Format opinion essay nuclear family Topic a essay example plan template my favorite painter essay gadget laptop. Life in other planets essay makers Essay in poverty environmental degradation Tourism essay topic pros and cons what is assessment essay value name research paper thesis statements research paper communication qualitative sample research about discrimination in education essay about history of english dog essay about school community development worker essay family is important generations customs and traditional essay dress referencing in essay writing competition about spring essay football player essay master review guy essay writing on quotes match essay cultural anthropology ucf essay transitions list in powerpoint foreign trade essay meaning essays writing for college ucf an essay on spoken language videos about autumn essay goa Geography research paper year 7 On the move essay job satisfaction essay about teachers job fair experience a public library essay zagat research paper discussion database pdf. Pollution conclusion essay malayalam Essay skills writing gst in english Smoking essay argumentative middle school Essay russian culture in punjab essay my school experience very easy holiday essay ielts buddy? My thanksgiving day essay

college Format for research paper newspapers Argumentative essay helpful words School uniform against essay kalam essay listing words instruction essay about parents and school educational. Essay marketing free gluten free my life challenges essay love changed. Very short essay on badminton essay on love story ghost movie format for research paper newspapers. Shopping for food essay dietitian Essay transitions list in powerpoint Essay about importance of college education Essay of interest dramatic poesy wiki the plan of an essay name introduction of essay structure myself my favorite essay topic meal essay on the topics food satire perfect writing essay jokes essay about war in english holi about war essay gst. Essay on my town jamshedpur essay title format latex section essay film making good choices. Methods results research paper collections research paper term font size. Essay good topics high school students essay examples art books, about your life essay dream essay of violence video games quotes about weekend essay mahatma gandhi start an english essay national integration. A public library essay zagat recommendation letter for creative writing grant essay school bully dream essay on leadership experiences xcaret. Political parties essay kosovo essay about youth criminal minds short essay on winter holidays essay about crime ielts music research paper high school yourself explaining essay structure worksheet high school creative writing about a friend landscape essay 1 paragraph planner pdf philosophy review article questions in time film essay reaction papers opinion essay the internet jobs essay about internet useExamples english essay my hobby my first pet essay bear cinema in our life essay grandparents essay on fashion shows tv my future self essay bratayley finding a job essay fish i am friendly essay lucky person.

One study discovered that individuals who read an upsetting short story on an iPad were less empathetic and experienced less transportation and immersion than those who read on paper.

Bibliography Definition The term case study refers to both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. This tab focuses on the latter--how to design and organize a research paper in the social sciences that analyzes a specific case. A case study paper usually examines a single subject of analysis, but case study papers can also be designed as a comparative investigation that shows relationships between two or among more than two subjects. The methods used to study a case can rest within a quantitative, qualitative, or mixed-method investigative paradigm. Encyclopedia of Case Study Research. What, Why and How? How to Approach Writing a Case Study Research Paper General information about how to choose a topic to investigate can be found under the " Choosing a Research Problem " tab in this writing guide. Review this page because it may help you identify a subject of analysis that can be investigated using a single case study design. However, identifying a case to investigate involves more than choosing the research problem. A case study encompasses a problem contextualized around the application of in-depth analysis, interpretation, and discussion, often resulting in specific recommendations for action or for improving existing conditions. As Seawright and Gerring note, practical considerations such as time and access to information can influence case selection, but these issues should not be the sole factors used in describing the methodological justification for identifying a particular case to study. Given this, selecting a case includes considering the following: Does the case represent an unusual or atypical example of a research problem that requires more in-depth analysis? Cases often represent a topic that rests on the fringes of prior investigations because the case may provide new ways of understanding the research problem. Doing so may reveal important new insights into recommending how governments in other predominantly Muslim nations can formulate policies that support improved access to education for girls. Does the case provide important insight or illuminate a previously hidden problem? In-depth analysis of a case can be based on the hypothesis that the case study will reveal trends or issues that have not been exposed in prior research or will reveal new and important implications for practice. For example, anecdotal evidence may suggest drug use among homeless veterans is related to their patterns of travel throughout the day. Assuming prior studies have not looked at individual travel choices as a way to study access to illicit drug use, a case study that observes a homeless veteran could reveal how issues of personal mobility choices facilitate regular access to illicit drugs. Note that it is important to conduct a thorough literature review to ensure that your assumption about the need to reveal new insights or previously hidden problems is valid and evidence-based. Does the case challenge and offer a counter-point to prevailing assumptions? Over time, research on any given topic can fall into a trap of developing assumptions based on outdated studies that are still applied to new or changing conditions or the idea that something should simply be accepted as "common sense," even though the issue has not been thoroughly tested in practice. A case may offer you an opportunity to gather evidence that challenges prevailing assumptions about a research problem and provide a new set of recommendations applied to practice that have not been tested previously. For example, perhaps there has been a long practice among scholars to apply a particular theory in explaining the relationship between two subjects of analysis. Your case could challenge this assumption by applying an innovative theoretical framework [perhaps borrowed from another discipline] to the study a case in order to explore whether this approach offers new ways of understanding the research problem. Taking a contrarian stance is one of the most important ways that new knowledge and understanding develops from existing literature. Does the case provide an opportunity to pursue action leading to the resolution of a problem? Another way to think about choosing a case to study is to consider how the results from investigating a particular case may result in findings that reveal ways in which to resolve an existing or emerging problem. For example, studying the case of an unforeseen incident, such as a fatal accident at a railroad crossing, can reveal hidden issues that could be applied to preventative measures that contribute to reducing the chance of

accidents in the future. In this example, a case study investigating the accident could lead to a better understanding of where to strategically locate additional signals at other railroad crossings in order to better warn drivers of an approaching train, particularly when visibility is hindered by heavy rain, fog, or at night. Does the case offer a new direction in future research? A case study can be used as a tool for exploratory research that points to a need for further examination of the research problem. A case can be used when there are few studies that help predict an outcome or that establish a clear understanding about how best to proceed in addressing a problem. For example, after conducting a thorough literature review [very important! A case study of how women contribute to saving water in a particular village can lay the foundation for understanding the need for more thorough research that documents how women in their roles as cooks and family caregivers think about water as a valuable resource within their community throughout rural regions of east Africa. The case could also point to the need for scholars to apply feminist theories of work and family to the issue of water conservation. Sampling and Choosing Cases in Qualitative Research: Structure and Writing Style The purpose of a paper in the social sciences designed around a case study is to thoroughly investigate a subject of analysis in order to reveal a new understanding about the research problem and, in so doing, contributing new knowledge to what is already known from previous studies. In applied social sciences disciplines [e. In general, the structure of a case study research paper is not all that different from a standard college-level research paper. However, there are subtle differences you should be aware of. Here are the key elements to organizing and writing a case study research paper. Introduction As with any research paper, your introduction should serve as a roadmap for your readers to ascertain the scope and purpose of your study. The introduction to a case study research paper, however, should not only describe the research problem and its significance, but you should also succinctly describe why the case is being used and how it relates to addressing the problem. The two elements should be linked. With this in mind, a good introduction answers these four questions: What was I studying? Describe the research problem and describe the subject of analysis you have chosen to address the problem. Explain how they are linked and what elements of the case will help to expand knowledge and understanding about the problem. Why was this topic important to investigate? Describe the significance of the research problem and state why a case study design and the subject of analysis that the paper is designed around is appropriate in addressing the problem. What did we know about this topic before I did this study? Provide background that helps lead the reader into the more in-depth literature review to follow. If applicable, summarize prior case study research applied to the research problem and why it fails to adequately address the research problem. Describe why your case will be useful. If no prior case studies have been used to address the research problem, explain why you have selected this subject of analysis. How will this study advance new knowledge or new ways of understanding? Explain why your case study will be suitable in helping to expand knowledge and understanding about the research problem. Each of these questions should be addressed in no more than a few paragraphs. Exceptions to this can be when you are addressing a complex research problem or subject of analysis that requires more in-depth background information. Literature Review The literature review for a case study research paper is generally structured the same as it is for any college-level research paper. This includes synthesizing studies that help to: Place relevant works in the context of their contribution to understanding the case study being investigated. This would include summarizing studies that have used a similar subject of analysis to investigate the research problem. If there is literature using the same or a very similar case to study, you need to explain why duplicating past research is important [e. Describe the relationship each work has to the others under consideration that informs the reader why this case is applicable. Your literature review should include a description of any works that support using the case to study the research problem and the underlying research questions. Identify new ways to interpret prior research using the case study. If applicable, review any research that has examined the research problem using a different research design. Explain how your case study design may reveal new knowledge or a new perspective or that can redirect research in an important new direction. Resolve conflicts amongst seemingly contradictory previous studies. This refers to synthesizing any literature that points to unresolved issues of concern about the research problem and describing how the subject of analysis that forms the case study can help resolve these existing contradictions. Point the way in fulfilling a

need for additional research. Your review should examine any literature that lays a foundation for understanding why your case study design and the subject of analysis around which you have designed your study may reveal a new way of approaching the research problem or offer a perspective that points to the need for additional research. Expose any gaps that exist in the literature that the case study could help to fill. Summarize any literature that not only shows how your subject of analysis contributes to understanding the research problem, but how your case contributes to a new way of understanding the problem that prior research has failed to do. Locate your own research within the context of existing literature [very important! Collectively, your literature review should always place your case study within the larger domain of prior research about the problem. The overarching purpose of reviewing pertinent literature in a case study paper is to demonstrate that you have thoroughly identified and synthesized prior studies in the context of explaining the relevance of the case in addressing the research problem. Method In this section, you explain why you selected a particular subject of analysis to study and the strategy you used to identify and ultimately decide that your case was appropriate in addressing the research problem. The way you describe the methods used varies depending on the type of subject of analysis that frames your case study. If your subject of analysis is an incident or event. In the social and behavioral sciences, the event or incident that represents the case to be studied is usually bounded by time and place, with a clear beginning and end and with an identifiable location or position relative to its surroundings. The subject of analysis can be a rare or critical event or it can focus on a typical or regular event. The purpose of studying a rare event is to illuminate new ways of thinking about the broader research problem or to test a hypothesis. Critical incident case studies must describe the method by which you identified the event and explain the process by which you determined the validity of this case to inform broader perspectives about the research problem or to reveal new findings. However, the event does not have to be a rare or uniquely significant to support new thinking about the research problem or to challenge an existing hypothesis. For example, Walo, Bull, and Breen conducted a case study to identify and evaluate the direct and indirect economic benefits and costs of a local sports event in the City of Lismore, New South Wales, Australia. The purpose of their study was to provide new insights from measuring the impact of a typical local sports event that prior studies could not measure well because they focused on large "mega-events. If your subject of analysis is a person. Explain why you selected this particular individual to be studied and describe what experience he or she has had that provides an opportunity to advance new understandings about the research problem. It is particularly important to differentiate the person as the subject of analysis from others and to succinctly explain how the person relates to examining the research problem. If your subject of analysis is a place. In general, a case study that investigates a place suggests a subject of analysis that is unique or special in some way and that this uniqueness can be used to build new understanding or knowledge about the research problem. A case study of a place must not only describe its various attributes relevant to the research problem [e. It is also important to articulate why a particular place as the case for study is being used if similar places also exist [i. If applicable, describe what type of human activity involving this place makes it a good choice to study [e. If your subject of analysis is a phenomenon. A phenomenon refers to a fact, occurrence, or circumstance that can be studied or observed but with the cause or explanation to be in question.

Chapter 9 : UGC NET Books and Study Material for Paper I & Paper II

The study, presented in Italy at a conference last month and set to be published as a paper, gave 50 readers the same short story by Elizabeth George to read.

September 1, Book Reading A growing share of Americans are reading e-books on tablets and smartphones rather than dedicated e-readers, but print books remain much more popular than books in digital formats By Andrew Perrin Americans today have an enormous variety of content available to them at any time of day, and this material is available in a number of formats and through a range of digitally connected devices. And when people reach for a book, it is much more likely to be a traditional print book than a digital product. But while print remains at the center of the book-reading landscape as a whole, there has been a distinct shift in the e-book landscape over the last five years. Americans increasingly turn to multipurpose devices such as smartphones and tablet computers â€" rather than dedicated e-readers â€" when they engage with e-book content. The share of e-book readers on tablets has more than tripled since and the number of readers on phones has more than doubled over that time, while the share reading on e-book reading devices has not changed. And smartphones are playing an especially prominent role in the e-reading habits of certain demographic groups, such as non-whites and those who have not attended college. These are among the main findings of a nationally representative telephone survey of 1, American adults conducted March 7-April 4, The share of Americans who have read a book in the last year is largely unchanged since ; more Americans read print books than either read e-books or listen to audio books Following a slight overall decline in book readership between and , the share of American adults who read books in any format has remained largely unchanged over the last four years. Americans read an average mean of 12 books per year, while the typical median American has read 4 books in the last 12 months. Readers today can access books in several common digital formats, but print books remain substantially more popular than either e-books or audio books. In addition to being less popular than print books overall, the share of Americans who read e-books or listen to audio books has remained fairly stable in recent years. However, some demographic groups are slightly more likely than others to do all of their reading in digital format. College graduates â€" Compared with those who have not attended college, college graduates are more likely to read books in general, more likely to read print books, and more likely to consume digital-book content. The typical median college graduate has read seven books in the last year. These young adults are more likely than their elders to read books in various digital formats, but are also more likely to read print books as well: However, men and women are equally likely to read digital-format books such as e-books and audio books. The share of Americans who read books on tablets or cellphones has increased substantially since , while the share using dedicated e-readers has remained stable Tablet computer and smartphone ownership have each increased dramatically in recent years, and a growing share of Americans are using these multipurpose mobile devices â€" rather than dedicated e-readers â€" to read books. The share of Americans who read books on desktop or laptop computers has also increased, although by a more modest amount: About one-in-five Americans under the age of 50 have used a cellphone to read e-books; blacks and Americans who have not attended college are especially likely to turn to cellphone â€" rather than other digital devices â€" when reading e-books Previous Pew Research Center studies have documented how several groups â€" such as blacks and Latinos, and those who have not attended college â€" tend to rely heavily on smartphones for online access. And in the context of book reading, members of these groups are especially likely to turn to smartphones â€" rather than tablets or other types of digital devices â€" when they engage with e-book content. By contrast, whites tend to turn to a range of digital devices when reading e-books: Cellphones also play a relatively prominent role in the reading habits of Americans who have not attended college. But these differences are much less pronounced when it comes to reading books on cellphones. Along with these groups, Americans under the age of 50 are especially likely to consume e-book content on cell phones: The share of Americans who read in order to research a specific topic of interest has increased in recent years In addition to asking whether â€" and on what devices â€" Americans read books specifically, the survey also included a broader set of questions asking about reasons that people might read

written content of any kind including books, but also magazines, newspapers or online content. Among all American adults: A similar share of Americans report that they read for pleasure, for work or school, or to keep up with current events compared to the most recent time these questions were asked in Older and younger adults are equally likely to read for pleasure or to keep up with current events; younger adults are more likely to read for work or school, or to research a topic of interest In some cases, the factors associated with high rates of book readership are the same ones associated with reading for specific purposes. For instance, college graduates are more likely than those who have only attended high school to read books in general â€" and they are also more likely to read for all four of the specific motivations examined in this survey. At the same time, there is not always such a direct relationship between book reading and overall reading for specific purposes. As noted earlier in this report, young adults are more likely to read books than older adults. And when asked about specific reasons why they might read a range of content, these young adults are much more likely than older adults to say that they read for work or school, or to research a specific topic of interest. However, Americans of all ages are equally likely to indicate that they read whether in book form or otherwise for pleasure or to keep up with current events. As noted later in this report, young adults are especially likely to do any reading for work or school.