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The shallows or hidden depths? Wrestling with the nature and depth of screen reading

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'Modern reading', as in reading in 2018, is reading that involves consuming texts on screens as well as more graphic and visually based texts. We argue that reading screens and digital texts entails very different processes and properties than print-based counterparts. Carr (2011) describes screen reading as "the shallows" – as reading across many different shorter texts without applying a deeper, more sustained reading process. We align our theorizing of modern reading with Maryanne Wolfe (2007) who writes that "we must teach our children to be 'bitextual' or 'multitextual', able to read and analyze texts flexibly, with more deliberate instruction at every stage of development on the inferential, demanding aspects of any text" (p. 226). We use thematic analysis in our review of qualitative, ethnographic research studies with young people (McLean & Rowsell, 2015; Rowsell, 2014; Rowsell, Maues, Moukperian, & Colquhoun, 2017) and our observations of preservice teachers (McLean & Rowsell, 2013). We make an argument for the hidden depths of screen reading and support our argument with vignettes from our research studies and teacher education work.