Experiences of writing on smartphones, laptops, and paper in the digital age

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With the growing prevalence of mobile media, the way people interact with digital devices has changed. People are not only always on but always with the device (Park, 2013). This physical proximity enables them to interact with the medium (and other people) at the time of their choosing, while ease of access makes mobile devices an approachable medium.

Several chapters in this book examine ways in which the ability to access information and communicate at any time via a smartphone has changed the ways in which people engage with the surrounding world. In this chapter we focus specifically on how they engage in written communication. One of the changes in writing practices that has resulted from using mobile devices, particularly smartphones, is that users are increasingly typing on screens, rather than writing by hand or using a traditional computer keyboard. In this chapter, three types of writing practices – handwriting, keyboard typing, and touch screen typing – are compared with regard to how mobility, space, and context shape writing practices. We explore how the affordances of paper, keyboards, and screens affect the ways in which people engage in different forms of writing activities and their perceptions of these activities. As in chapter X, which looks at students reading and writing practices, our own research has a wider salience beyond discussing the relationship between (different) digital and paper media, helping us think critically about the overall place of smartphones in our everyday lives.

We begin by reviewing some of the literature on digital versus print literary practices. Taipale (2014) examined the affordances of electronic reading and writing in comparison to reading and writing on paper. The most prevalent affordances of writing on paper reported by the participants were immediacy and portability. People valued the personal imprint and its emotional meaning. Similarly, writing on paper was associated with creativity and preplanning, while editing on paper was seen as being not as easy as on computers. Writing on keyboards was associated with speed and easy editing – in Taipale’s words, ‘economic writing’.

Other studies suggest a lowering of mental barriers given the ease of access and editing afforded by digital writing. Children who blog, text or use social networking websites are reported to be more
confident about their writing skills (Clark, 2014). Warschauer (2006) found that students felt it was easier to write on computers (as opposed to longhand on paper) because of the easy editing function. Casual digital writing can help young people develop the habit of writing. According to Rosen et al. (2010), ‘super communicators’ (those who use numerous tools—the internet, instant messaging, text messaging, mobile phones and social networking sites—to communicate with friends) also engaged in more journal writing (45%) compared to non-multichannel teens (29%). Lenhart et al. (2008) report that bloggers were also more active in other writing genres.

However, if studies such as those above indicate a positive outcome of electronic communication, other research indicate a more complex landscape. For example, there has been a concern about how textese often described as a hybrid of spoken and written language might impact literacy. Powell and Dixon (2011) conclude that exposure to textese had a positive effect on adults’ spelling skills. Similarly, use of text abbreviations was reported to be positively related to literacy skills among 9 to 10 year-old children (Wood, Jackson, Hard, Plester & Wilde, 2011). On the other hand, other researchers noted that frequent users of texting made considerable numbers of spelling mistakes in academic writing (Shafie, Azida & Osman, 2010).

Writing is mainly a cognitive activity used to communicate ideas using coherent language. Some studies suggest that the cognitive processes at issue may differ between modalities of writing, mainly because of how writing occurs physically. Mangen, Anda, Oxenborough & Bronnick (2015) compared three writing modalities – keyboard, screen, and paper – in an experiment examining participants’ recognition and recall of words. The study found there may be cognitive benefits regarding word recall to writing on paper – in other words, handwriting might have some benefits compared to electronic writing. Mangen (2013) argues that the sensorimotor aspect of writing is important in defining the experience of writing. She characterises handwriting as a unified and contiguous cognitive activity, where visual attention and sensorimotor action occur simultaneously. By contrast, keyboard typing requires using both hands and, according to Mangen, is more abstract and physically detached in that the act of writing and its outcome are separated. Olive and Passerault (2012) emphasize the fact that although writing is intended to communicate intentions linguistically through coherent language, it also has an important visuospatial aspect. Earlier, Haas and Hayes (1986) argued the crucial role of the visuospatial dimension of handwriting.
One potential constraint associated with electronic writing is that when writing on screen, writers have limited access to the full page (compared with writing on paper) and engage in different revision behaviors. Piolat, Roussey and Thumin (1997) have reported that because the screen does not show the upper and lower boundaries of the page, when revising, subjects identified fewer errors and their recall of text was poorer. Visibility of text gives the writer spatial information about where words are located (Hayes, 1996). When writing on screens, the scope of previous writing that is visible can be limited due to the screen size, particularly when writing on a small screen such as on a mobile device (Olive & Passerault, 2012).

Another physical difference between writing modalities is where the writing happens, which may have a bearing upon the nature of communication practices. Typically, handwriting occurs where a flat surface (such as a table) in available and (at least commonly) when there is ample time allotted for writing. By contrast, writing on mobile screens tends to be spontaneous, and conducted without spatial restriction. Screen writing frequently occurs as a response to a message that has been received. When writing on a laptop, the writer can either simulate desk-writing practice or capitalize on device portability.

Much of the focus of the existing literature has been on how using digital media impacts users’ literacy, cognitive processes and communication styles. However, the questions of how users incorporate the affordances of different writing media into their daily context, how they switch between various contexts, and what role digital writing plays in the overall digital environment have not been well explored. Furthermore, people’s perception of writing may also be changing; How do these affordances influence the user’s writing? In response to these lacunae, we undertook an in-depth analysis of a small cohort of writers to examine the following research questions:

Research Question 1: What are the different experiences of writing on paper, laptops and smartphones among young adults?

Research Question 2: What factors influence how people engage in and experience writing practices on paper, laptops and smartphones?

This exploratory study asked whether young adults, when writing on different media, experience the process and outcomes differently. While laptops and mobile devices are similar in that they are digital
writing tools, the input method, mobility and portability were predicted to have different impacts on writers.

Methodology

Participants at a university in Australia were recruited in March and April 2016 via an email newsletter that is centrally distributed to enrolled students, an invitation to participate through a compulsory first year course, and through paper flyers on campus bulletin boards. The sample consisted of 10 participants (M=2, F=8). The age range of participants was 18 to 34 (mean=26). Participants were asked to complete four writing tasks, divided over two sessions. An online survey and an interview were conducted after completing the writing tasks.

The first set of tasks was writing on an online forum via a smartphone after watching a short video clip, and writing an opinion piece on a laptop after reading an article. The second set of tasks was writing on an online forum via a laptop after watching a short video clip, and writing an opinion piece on paper after reading an article. Participants were asked to bring their own devices, thereby simulating their everyday writing practices. The video clips and articles were randomly assigned to participants. The two video clips were similar in length and characteristics. Likewise, the articles were similar in length and characteristics.

After the second session, interviews were conducted with the participants. The writing tasks served as prompts regarding how participants experienced writing on the three different platforms, i.e. smartphone, laptop and paper. However, the interview focused on the participant’s overall writing patterns and perceptions. We also asked about both personal and academic writing. Personal writing includes writing for purposes of interpersonal communication (e.g., texting, email and letters) and personal record keeping (such as notes to oneself, diaries and journals).

The interviews were recorded and transcribed, with the participants’ consent. The project was approved by the Human Ethics Committee of the first author’s institution. A summary of participant characteristics appears in Table 1.

Table 1. Participant characteristics
<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Age</th>
<th>Gender</th>
<th>Laptop use</th>
<th>Smartphone use</th>
<th>Daily internet use</th>
<th>Daily smartphone use</th>
<th>First smartphone</th>
<th>First laptop</th>
<th>More comfortable writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>21</td>
<td>F</td>
<td>Several times a day</td>
<td>Several times a day</td>
<td>20 minutes</td>
<td>10 minutes</td>
<td>2016</td>
<td>4-5 years ago</td>
<td>laptop</td>
</tr>
<tr>
<td>Jason</td>
<td>19</td>
<td>M</td>
<td>Several times a day</td>
<td>3~5 days a week</td>
<td>4 hours</td>
<td>30 minutes</td>
<td>2 years ago</td>
<td>8 years ago</td>
<td>handwriting</td>
</tr>
<tr>
<td>Jasper</td>
<td>18</td>
<td>M</td>
<td>Several times a day</td>
<td>Several times a day</td>
<td>8 hours</td>
<td>3 hours</td>
<td>6 years ago</td>
<td>6 years ago</td>
<td>laptop</td>
</tr>
<tr>
<td>Kate</td>
<td>34</td>
<td>F</td>
<td>About once a day</td>
<td>Several times a day</td>
<td>2 hours</td>
<td>4 hours</td>
<td>5 years ago</td>
<td>8-9 years ago</td>
<td>handwriting</td>
</tr>
<tr>
<td>Kira</td>
<td>33</td>
<td>F</td>
<td>About once a day</td>
<td>Several times a day</td>
<td>1 hour</td>
<td>3 hours</td>
<td>6 years ago</td>
<td>6 years ago</td>
<td>handwriting</td>
</tr>
<tr>
<td>Mandy</td>
<td>24</td>
<td>F</td>
<td>Several times a day</td>
<td>Several times a day</td>
<td>3 hours</td>
<td>5 hours</td>
<td>2 years ago</td>
<td>6 years ago</td>
<td>laptop</td>
</tr>
<tr>
<td>Penelope</td>
<td>20</td>
<td>F</td>
<td>Several times a day</td>
<td>Several times a day</td>
<td>4-5 hours</td>
<td>1 hour</td>
<td>1 year ago</td>
<td>7 years ago</td>
<td>laptop</td>
</tr>
<tr>
<td>Tanya</td>
<td>34</td>
<td>F</td>
<td>Several times a day</td>
<td>Several times a day</td>
<td>5 hours</td>
<td>1 hour</td>
<td>8-9 years ago</td>
<td>-</td>
<td>laptop</td>
</tr>
<tr>
<td>Veronica</td>
<td>34</td>
<td>F</td>
<td>Several times a day</td>
<td>Several times a day</td>
<td>3-5 hours</td>
<td>2-3 hours</td>
<td>5-6 years ago</td>
<td>6-7 years ago</td>
<td>laptop</td>
</tr>
<tr>
<td>Winona</td>
<td>24</td>
<td>F</td>
<td>Several times a day</td>
<td>Several times a day</td>
<td>10-12 hours</td>
<td>14-16 hours</td>
<td>-</td>
<td>4-5 years ago</td>
<td>laptop</td>
</tr>
</tbody>
</table>

**Results**

*Different modes and experiences*

Participants in the study reported being tethered to their smartphones in their everyday lives. Eight out of ten participants said they had their smartphones with them all the time, including when they go to bed. Eight participants mentioned checking their phone first thing in the morning when they woke up. All remarked that they were mindful of charging the phone so that it wouldn’t run out of power. Six
participants said they checked notifications on their phone immediately upon receiving them, and three said they often checked their phone during face-to-face conversations. Smartphones were central to participants’ digital lives. The time reported spent on smartphones ranged from one hour to 14-16 hours a day. All participants used texting or messaging. Except for one participant, everyone engaged in daily social media activities such as posting or commenting online using their phones.

When participants referred to ‘writing’, they usually meant handwriting on paper. Writing on laptops was typically labelled as ‘typing’ rather than ‘writing’. Writing on smartphones was described as ‘messaging’ or ‘communicating’. These differences in terminology were reflected in reported behavior patterns. Participants spent less time writing on their phone compared to writing on laptops. None preferred smartphones as a medium for writing. In most cases, participants preferred using laptops to write and spent more time writing on laptops than on any other medium. Six participants indicated spending more than an hour per day writing on their laptops, whereas four spent more than an hour on paper, and four on smartphones. However, many participants did not think that texting or posting on social media on their smartphones constituted writing. This means that they may spend more time physically ‘writing’ on smartphones, without acknowledging it to be writing.

In the following section, the experiences of writing on laptops, paper and smartphones are described, along with how different media are used in varied writing practices.

**Laptops**

Using a keyboard to type is a different experience from writing on paper. It also differs from typing on a mobile screen. Due to convenience, participants chose laptops as the most efficient medium on which to write. Participants reported being comfortable with writing on keyboards. Penelope, who is an active internet user, has been using a laptop for about 7 years. In her words, “Definitely writing on the laptop was by far the easiest just because it's something that I use every day”.

For most writers, the act of writing using a keyboard and a monitor does not require constantly concentrating on the written text on the screen. In some instances, participants reported that the act of typing can be separated from thinking and listening (e.g., taking notes during a class lecture) when writing on a computer.
Tanya, who is an older student (age 34), has lived through changes over the past decade in digital technologies and has taken advantage of the benefits. Tanya finds it useful to write on the computer (e.g., when taking notes during a lecture), because she can “listen and type far more easily...without really paying attention to what I'm [typing]”. However, she admits that “it also probably means that I'm not really registering anything...while I'm typing”. In the same vein, Kira notes that “when I'm just typing I just feel...almost like a zombie. You're just typing and you're just going through the motions”.

Writing on a laptop is perceived to be useful where the text at issue does not involve emotions or sentiments. Kira observes that

“It's just fixing, editing...There's no emotion behind it. It's just I have to do a task...when I'm doing my research I will handwrite my ideas or my points because I feel like I'm engaging with the material.”

Efficiency and flexibility were rationales given for preferring to write on laptops. This kind of writing is perceived as “more efficient and it's better...to draft the whole thing on the computer” (Tanya), and therefore an “efficient way of writing” (Winona). Writing with a computer increases the volume of text as well, because it’s easier to pick up where you left off and therefore create more text in a given time. As Alice notes, the digital writer can multitask, which can be distracting:

“It's easier to get distracted ... my mind doesn't register what I'm typing. When I'm writing [on paper], I have to constantly think if that makes sense.”

Ease of writing can make the writing experience enjoyable. When asked which medium they enjoyed writing on, many participants replied that they liked the laptop writing the most. Their main reason involved convenience:

“[I] enjoy writing on a laptop the most ... It's just a lot easier and a lot quicker to do. It looks neater as well. You can change it up whereas writing [by hand] it's - pen writing, it's messy. It's not the best...iPhone I just don't find it as good because it's harder to [edit].” (Penelope)

“I think a laptop I enjoy the most. It's basically a phone and a book put into a device which is much more convenient...it's less distracting than the phone, you can write down ideas quicker.”(Jasper)
Writers know they can go back to revise and edit. The laptop has given Mandy confidence in writing because, as she says, “if you don’t get it right, that’s all right, you can go back and change it”.

**Handwriting**

In contrast to writing on laptops, writing on paper was perceived to require full engagement of the writer, as well as careful planning of what is to be written. This mental engagement enabled writers to be less distracted. Participants reported that writing on paper is an act that engages the brain. Kira reports that it requires focus of the writer in contrast to digital writing:

“It helps my brain to think. When I’m writing in class [on paper] it helps me to actually take in the information more, where when I’m sitting in front of a computer I just feel like - I...blank out. So that’s why I [think that with] handwriting you have to actually engage more. You have to concentrate on what you’re actually writing, where typing, you can just blank out.”

Mandy expressed similar sentiments:

“When you're doing the handwriting, you have to stop and think, now I've got to have a clear picture in my mind of what I'm going to talk about and how it can flow through and like I said you're sort of thinking as you're going what's coming next all the time.”

In the same vein, Veronica describes her handwriting experience to be more difficult compared to the other modes:

“When you do writing on paper you have to be very careful with what you put in. If it happens I have to do writing on paper I try to come up with some plan first in my mind how it’s supposed to look...It's not always easy because, as I say, paper doesn't give you much chances to fix your work, you just have to write down and that's it.”

Kira judges writing on paper, smartphones and laptops to be different in the degree of effort required in each mode:

“When you [are] handwriting on pen and paper...I've got to think about what I'm going to write because otherwise you're sitting there and you've got lines and things scribbled out.”
The constant thought process involved with handwriting was regarded as an interaction between the writer and the written text. In contrast, digital writing was described as a one-way flow from the writer to text. In Kate’s words,

“So if I type it as it’s coming out of my head, type-type-type-type, I go and I read it and I go, oh yep that sounds alright. But if I handwrite it, because I’ll be half way through a sentence and go, oh no that’s not what I - this actually sounds a little bit better in my head so I’ll write it down.”

Kate has been using a laptop for about 9 years. However, she still spends more time writing on paper, more than two hours a day, than on her laptop, on which she spends less than an hour to write. She values handwriting and exerts more effort when writing on paper.

However, to some participants, the perception of a free flow differed. For example, Mandy thinks that there is more of a flow when she writes on paper because she pours out thoughts and emotions.

“It really does flow a lot more on the paper. You’re sort of you’re writing and as you’re writing you’re thinking about what’s coming next and what you can put after that and it was quite consistent ... I was writing it as it came out.”

According to Kira, when writing on paper, she needs to “focus on this, block everything else out”. Mandy notes that the focus needed when handwriting makes is less distracting compared to other modes of writing:

“Handwriting’s a little bit of a harder one to think of distractions because I don’t do it very much I guess. I can’t really think of a time when I sat down to write something by hand and been distracted.”

The sources of distraction when writing on paper are different from those when engaged in digital writing. With handwriting the source could be exhaustion, passers-by, a knock on the door – generally something external to the writing activity.

Jason said when he writes on paper, he feels it’s coming more “directly from” him. That is why, he reports, he spends more time writing on paper than on any other medium. The physical output makes the experience more “real” (Jason). In Jason’s words, “I think it’s because it’s something I can touch, that I own. Whereas with the document that is saved on my computer, in the cloud, it doesn’t really feel as
Handwriting is a physically engaging act, where the writer has to simultaneously engage the brain, the hand, and the pen and paper. Several participants commented on the issue of physicality:

“Handwriting something to pen and paper is an extension of you. Because you physically can touch it, you can physically run your hands over the words, because there's indentation from the pen and the force that you've used on the paper.” (Kira)

“When you're [hand] writing, you've actually got to physically look at the paper and make sure you've got it correct.” (Kate)

For a number of participants, handwriting was an emotional experience with sentimental value. Tanya chooses to write by hand when keeping her journal because “what I'm writing is very emotional and it would feel strange to have that false separation”. Similarly, Kira experiences a “release” when handwriting. Participants described handwriting as having a cathartic effect. Once written down, the thoughts or emotions leave the writer. From Tanya:

“I'm a thinker and I tend to get stuck in my own head. I have always found that it's quite useful to get those thoughts literally out of my head and onto paper ... you write things down to process information, to help you through a difficult time and if you get to a point where you're like well actually I'm past that.”

However, increasingly handwriting is replaced by digital writing, and some of the participants were no longer used to writing by hand. As Penelope comments,

“I definitely think hand writing is more chaotic. I don't really think about what I'm supposed to be writing. I sort of just write massive chunks and things ... It's not very planned out. Laptop I find a lot easier. I can write it out and then I can write things underneath that and get it looking good ... Then iPhone I just don't enjoy that at all ... I'll write something and if it's not as good I ... ignore it because it's just too difficult to ... change it.” (Penelope)

**Smartphones**

Smartphones were the most problematic medium for most participants when they were writing. Often times, they did not regard composition on smartphones as writing at all. Writing on smartphones is “more like talking” (Alice), a “conversation” (Jasper) or a “short response to something” (Tanya).
Smartphones were regarded to be ineffective for ‘writing’ because participants were not comfortable with ‘writing’ on mobile screens. Participants differentiated communicative activities such as texting or social media engagement from writing activities.

Winona, who reports spending the majority of her day on her phone, estimates doing more than two hours of texting or messaging daily. However, she does not think of this activity as writing but rather, “communicating with another person”. Penelope claims she never writes on her smartphone. Yet she spends time on messaging, posting texts on social media, taking notes, keeping a to-do list and blogging using her smartphone.

Despite the significant amount of time participants spent on their phones, they did not enjoy writing on them. The medium has technical inconveniences that make it a poor interface for writing. Phones were described as “frustrating” (Mandy) because of autocorrect or predictive texts functions. The small screen also meant it was hard to track and read back what the writer had written (Mandy). Simply put, “the interface doesn't really work very well” (Tanya).

Many participants commented on the small screen size and the difficulties of editing text on the phone. This challenge led participants to think through what they were going to write before they started to type on the screen. They reported being more careful when writing on mobile devices, knowing that it would be hard to go back and edit, similar to when they were writing on paper. Tanya, for instance, reported that

“I'd say that the handwriting was actually more like the mobile writing because going back and editing it is harder in handwriting and it takes more time so I would be certainly thinking more before I wrote.”

One consequence, at least for Jasper, was tending to write less on a smartphone than on other media:

“[When writing on the smartphone] I was thinking about what I was writing but I was writing significantly less. I was trying to paraphrase most things so it would be slightly less time to type everything, just like I do for most, like my Facebook posts.”

*Digital writing and mode-switching*

Writing on diverse media offered differing experiences to the participants. Most of them engaged in all three modes of writing at some point in their everyday context. The majority preferred writing on
laptops, mainly because of the ease of access and convenience of editing. Writing on paper was a familiar task, but participants expressed mixed feelings about it. Smartphones were used frequently for sending text messages. Participants were aware of these different experiences and described utilizing each medium for particular purposes in the course of their daily routine. New media for writing such as smartphones add to the mix of available writing practices. For participants in our study, one technology does not supplant the others.

Those who have been immersed in digital technologies acquire skills to adapt to and switch between different modes of writing, depending on the medium. Most participants did not experience any difficulties in switching modes, finding the process has become habitual. Veronica engages in messaging, shares links, writes comments on posts, and ‘likes’ things on social media. With her phone, she also emails, takes notes and keeps a ‘to do’ list. However, she distinguishes between different modes of writing and finds it easy to switch back and forth:

“I can separate those two styles, yeah. I don’t feel any difficulties and, as I said, I’d already done something similar, I mean just in Facebook, for my studies and that’s why it was a good help to focus and sort of switch mode.”

In fact, being an adept user of smartphones and laptops, Veronica sometimes uses multiple modes to complete one writing task:

“It’s kind of convenient to do it with two or even three devices sometimes because I actually can use iPad as well, so I have some things open on the phone, some things open [on the] iPad and actually do typing on laptop. It saves a lot of time.”

Jason switches modes of writing depending on whom he writes to. In Jason’s words, “who I write to is linked to the medium I write with”. Writing is largely an activity with an audience. Tanya gets the sense that when she is writing on her laptop, even if it not for a specific audience (like an assignment), she still writes for others, and tries to make the text formal. The potential audience sets the tone and style of writing:

“My style of writing wildly depends on whoever I’m talking to. If I’m talking to some of my friends who are more academically based who are going to see my writing I’ll be a lot more intellectual and formal.” (Jasper)
Conclusions

In this chapter, we posed two research questions. The first asked what the different experiences were that young adults had when writing on paper, laptops and smartphones. The second asked what factors influence how people engage in and experience writing practices with these three media. The Results section above presents details of our answers to these questions for the participant sample we studied.

In many cases, the choice of writing on paper, laptop or smartphones was a matter of the individual’s preference. Personal experiences were tied to these preferences. However, some common elements of writing on paper versus on digital devices were suggested from the interviews.

A narrow definition of ‘writing’ was commonly applied to writing on paper, and was sometimes specifically linked to concentrated thinking. Writing on paper was reported to be used for sentimental purposes, for focusing on ideas and for mapping out new ideas. Writing on digital devices entailed a looser definition of ‘writing’. For example, initially in the interviews, many participants did not think that social media posts counted as ‘writing’. However, on reflection, some of them did acknowledge that this type of communicative practices was indeed a type of writing. Much of the writing on small mobile screens constitutes short messages rather than longer text. Most of that writing is not intended to be ‘writing’ in a traditional sense. Users frequently text, comment, take notes or record some aspect of their lives on the screen without perceiving they are engaging in a ‘writing’ activity. As found in a previous study, these activities are not merely a replica of spoken communication (Baron, 2008).

A second theme was that different media were more suitable to different types of writing. Writing on laptops was judged useful for structuring pieces systematically and for revising. Writing on smartphones offered the opportunity to quickly jot down thoughts, as well as communicate efficiently with others through written text.

Thirdly, participants in this study grew up in an environment where they had access to and learned to use a multiplicity of digital devices and writing media, including pen and paper. Habit, social context and the requirements of academic work shape their uses of the writing medium. The interviews indicated they have adopted effective ways of engaging in writing by shifting between media, functionally separating the media of choice depending on the situation. In fact, the ability to switch seamlessly from one writing medium to another has become a necessary skill in the digital age. In the process, our understanding of what is meant by ‘writing’ needs to expand to take into account the new range of media and contexts in which such textual production may take place.
Finally, and looking beyond the detailed considerations affecting writing choices, ‘older’ digital devices like laptops and recently more mobile ones like smartphones had far from eliminated traditional practices like handwriting. In the case of writing we see one more example from our everyday practices where newer and older media have different affordances and different roles in our lives, which provide a more nuanced assessment of the impact of the digital.

Writing is an activity that transcends time and space. With or without digital technologies, it is an important task that people engage in. The aspect of digital writing adds to the lived culture of the digital era, where people can experience different modes and contexts of writing in various contexts. This study is a snapshot of the changes that are occurring in writing practices in the digital age.
References


