

DIGITAL MIGRATIONS

An Exploratory Research on Kid's E-Lit Reading Profiles

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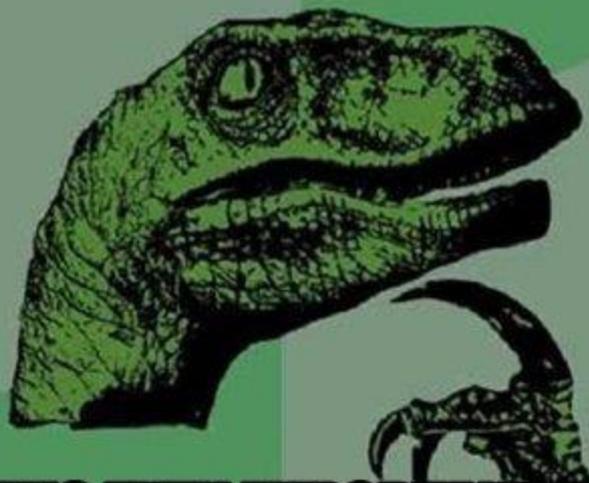
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GRETEL

WHAT IS THIS ALL
ABOUT?

A DESCRIPTIVE STUDY FROM A
QUALITATIVE PERSPECTIVE THAT
COMPARES PAPER AND DIGITAL
LITERARY READING PROFILES

WELL,



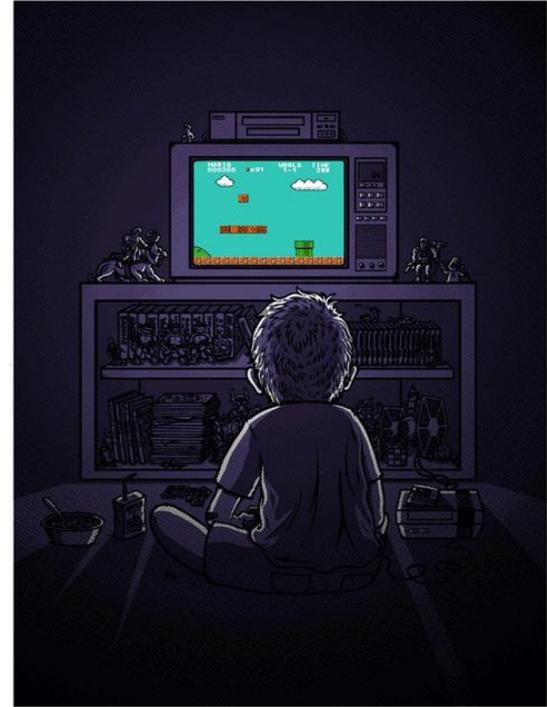
**IS THIS EVEN IMPORTANT ANY
MORE?**

YES, IT IS!

THE VERNACULAR AND EDUCATIONAL CROSSROAD

At Home

Total colonization
of private life by
digital forms of
culture



THE VERNACULAR AND EDUCATIONAL CROSSROAD



At School

Extremely analogue
education, specially
when dealing with
literature

RESEARCH CONTEXT

RESEARCH CONTEXT

Twelve year old students

Adverse cultural and socio-economic reality

Generalised low level of technology familiarisation

RESEARCH CONTEXT

They were involved in a four year project focused on literary reading

Consolidated reading habit and discussion abilities

RESEARCH
METHODOLOGY

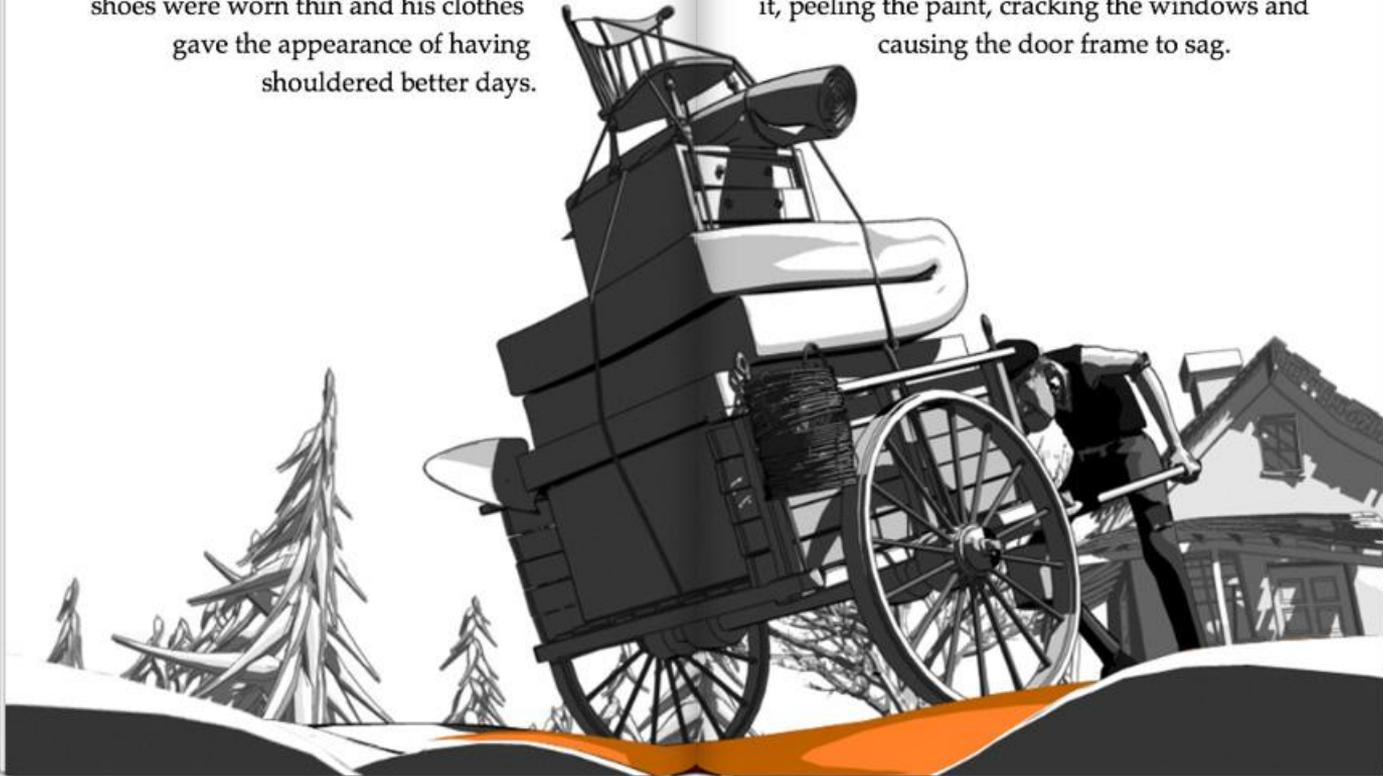
RESEARCH METHODOLOGY

Five iPads were introduced as part of the classroom library

They were able to freely explore the works and make them part of their reading and debating routine

One morning, under the pale weight of winter light, an old man loaded a well used chest of drawers and a bed onto a wooden push cart. It was all but the last of his furniture, and he was taking it to town to sell. The soles of his shoes were worn thin and his clothes gave the appearance of having shouldered better days.

His little house looked as though it had grown tired of standing over the years and through a combination of fate and neglect, had begun to lean gently into its own shadow. Gradually weather and time had loosened themselves over it, peeling the paint, cracking the windows and causing the door frame to sag.



MENU

HINT



right down to the sea.

But there, it occurred to
someone smaller and still
curious about the world that she
might know a way.



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 OF THE NATURAL RESEARCH
 DR. JAMES A. GEOLD
 JACK BOX CONTAINING A SIG
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45
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LISH

AÑOL



EVERYONE LIKED
NUMBERS. THEY HAD
NICE SHAPES. AND
KEPT THINGS
ORDERLY. AND
EVERYTHING ADDED
UP... SO LIFE WAS
SORT OF...
NUMBERLY.

The figure was tall and gaunt, and shrouded from head to foot in the habiliments of the grave. The mask which concealed the visage was made so nearly to resemble the countenance of a stiffened corpse that the closest scrutiny must have had difficulty in detecting the cheat. And yet all this might have been endured, if not approved, by the mad revellers around.

But the mummer had gone so far as to assume the type of the Red Death.

His vesture was dabbled in blood — and his broad brow, with all the features of the face, was besprinkled with the scarlet horror.



HOW DID WE PROCEED?

SELECTING THE SAMPLE

We divided the students in strong and weak readers based on our deep knowledge on their “traditional” reading skills

We picked two students from each category with a different attitude towards technology.

WHAT IS A “STRONG”
READER, ANYWAY?

STRONG READERS

Greater and more diverse reading experience.

More confidence, fluency and solid argumentative ability to explain their opinions.

OK, I GET IT.
WHAT ABOUT THE
“WEAK” ONES, THEN?

WEAK READERS

Enclosed and less complex reading experience

Less confident and had more difficulties explaining their point of view

THE SEMISTRUCTURED INTERVIEWS

First month

First impressions on
the new reading
experience

Fourth Month

Constructive
properties that
define E-lit

CONTENT ANALYSIS

THE SEMISTRUCTURED INTERVIEWS



No useful categories in
reading sociology

Descriptive comparison
between the interviews and
their reading background

Profit from *Game Studies*
typologies on gamers
behaviours and profiles

Antonio

PROFILE ANALYSIS

Weak Readers



ANALOGIC PROFILE

Attached to realist works with characters similar to himself and uncomplicated plots

Insecure reader that needs to be reinforced

Curious and willing to experience

DIGITAL PROFILE

HUGE Technophile tendency

Prone to gamified reading but attached to previous likings

Total embracement of e-lit affordances

“I LIKED IT A LOT BECAUSE YOU CAN, YOU HAVE TO GET INTO IT, YOU HAVE TO PUT YOURSELF IN THE PLACE OF THE CHARACTER, YOU HAVE TO PUT YOURSELF IN THEIR SHOES, AND YOU HAVE TO THINK UP THE ENDING: YOU HAVE TO DECIDE. [...] I DECIDE WHICH PAGE I GO TO.”

DIGITAL PROFILE

Exploratory desires both within work's possibilities and through the catalogue

Ability to enjoy the socialisation of the interactive reading process

Celia

PROFILE ANALYSIS

Weak Readers



ANALOGIC PROFILE

Good reading speed but her interpretation rarely goes further than the literal

Complex literary elements create her cognitive “noise”

Insecure reader but a proud member of the reading community

DIGITAL PROFILE

She went from total rejection of any element of the electronic aesthetic...

...to a considerable embracement of the digital affordances
for the literary creation

FIRST INTERVIEW

“FOR ME IT’S BEEN AN EXPERIENCE, IT IS AN EXPERIENCE HAVING THE IPADS IN THE CLASS BECAUSE, WE READ DIGITALLY BUT, ON PAPER AS WELL BUT WHAT I LIKE MOST IS READING ON PAPER BECAUSE IT INSPIRES ME MORE, I FEEL HAPPIER WITH PAPER THAN WITH THE IPAD BECAUSE THE IPADS DISTRACT ME BECAUSE THEY HAVE EFFECTS, THE SOUNDS – AND IT’S A BIT MORE DIFFICULT FOR ME”

WHY YOU NO LOVE ME?



DIGITAL PROFILE

Reading community pride + interpretative difficulties caused
by electronic properties



Blind rejection to digitality

SECOND INTERVIEW

“I LIKE THEM MORE [HORROR BOOKS] AND EVEN MORE NOW,
WITH THE BACKGROUND BECAUSE YOU’RE IMAGINING
YOURSELF AND YOU’RE ALONE AND THE BACKGROUND IS
THERE. [...] WITHOUT THE SOUND, YES, IT’S OKAY, THIS
AND THAT HAPPENS BUT SO WHAT? I DON’T GET DRAWN
INTO IT.”

DIGITAL PROFILE

Mediation and corpus selection + overcoming resistances and fears



Enthusiasm and even critical judgment on digital literary construction

PROFILE ANALYSIS

Strong Readers

Iván



ANALOGIC PROFILE

Strong reader in terms of quantity and complexity of the works he's able to enjoy

Diverse taste, not confined into any specific genre

Social reader

DIGITAL PROFILE

His ability for diversified enjoyment and socialisation of
his literary experience

+

strong capability for critical thought

DIGITAL PROFILE

Able to enjoy diverse literary experiences depending on works' affordances

“WELL I LIKE READING *THE ZOMBIE* WITH MY CLASSMATE ALEX, BECAUSE IT’S MORE LIKE A FUN STORY THAT I LIKE TO SHARE WITH SOMEONE [...] BUT ON THE OTHER HAND, *THE UNWANTED GUEST* DOESN’T HAVE SO MANY EFFECTS, AND THE STORY ISN’T SO FUNNY, I PREFER READ IT MYSELF INDIVIDUALLY, NOT WITH SOMEONE ELSE”

DIGITAL PROFILE

But always assessing critically and fluently literary construction of the works

*Fictional value of interactivity within a work

*Dissonance on unbalanced multimedia creation

Adriana

PROFILE ANALYSIS

Strong Readers



ANALOGIC PROFILE

Strong, passionate (even militant) reader with a solid reading habit

Outstanding depth of analysis and ability to argue.

Canon-like reader that refuses “lesser” literature

DIGITAL PROFILE

A romantic reader, even liturgical,
attached to tradition

“ WELL, I DON'T KNOW, MAYBE FOR SOME PEOPLE... WE ALREADY HAVE THE HABIT OF READING AND WE'VE GOT THE ENTHUSIASM, AND PEOPLE THAT MAYBE DIDN'T HAVE THAT WOULD BE MORE KEEN TO READ BECAUSE THEY'RE READING ON AN IPAD, RIGHT? [...] BUT I DON'T FIND IT THE SAME AS REAL READING, FOR ME READING IS READING A BOOK, SITTING DOWN AND READING A REAL BOOK.... A PAPER BOOK.”

DIGITAL PROFILE

This attitude makes her unable to understand fictional proposals of E-lit works

“I DON’T KNOW, THEY DO IT SO THAT YOU UNDERSTAND, WELL, IF YOU WANT THIS ENDING, WELL FINE, HERE IT IS, BUT I GOT THE FEELING THAT THERE WAS A STORY, A NORMAL STORY, THAT YOU COULDN’T CHOOSE AND THEN THEY ADDED THAT OTHER ENDINGS THAT THE READER MIGHT LIKE BETTER, BUT THOSE ENDINGS WERE SHORTER AND MORE LIMITED, AND THEN YOU GET AWAY A BIT FROM THE MAIN STORY, SO WHAT I WAS TRYING TO DO WAS NOT GET IT WRONG AND TO FOLLOW THE CENTRAL STORY ALL THE TIME”

DIGITAL PROFILE

Perceptive limitations of electronic poetics
opposed to both Iván and Antonio

Literary reading skills attached to linear
tradition

CONCLUSIONS AND
FOLLOW UP Q'S

CONCLUSIONS

Traditional metaliterary reflective abilities do transfer to the new realm of Kid's E-lit.

What about the other way around?

CONCLUSIONS

E-lit engages both strong and weak readers in different ways than traditional

What is a strong electronic reader, then?

CONCLUSIONS

Mediation, mediation, mediation

DIGITAL LITERATURE FOR CHILDREN: TEXTS, READERS AND EDUCATIONAL PRACTICES

MIREIA MANRESA & NEUS
REAL (EDS). PETER LANG

Digital Literature for Children
Texts, Readers and Educational Practices

Mireia Manresa & Neus Real (eds.)




P.L.E. Peter Lang

THANK YOU VERY MUCH FOR
YOUR PATIENCE!

gretel.



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