

## ***P1: Transmedia Skills & Participatory Cultures***

---

**Laura León (Universidad de Lima, Perú): Peruvian Youtubers and the video creation process: Evidence of transmedia competences in action.**

The article aims to examine the competences of four young Peruvian youtubers (aged 7 to 11) and intend to understand the kind of abilities displayed in the creation and diffusion of their videos. The aim of this research is to analyze children's performance within the experimentation of digital settings and digital media. The research questions are: (i) What kind of competences are developed in the process of creating and disseminating youtube videos?, and (ii) How this competences are related to the digital literacies frameworks? Research was undertaken through a digital ethnography method, with a 18-hour-fieldwork in home visits in 2016, and 13 hours of video analysis. Evidence speaks about a different experience and sensibility lived within the contemporary collaborative culture. It shows competences, technical/functional (how to pre-produce, shoot and post-produce), and critical (how Youtube grammar works as a language, the nature of youtube videos as a genre, and the audience that follows them as they try to turn into a unique mover and shaker). The diffusion of the video evidence a different kind of abilities that are needed for a good performance in the youtube culture, to be heard and followed -at its best, to be a viral video. For instance, the awareness that the youtuber needs to implement strategies to attract followers and views. Moreover, the ability to develop these strategies when picking an interesting subject for the content of the video, a correct video title, an attractive thumbnail, among others. Scolari's (2016) overarching definition of transmedia literacy as "abilities, values, awareness and learning and exchange strategies" is a good description of the experience of being a youtuber.

**Leticia Tian Zhang, Boris Vázquez-Calvo, Mariona Pascual (Universitat Pompeu Fabra - Barcelona, Spain; University of Southern Denmark, Denmark; Universitat Autònoma de Barcelona, Spain): Tamers of the Wild: Fans' Online Literacy and Amateur Translation.**

The objective of this paper is to document and analyze how three Catalan fans capitalize on their fan practices to learn language. With the Internet considered "worldwide literacy practice environment" and "informal language learning environment" (Koutsogiannis & Mitsikopoulou, 2004), Language learners go beyond the simple access to original texts and engage in diverse forms of multilingual digital literacy practices, expanding the forms of participatory culture and the boundary of vernacular literacies. Drawing on virtual ethnography techniques, we explore this phenomenon in three contexts: Japanese-Catalan fan subtitling (fansubbing), English-Spanish fan translation of games and of fanfiction. One informant was secured from each fandom (namely Selo, Nino and Alro, respectively), followed by semi-structured interviews and non-participant online observation, which provided us with a heterogenic data set comprising 297 minutes of interviews, 186 screenshots of language learning events

from sites online, and 213 minutes of screencast videos of online activity. Detailed analysis and comparisons of three cases were conducted revealing four categories of practices where multiple language learning events occur: 1) a mature and organized working flow that fully utilizes the technical affordances and takes into account audiences' need; 2) a complex audiovisual or textual comprehension process that deconstructs and reconfigures the original text for a fair understanding; 3) a translation output based on intercultural awareness, self-revising and community feedback, and 4) the deployment of tools, resources and collaborative practices online which boosts their linguistic creativities and peer learning skills in affinity spaces. These results offer valuable insights into learning in fan cultures and could interest teachers who hope to introduce fan practices in their classes according to pedagogical objectives (economy of language, transfer of cultural items, online dictionaries and translators), under the dimensions of "location, formality, pedagogy, locus of control" (Benson, 2011) which consider students in digital age autonomous and intelligent learners.

**Néstor David Polo (Pontificia Universidad Javierana, Colombia). Best-sellers of young reading: Appropriation and transmedia practices concerning written popular fiction.**

From the pages to film and the Internet, best-seller books for young readers have become a social & cultural phenomenon that concern experts and educators around the world. The objective of this study is to provide elements of interpretation from a communicative perspective for a better understanding of these reading practices. The research recovers the point-of-view of Colombian students from public schools, their testimonies and experiences as consumers of this kind of literature under a qualitative methodology in order to recreate their development as readers and the role best-sellers occupy in it. By crossing these stories with those of experienced readers (mediators), the result is an in-depth analysis of the appropriation process and the meaning behind these books, mainstream media, transmedia narratives, and the emotional connection between reading and identity.

**Liudmila Shafirova, Daniel Cassany (Universitat Pompeu Fabra – Barcelona Spain): Collaborative and informal learning in a brony fandom.**

This article reports on fan practices among an international community of "bronies" - adult fans of My little pony: friendship is magic (MLP). Since 2011 MLP, with a target audience of little girls, has also become popular amongst young men. These male fans have been extremely active in producing different fan practices. In this context, we explore how two different groups of bronies—one in Russia and the other one in Spain—carry out their fan practices. We describe 6 different cases of young adult MLP fans (fan-artists, translators, crafters) with the use of virtual ethnography. We find that bronies produce informal creative and collaborative practices in different contexts (doing fanart, fandubbing, writing, radio broadcasting and translating) with the use of

sophisticated technologies. As for translation practices, we have observed the improvement of English use by the participants and the great value of cultural mediation during the process. Finally, we have analyzed how these practices empowered social identities of the participants highlighting the influence of their role in the fandom on their life decisions.

**Paula Orrite (Universitat Pompeu Fabra – Barcelona, Spain): Web series and their reinvention of classical literature: Analysing The Lizzie Bennet Diaries based on Jane Austen’s novel Pride and Prejudice.**

Web series are an emerging digital medium that has been used in recent years to reinvent classical novels on the Internet. This was the case of The Lizzie Bennet Diaries, the first web series of Jane Austen's novel *Pride and Prejudice*. The main goal of this paper is to show the changes that affected the work by adapting it into a digital format, the series’ transmedia storytelling and how the adaptation successfully communicated a story of the late 18th century to the audiences of the 21st. The new audience has access to all the opportunities new media has to offer (interaction, visualization and creation) so they had the possibility to connect to the series in a way they did not have with previous adaptations of Austen’s work. This paper will analyze the fan community to prove that The Lizzie Bennet Diaries not only found a way of translating the novel to the current period without losing the essence of the author, but connected strongly with its audience in a way that even inspired them to read the novel and create other literary adaptations on the Internet.