

## Participatory Culture In A Networked Era A Conversation On Youth Learning Commerce And Politics

Stock market euphoria and blind faith in the post cold war economy have driven the topic of poverty from popular and scholarly discussion in the United States. At the same time the gap between the rich and poor has never been wider. The New Poverty Studies critically examines the new war against the poor that has accompanied the rise of the New Economy in the past two decades, and details the myriad ways poor people have struggled against it. The essays collected here explore how global, national, and local structures of power produce poverty and affect the material well-being, social relations and politicization of the poor. In updating the 1960s encounter between ethnography and U.S. poverty, The New Poverty Studies highlights the ways poverty is constructed across multiple scales and multiple axes of difference. Questioning the common wisdom that poverty persists because of the pathology, social isolation and welfare state "dependency" of the poor, the contributors to The New Poverty Studies point instead to economic restructuring and neoliberal policy "reforms" which have caused increased social inequality and economic polarization in the U.S. Contributors include: Georges Fouron, Donna Goldstein, Judith Goode, Susan B. Hyatt, Catherine Kingfisher, Peter Kwong, Vin Lyon-Callo, Jeff Maskovsky, Sandi Morgen, Leith Mullings, Frances Fox Piven, Matthew Rubin, Nina Glick Schiller, Carol Stack, Jill Weigt, Eve Weinbaum, Brett Williams, and Patricia Zavella. "These contributions provide a dynamic understanding of poverty and immiseration" --North American Dialogue, Vol. 4, No. 1, Nov. 2001

Now more than ever, we need to understand social media - the good as well as the bad. We need critical knowledge that helps us to navigate the controversies and contradictions of this complex digital media landscape. Only then can we make informed judgements about what's happening in our media world, and why. Showing the reader how to ask the right kinds of questions about social media, Christian Fuchs takes us on a journey across social media, delving deep into case studies on Google, Facebook, Twitter, WikiLeaks and Wikipedia. The result lays bare the structures and power relations at the heart of our media landscape. This book is the essential, critical guide for all students of media studies and sociology. Readers will never look at social media the same way again.

How popular culture is engaged by activists to effect emancipatory political change One cannot change the world unless one can imagine what a better world might look like. Civic imagination is the capacity to conceptualize alternatives to current cultural, social, political, or economic conditions; it also requires the ability to see oneself as a civic agent capable of making change, as a participant in a larger democratic culture. Popular Culture and the Civic Imagination represents a call for greater clarity about what we're fighting for—not just what we're fighting against. Across more than thirty examples from social movements around the world, this casebook proposes "civic imagination" as a framework that can help us identify, support, and practice new kinds of communal participation. As the contributors demonstrate, young people, in particular, are turning to popular culture—from Beyoncé to Bollywood, from Smokey Bear to Hamilton, from comic books to VR—for the vernacular through which they can express their discontent with current conditions. A young activist uses YouTube to speak back against J. K. Rowling in the voice of Cho Chang in order to challenge the superficial representation of Asian Americans in children's literature. Murals in Los Angeles are employed to construct a mythic imagination of Chicano identity. Twitter users have turned to #BlackGirlMagic to highlight the black radical imagination and construct new visions of female empowerment. In each instance, activists demonstrate what happens when the creative energies of fans are infused with deep political commitment, mobilizing new visions of what a better democracy might look like.

Surveys the online social habits of American teens and analyzes the role technology and social media plays in their lives, examining common misconceptions about such topics as identity, privacy, danger, and bullying.

A Companion to Media Fandom and Fan Studies offers scholars and fans an accessible and engaging resource for understanding the rapidly expanding field of fan studies. International in scope and written by a team that includes many major scholars, this volume features over thirty especially-commissioned essays on a variety of topics, which together provide an unparalleled overview of this fast-growing field. Separated into five sections—Histories, Genealogies, Methodologies; Fan Practices; Fandom and Cultural Studies; Digital Fandom; and The Future of Fan Studies—the book synthesizes literature surrounding important theories, debates, and issues within the field of fan studies. It also traces and explains the social, historical, political, commercial, ethical, and creative dimensions of fandom and fan studies. Exploring both the historical and the contemporary fan situation, the volume presents fandom and fan studies as models of 21st century production and consumption, and identifies the emergent trends in this unique field of study.

A panorama of perspectives on media education and democracy in a digital age that draws upon projects in both the formal and non-formal education spheres, this collection contributes to conceptualizing and cultivating a more respectful, robust and critically-engaged democracy.

Fans used to be seen as an overly obsessed fraction of the audience. In the last few decades, shifts in media technology and production have instead made fandom a central mode of consumption. A range of ideas has emerged to explore different facets of this growing phenomenon. With a foreword by Matt Hills, Understanding Fandom introduces the whole field of fan research by looking at the history of debate, key paradigms and methodological issues. The book discusses insights from scholars working with fans of different texts, genres and media forms, including television and popular music. Mark Duffett shows that fan research is an emergent interdisciplinary field with its own key thinkers: a tradition that is distinct from both textual analysis and reception studies. Drawing on a range of debates from media studies, cultural studies and psychology, Duffett argues that fandom is a particular kind of engagement with the power relations of media culture.

The term "network" is now applied to everything from the Internet to terrorist-cell systems. But the word's ubiquity has also made it a cliché, a concept at once recognizable yet hard to explain. Network Aesthetics, in exploring how popular culture mediates our experience with interconnected life, reveals the network's role as a way for people to construct and manage their world—and their view of themselves. Each chapter considers how popular media and artistic forms make sense of decentralized network metaphors and infrastructures. Patrick Jagoda first examines narratives from the 1990s and 2000s, including the novel Underworld, the film *Syriana*, and the television series *The Wire*, all of which play with network forms to promote reflection on domestic crisis and imperial decline in contemporary America. Jagoda then looks at digital media that are interactive, nonlinear, and dependent on connected audiences to show how recent approaches, such as those in the videogame *Journey*, open up space

for participatory and improvisational thought. Contributing to fields as diverse as literary criticism, digital studies, media theory, and American studies, *Network Aesthetics* brilliantly demonstrates that, in today's world, networks are something that can not only be known, but also felt, inhabited, and, crucially, transformed.

Taking "Gangnam Style" seriously: what Internet memes can tell us about digital culture. In December 2012, the exuberant video "Gangnam Style" became the first YouTube clip to be viewed more than one billion times. Thousands of its viewers responded by creating and posting their own variations of the video—"Mitt Romney Style," "NASA Johnson Style," "Egyptian Style," and many others. "Gangnam Style" (and its attendant parodies, imitations, and derivations) is one of the most famous examples of an Internet meme: a piece of digital content that spreads quickly around the web in various iterations and becomes a shared cultural experience. In this book, Limor Shifman investigates Internet memes and what they tell us about digital culture. Shifman discusses a series of well-known Internet memes—including "Leave Britney Alone," the pepper-spraying cop, LOLCats, Scumbag Steve, and Occupy Wall Street's "We Are the 99 Percent." She offers a novel definition of Internet memes: digital content units with common characteristics, created with awareness of each other, and circulated, imitated, and transformed via the Internet by many users. She differentiates memes from virals; analyzes what makes memes and virals successful; describes popular meme genres; discusses memes as new modes of political participation in democratic and nondemocratic regimes; and examines memes as agents of globalization. Memes, Shifman argues, encapsulate some of the most fundamental aspects of the Internet in general and of the participatory Web 2.0 culture in particular. Internet memes may be entertaining, but in this book Limor Shifman makes a compelling argument for taking them seriously.

*Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics* John Wiley & Sons

While digital media can offer many opportunities for civic and cultural participation, this technology is not equally easy for everyone to use. Hardware, software, and cultural expectations combine to make some technologies an easier fit for some bodies than for others. A YouTube video without closed captions or a social network site that is incompatible with a screen reader can restrict the access of users who are hard of hearing or visually impaired. Often, people with disabilities require accommodation, assistive technologies, or other forms of aid to make digital media accessible—useable—for them. *Restricted Access* investigates digital media accessibility—the processes by which media is made usable by people with particular needs—and argues for the necessity of conceptualizing access in a way that will enable greater participation in all forms of mediated culture. Drawing on disability and cultural studies, Elizabeth Ellcessor uses an interrogatory framework based around issues of regulation, use, content, form, and experience to examine contemporary digital media. Through interviews with policy makers and accessibility professionals, popular culture and archival materials, and an ethnographic study of internet use by people with disabilities, Ellcessor reveals the assumptions that undergird contemporary technologies and participatory cultures. *Restricted Access* makes the crucial point that if digital media open up opportunities for individuals to create and participate, but that technology only facilitates the participation of those who are already privileged, then its progressive potential remains unrealized. Engagingly written with powerful examples, Ellcessor demonstrates the importance of alternate uses, marginalized voices, and invisible innovations in the context of disability identities to push us to rethink digital media accessibility.

In the last two decades the conception and practice of participatory culture have been transformed by the new affordances enabled by digital, networked and mobile technologies. This exciting new book explores that transformation by bringing together three leading figures in conversation. Jenkins, Ito and boyd examine the ways in which our personal and professional lives are shaped by experiences interacting with and around emerging media. Stressing the social and cultural contexts of participation, the authors describe the process of diversification and mainstreaming that has transformed participatory culture. They advocate a move beyond individualized personal expression, and argue for an ethos of 'doing it together' in addition to 'doing it yourself' *Participatory Culture in a Networked Era* will interest students and scholars of digital media and their impact on society. It will engage readers in a broader dialogue and conversation about their own participatory practices in this digital age.

First Published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.

While feminists have long recognised the importance of self-managed, alternative media to transport their messages, to challenge the status quo, and to spin novel social processes, this topic has been an under-researched area. Hence, this book explores the processes of women's and feminist media production in the context of participatory spaces, technology, and cultural citizenship. The collection is composed of theoretical analyses and critical case studies. It highlights contemporary alternative feminist media in general as well as blogs, zines, culture jamming, and street art.

In this study, Falero explores how online communities of participatory audiences have helped to re-define authorship and audience in the digital age. Using over a decade of ethnographic research, *Digital Participatory Culture and the TV Audience* explores the rise and fall of a site that some heralded as ground zero for the democratization of television criticism. *Television Without Pity* was a web community devoted to criticizing television programs. Their mission was to hold television networks and writers accountable by critiquing their work and "not just passively sitting around watching." When executive producer Aaron Sorkin entered *Television Without Pity*'s message boards on *The West Wing* in late 2001, he was surprised to find the discussion populated by critics rather than fans. His anger over the criticism he found there wound up becoming a storyline in a subsequent episode of *The West Wing* wherein web critics were described as "obese shut-ins who lounge around in muumuus and chain-smoke Parliaments." This book examines the culture at *Television Without Pity* and will appeal to students and researchers interested in audiences, digital culture and television studies.

"Spreadable Media" maps fundamental changes taking place in the contemporary media environment, a space where corporations no longer tightly control media distribution. This book challenges some of the prevailing frameworks used to describe contemporary media.

*Amateur Media and Participatory Cultures* aims to delineate the boundary line between today's amateur media practice and the canons of professional media and film practice. Identifying various feasible interpretative frameworks, from historical to anthropological perspectives, the volume proposes a critical language able to cope with amateur and new media's rapid technological and interpretative developments. Conscious of the fact that amateur media continue to be seen as the benchmark of visual records of authentic rather than mass-media-derived events, Annamaria Motrescu-Mayes and Susan Aasman pay particular attention to the ways in which diverse sets of concepts of amateur media have now merged across global visual narratives and everyday communication protocols. Building on key research questions

and content analysis in media and communication studies, they have assessed differences between professional and amateur media productions based on the ways in which the 'originators' of an image have been influenced by, or have challenged, their context of production. This proposes that technical skills, degrees of staging and/or censoring visual information, and patterns in media socialisation define central differences between professional and amateur media production, distribution and consumption. The book's methodical and interdisciplinary approach provides valuable insights into the ways in which visual priming, cultural experiences and memory-building are currently shaped, stored and redistributed across new media technologies and visual channels.

Recent technological advances have opened new platforms for learning and teaching. By utilizing virtual spaces, more educational opportunities are created for students who cannot attend a physical classroom environment. Integrating an Awareness of Selfhood and Society into Virtual Learning is a pivotal reference source that discusses the latest scholarly perspectives on creating meaningful learning and sensory engagement in virtual learning spaces, and examines how selfhood is expressed in these environments. Highlighting emerging topics in education, such as gender considerations, leadership development, and situated learning, this book is ideally designed for professionals, practitioners, graduate students, and academics interested in the role of virtual reality in learning contexts.

In the last two decades, both the conception and the practice of participatory culture have been transformed by the new affordances enabled by digital, networked, and mobile technologies. This exciting new book explores that transformation by bringing together three leading figures in conversation. Jenkins, Ito and boyd examine the ways in which our personal and professional lives are shaped by experiences interacting with and around emerging media. Stressing the social and cultural contexts of participation, the authors describe the process of diversification and mainstreaming that has transformed participatory culture. They advocate a move beyond individualized personal expression and argue for an ethos of "doing it together" in addition to "doing it yourself." Participatory Culture in a Networked Era will interest students and scholars of digital media and their impact on society and will engage readers in a broader dialogue and conversation about their own participatory practices in this digital age.

Hop on Pop showcases the work of a new generation of scholars—from fields such as media studies, literature, cinema, and cultural studies—whose writing has been informed by their ongoing involvement with popular culture and who draw insight from their lived experiences as critics, fans, and consumers. Proceeding from their deep political commitment to a new kind of populist grassroots politics, these writers challenge old modes of studying the everyday. As they rework traditional scholarly language, they search for new ways to write about our complex and compelling engagements with the politics and pleasures of popular culture and sketch a new and lively vocabulary for the field of cultural studies. The essays cover a wide and colorful array of subjects including pro wrestling, the computer games *Myst* and *Doom*, soap operas, baseball card collecting, the Tour de France, karaoke, lesbian desire in the *Wizard of Oz*, Internet fandom for the series *Babylon 5*, and the stress-management industry. Broader themes examined include the origins of popular culture, the aesthetics and politics of performance, and the social and cultural processes by which objects and practices are deemed tasteful or tasteless. The commitment that binds the contributors is to an emergent perspective in cultural studies, one that engages with popular culture as the culture that "sticks to the skin," that becomes so much a part of us that it becomes increasingly difficult to examine it from a distance. By refusing to deny or rationalize their own often contradictory identifications with popular culture, the contributors ensure that the volume as a whole reflects the immediacy and vibrancy of its objects of study. Hop on Pop will appeal to those engaged in the study of popular culture, American studies, cultural studies, cinema and visual studies, as well as to the general educated reader. Contributors: John Bloom, Gerry Bloustein, Aniko Bodroghkozy, Diane Brooks, Peter Chvany, Elana Crane, Alexander Doty, Rob Drew, Stephen Duncombe, Nick Evans, Eric Freedman, Joy Fuqua, Tony Grajeda, Katherine Green, John Hartley, Heather Hendershot, Henry Jenkins, Eithne Johnson, Louis Kaplan, Maria Koundoura, Sharon Mazer, Anna McCarthy, Tara McPherson, Angela Ndalians, Edward O'Neill, Catherine Palmer, Roberta Pearson, Elayne Rapping, Eric Schaefer, Jane Shattuc, Greg Smith, Ellen Strain, Matthew Tinkhom, William Uricchio, Amy Villarego, Robyn Warhol, Charles Weigl, Alan Wexelblat, Pamela Robertson Wojcik, Nabeel Zuberi

How did we get from Hollywood to YouTube? What makes Wikipedia so different from a traditional encyclopedia? Has blogging dismantled journalism as we know it? Our media landscape has undergone a seismic shift as digital technology has fostered the rise of "participatory culture," in which knowledge is originated, created, distributed, and evaluated in radically new ways. The Participatory Cultures Handbook is an indispensable, interdisciplinary guide to this rapidly changing terrain. With short, accessible essays from leading geographers, political scientists, communication theorists, game designers, activists, policy makers, physicists, and poets, this volume will introduce students to the concept of participatory culture, explain how researchers approach participatory culture studies, and provide original examples of participatory culture in action. Topics include crowdsourcing, crisis mapping, grid computing, digital activism in authoritarian countries, collaborative poetry, collective intelligence, participatory budgeting, and the relationship between video games and civic engagement. Contributors include: Daren Brabham, Helen Burgess, Clay Calvert, Mia Consalvo, Kelly Czarnecki, David M. Faris, Dieter Fuchs, Owen Gallagher, Clive Goodinson, Alexander Halvais, Cynthia Hawkins, John Heaven, The Jannissary Collective, Henry Jenkins, Barry Joseph, Christopher Kelty, Pierre Lévy, Sophia B. Liu, Rolf Luehrs, Patrick Meier, Jason Mittell, Sarah Pearce, W. James Potter, Howard Rheingold, Suzanne Scott, Benjamin Stokes, Thomas Swiss, Paul Taylor, Will Venters, Jen Ziemke

What does online community look like in the age of social networking? How do participatory culture platforms reflect both their designer's intentions and the desires of their users? This book discusses how culture is created and challenged on Reddit.com, the self-proclaimed "front page of the internet." Reddit enables the sharing of original and reposted content from around the web, and provides a platform for like-minded individuals to commune around topics of interest. Also

explored is the ways in which community on Reddit is formed and solidified through play and humor, and the complex ways in which Redditors come together, which demonstrate a deep capacity for altruism and charitable giving, but can easily lapse into mob action. It also explores the community's troubling gender and racial politics and how some Redditors are carving out their own space on the site to fight back. -- Publisher description

"How do students' online literacy practices intersect with online popular culture? In this book scholars from a range of countries including Australia, Lebanon, Nepal, Qatar, South Africa, Turkey, and the United States illustrate and analyze how literacy practices that are mediated through and influenced by popular culture create both opportunities and tensions for secondary and university students. The authors examine issues of theory, identity, and pedagogy as they address participatory popular culture sites such as fan forums, video, blogs, social networking sites, anime, memes, and comics and graphic novels. Uniquely bringing together scholarship about online literacy practices and the growing body of work on participatory popular culture, *New Media Literacies and Participatory Popular Culture across Borders* makes distinctive contributions to an emerging field of study, pushing forward scholarship about literacy and identity in cross-cultural situations and advancing important conversations about issues of global flows and local responses to popular culture"-- Provided by publisher.

"What the future fortunes of [Gramsci's] writings will be, we cannot know. However, his permanence is already sufficiently sure, and justifies the historical study of his international reception. The present collection of studies is an indispensable foundation for this." —Eric Hobsbawm, from the preface Antonio Gramsci is a giant of Marxian thought and one of the world's greatest cultural critics. Antonio A. Santucci is perhaps the world's preeminent Gramsci scholar. Monthly Review Press is proud to publish, for the first time in English, Santucci's masterful intellectual biography of the great Sardinian scholar and revolutionary. Gramscian terms such as "civil society" and "hegemony" are much used in everyday political discourse. Santucci warns us, however, that these words have been appropriated by both radicals and conservatives for contemporary and often self-serving ends that often have nothing to do with Gramsci's purposes in developing them. Rather what we must do, and what Santucci illustrates time and again in his dissection of Gramsci's writings, is absorb Gramsci's methods. These can be summed up as the suspicion of "grand explanatory schemes," the unity of theory and practice, and a focus on the details of everyday life. With respect to the last of these, Joseph Buttigieg says in his *Nota*: "Gramsci did not set out to explain historical reality armed with some full-fledged concept, such as hegemony; rather, he examined the minutiae of concrete social, economic, cultural, and political relations as they are lived in by individuals in their specific historical circumstances and, gradually, he acquired an increasingly complex understanding of how hegemony operates in many diverse ways and under many aspects within the capillaries of society." The rigor of Santucci's examination of Gramsci's life and work matches that of the seminal thought of the master himself. Readers will be enlightened and inspired by every page.

How online affinity networks expand learning and opportunity for young people Boyband One Direction fanfiction writers, gamers who solve math problems together, Harry Potter fans who knit for a cause. Across subcultures and geographies, young fans have found each other and formed community online, learning from one another along the way. From these and other in-depth case studies of online affinity networks, *Affinity Online* considers how young people have found new opportunities for expanded learning in the digital age. These cases reveal the shared characteristics and unique cultures and practices of different online affinity networks, and how they support "connected learning"—learning that brings together youth interests, social activity, and accomplishment in civic, academic, and career relevant arenas. Although involvement in online communities is an established fixture of growing up in the networked age, participation in these spaces show how young people are actively taking up new media for their own engaged learning and social development. While providing a wealth of positive examples for how the online world provides new opportunities for learning, the book also examines the ways in which these communities still reproduce inequalities based on gender, race, and socioeconomic status. The book concludes with a set of concrete suggestions for how the positive learning opportunities offered by online communities could be made available to more young people, at school and at home. *Affinity Online* explores how online practices and networks bridge the divide between in-school and out-of-school learning, finding that online affinity networks are creating new spaces of opportunity for realizing the ideals of connected learning.

While public relations practitioners have long focused on the relationship between organizations and their stakeholders, there has never been a time when that relationship was so dominated by public participation. The new model of multiple messages originating from multiple publics at varying levels of engagement is widely acknowledged, but not widely explored in scholarly texts. The established model of one-way communication and message control no longer exists. Social media and an increasingly participatory culture means that fans are taking a more active role in the production and co-creation of messages, communication, and meaning. These fans have significant power in the relationship dynamic between the message, the communicator, and the larger audience, yet they have not been defined using current theory and discourse. Our existing conceptions fail to identify these active and engaged publics, let alone understand virtual communities who are highly motivated to communicate with organizations and brands. This innovative and original research collection attempts to address this deficit by exploring these interactive, engaged publics, and open up the complexities of establishing and maintaining relationships in fan-created communities.

Henry Jenkins's pioneering work in the early 1990s promoted the idea that fans are among the most active and socially connected consumers of popular culture. This volume maps the core theoretical and methodological issues in fan studies, and also charts the growth of participatory culture on the Web.

"There is a widespread perception that the foundations of American democracy are dysfunctional and little is likely to emerge from traditional politics that will shift those conditions. Youth are often seen as emblematic of this crisis--frequently represented as uninterested in political life and ill-informed about current-affairs. By *Any Media Necessary* offers a profoundly different picture of contemporary American youth. Young men and women are tapping into the potential of new forms of communication, such as social media platforms and spreadable videos and memes, seeking to bring about political change--by any media necessary. In a series of case studies covering a diverse range of organizations, networks, and movements--from the Harry Potter Alliance, which fights for human rights in the name of the popular fantasy franchise, to immigration-rights advocates using superheroes to dramatize their struggles--By *Any Media Necessary* examines the civic imagination at work. Exploring new forms of political activities and identities emerging from the practice of participatory culture, *By Any Media Necessary* reveals how these shifts in communication have unleashed a new political dynamism in American youth."--Book jacket.

Building on the groundbreaking research of the MacArthur Foundation's Digital Media and Learning initiative, this book crosses the divide between digital literacies and traditional print culture to engage a generation of students who can read with a book in one hand and a mouse

in the other. Reading in a Participatory Culture tells the story of an innovative experiment that brought together playwright and director Ricardo Pitts-Wiley, Melville scholar Wyn Kelley, and new media scholar Henry Jenkins to develop an exciting new curriculum to reshape the middle- and high-school English language arts classroom. This book offers highlights from the resources developed for teaching Herman Melville's *Moby-Dick* and outlines basic principles of design, implementation, and assessment that can be applied to any text. The twentieth anniversary edition of Henry Jenkins's *Textual Poachers* brings this now-canonical text to a new generation of students interested in the intersections of fandom, participatory culture, popular consumption and media theory. Supplementing the original, classic text is an interview between Henry Jenkins and Suzanne Scott in which Jenkins reflects upon changes in the field since the original release of *Textual Poachers*. A study guide by Louisa Stein helps provides instructors with suggestions for the way *Textual Poachers* can be used in the contemporary classroom, and study questions encourage students to consider fan cultures in relation to consumer capitalism, genre, gender, sexuality, and more.

Many teens today who use the Internet are actively involved in participatory cultures—joining online communities (Facebook, message boards, game clans), producing creative work in new forms (digital sampling, modding, fan videomaking, fan fiction), working in teams to complete tasks and develop new knowledge (as in Wikipedia), and shaping the flow of media (as in blogging or podcasting). A growing body of scholarship suggests potential benefits of these activities, including opportunities for peer-to-peer learning, development of skills useful in the modern workplace, and a more empowered conception of citizenship. Some argue that young people pick up these key skills and competencies on their own by interacting with popular culture; but the problems of unequal access, lack of media transparency, and the breakdown of traditional forms of socialization and professional training suggest a role for policy and pedagogical intervention. This report aims to shift the conversation about the "digital divide" from questions about access to technology to questions about access to opportunities for involvement in participatory culture and how to provide all young people with the chance to develop the cultural competencies and social skills needed. Fostering these skills, the authors argue, requires a systemic approach to media education; schools, afterschool programs, and parents all have distinctive roles to play. The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning Since 2006, Henry Jenkins's *Confessions of an Aca-Fan* blog has hosted interviews in which academics, activists, and artists have shared their views on the changing media landscape. For the first time, Jenkins – often called “the Marshall McLuhan for the twenty-first century” – compiles some of these interviews to highlight his recurring interests in popular culture and social change. Structured around three core concepts – culture, learning, politics – and designed as a companion to *Participatory Culture in a Networked Era*, this book broadens the conversation to incorporate diverse thinkers such as David Gauntlett, Ethan Zuckerman, Sonia Livingstone, S. Craig Watkins, James Paul Gee, Antero Garcia, Stephen Duncombe, Cathy J. Cohen, Lina Srivastava, Jonathan McIntosh, and William Uricchio. With an introduction from Jenkins and reflections from each interviewee, this volume speaks to a sense of crisis as contemporary culture has failed to fully achieve the democratic potentials once anticipated as a consequence of the participatory turn. This book is ideal for students and scholars of digital media, popular culture, education, and politics, as well as general readers with an interest in the topic.

Schools remain notorious for co-opting digital technologies to «business as usual» approaches to teaching new literacies. *DIY Media* addresses this issue head-on, and describes expansive and creative practices of digital literacy that are increasingly influential and popular in contexts beyond the school, and whose educational potential is not yet being tapped to any significant degree in classrooms. This book is very much concerned with engaging students in do-it-yourself digitally mediated meaning-making practices. As such, it is organized around three broad areas of digital media: moving media, still media, and audio media. Specific DIY media practices addressed in the chapters include machinima, anime music videos, digital photography, podcasting, and music remixing. Each chapter opens with an overview of a specific DIY media practice, includes a practical how-to tutorial section, and closes with suggested applications for classroom settings. This collection will appeal not only to educators, but to anyone invested in better understanding - and perhaps participating in - the significant shift towards everyday people producing their own digital media.

With the rise of new technologies and media, the way we communicate is rapidly changing. *Literacies* provides a comprehensive introduction to literacy pedagogy within today's new media environment. It focuses not only on reading and writing, but also on other modes of communication, including oral, visual, audio, gestural and spatial. This focus is designed to supplement, not replace, the enduringly important role of alphabetical literacy. Using real-world examples and illustrations, *Literacies* features the experiences of both teachers and students. It maps a range of methods that teachers can use to help their students develop their capacities to read, write and communicate. It also explores the wide range of literacies and the diversity of socio-cultural settings in today's workplace, public and community settings. With an emphasis on the 'how-to' practicalities of designing literacy learning experiences and assessing learner outcomes, this book is a contemporary and in-depth resource for literacy students.

*Heritage and Social Media* explores how social media reframes our understanding and experience of heritage. Through the idea of 'participatory culture' the book begins to examine how social media can be brought to bear on the encounter with heritage and on the socially produced meanings and values that individuals and communities ascribe to it. To highlight the specific changes produced by social media, the book is structured around three major themes: Social Practice. New ways of understanding and experiencing heritage are emerging as a result of novel social practices of collection, representation, and communication enabled and promoted by social media. Public Formation. In the presence of widely available social technologies, peer-to-peer activities such as information and media sharing are rapidly gaining momentum, as they increasingly promote and legitimate a participatory culture in which individuals aggregate on the basis of common interests and affinities. Sense of Place. As computing becomes more pervasive and digital networks extend our surroundings, social media and technologies support new ways to engage with the people, interpretations and values that pertain to a specific territorial setting. *Heritage and Social Media* provides readers with a critical framework to understand how the participatory culture fostered by social media changes the way in which we experience and think of heritage. By introducing readers to how social media are theorized and used, particularly outside the institutional domain, the volume reveals through groundbreaking case studies the emerging heritage practices unique to social media. In doing so, the book unveils the new issues that are emerging from these practices and the new space for debate and critical argumentation that is required to illuminate what can be done in this burgeoning sector of heritage work.

This fascinating dictionary covers the whole realm of social media, providing accessible, authoritative, and concise entries centred primarily on websites and applications that enable users to create and share content, or to participate in social networking. From the authors of the popular *Dictionary of Media and Communication*, Daniel Chandler and Rod Munday, comes a title that complements and supplements their previous dictionary, and that will be of great use to social media marketing specialists, bloggers, and to any general internet user.

This book develops new and innovative methods for understanding the cultural significance of places such as the World Heritage listed Sydney Opera House. By connecting participatory media, visual culture and social value, Cristina Garduño Freeman

contributes to a fast-growing body of scholarship on digital heritage and the popular reception of architecture. In this, her first book, she opens up a fresh perspective on heritage, as well as the ways in which people relate to architecture via participation on social media. Social media sites such as YouTube, Pinterest, Wikipedia, Facebook and Flickr, as well as others, become places for people to express their connections with places, for example, the Sydney Opera House. Garduño Freeman analyses real-world examples, from souvenirs to opera-house-shaped cakes, and untangles the tangible and intangible ways in which the significance of heritage is created, disseminated and maintained. As people's encounters with World Heritage become increasingly mediated by the digital sphere there is a growing imperative for academics, professionals and policy-makers to understand the social value of significant places. This book is beneficial to academics, students and professionals of architecture.

Between 2014 and 2017, the artistic research project "TransCoding - From 'Highbrow Art' to Participatory Culture" encouraged creative participation in multimedia art via social media. Based on the artworks that emerged from the project, Barbara Lüneburg investigates authorship, authority, motivational factors, and aesthetics in participatory art created with the help of web 2.0 technology. The interdisciplinary approach includes perspectives from sociology, cultural and media studies, and offers an exclusive view and analysis from the inside through the method of artistic research. In addition, the study documents selected community projects and the creation processes of the artworks Slices of Life and Read me.

An examination of young people's everyday new media practices—including video-game playing, text-messaging, digital media production, and social media use. Conventional wisdom about young people's use of digital technology often equates generational identity with technology identity: today's teens seem constantly plugged in to video games, social networking sites, and text messaging. Yet there is little actual research that investigates the intricate dynamics of youths' social and recreational use of digital media. Hanging Out, Messing Around, and Geeking Out fills this gap, reporting on an ambitious three-year ethnographic investigation into how young people are living and learning with new media in varied settings—at home, in after-school programs, and in online spaces. Integrating twenty-three case studies—which include Harry Potter podcasting, video-game playing, music sharing, and online romantic breakups—in a unique collaborative authorship style, Hanging Out, Messing Around, and Geeking Out is distinctive for its combination of in-depth description of specific group dynamics with conceptual analysis.

This new book examines whether television can be used as a tool not just for capitalism, but for democracy. Throughout television's history, activists have attempted to access it for that very reason. New technologies—cable, satellite, and the internet—provided brief openings for amateur and activist engagement with television. This book elaborates on this history by using ethnographic data to build a new iteration of liberalism, technoliberalism, which sees Silicon Valley technology and the free market of Hollywood end the need for a politics of participation.

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