

# Serious leisure in the digital world: exploring the information behaviours of fan communities.

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(Lot 4)

(Houses & Lots)

Teyron - For Andrea 2

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3D 4 Sime / 4 Files )

This site opened in about 2001 and offered free files. It seems to have gone down around 2005.



# Research questions

- 1. How do we define, study and understand online fan communities?
- 2. What are their information behaviours?
- 3. How can those behaviours be modelled?



## What are fans?

### Early theories

- Walter Benjamin, 1936 the masses as passive consumers who are given the illusion of agency.
- Theodor Adorno's 'jitterbugs', 1941.
- Jean Baudrillard, 1981 the masses as complicit with the media in their own manipulation through a desire for mythos and spectacle.

#### Later theories

- John Fiske, 1992 fans categorised by their productivity:
  - Semiotic
  - Enunciative
  - Textual



## What are fans? 2

Abercrombie & Longhurst (1998)
 Continuum of fandom

Consumers → Fans; Enthusiasts; Hobbyists
→ Petty producers

Axel Bruns (2008)
 Fans are consumers and producers = produsers



## What do we know about fans?

- Participatory (Jenkins, 1992; 2006).
- Not only consumers. They also produce. They are creative. (Produsers).
- Can produce high quality, professional work.
- Engage in free labour.
- Fans create their own classification systems, tailored to their particular fandom (e.g. Hart, Shoolbred, Butcher & Kane, 1999).



## What don't we know about fans?

# information communication chain

creation > dissemination > management > organization/retrieval > use

Cyclical?



# Why is this research important?

- 1. Publishing
- 2. Media industry
- 3. Education
- 4. Information professionals



# 1. Publishing

- Copyright issues
- Growing market for fanworks, e.g. Fifty Shades of Grey, Harry Styles One Direction fanfiction, TeeFury T-shirts.
- Kindle Worlds.



New stories inspired by books, shows, movies, comics, music, and games people love.





# 2. Media industry

- Decline in TV and film industries, growth in videogame industry.
- Audiences want to engage in immersive texts, to have agency, to have a say in what they feel passionate about.
- Media has ready pool of fans to tap into.







## 3. Education

- Fans learn transferable skills through participatory writing, videogame modding and collaborative projects (Black, 2008); Gee & Hayes (2012).
  - Learning supported through teamwork with peers.
  - Mentorship from peers.
  - Supporting language proficiency for EAL's.
  - Relevance to everyday lives and interests.



# 4. Information professionals

- Fanfiction in libraries? Fanart in galleries?
- Classification and organisation of fanworks as cultural artefacts.
- Copyright issues.
- Documentation of new media texts: immersive theatre performance; cosplay; videogame mods, etc.



# How will we investigate fans?

Triangulation Desk research Delphi study Case studies



## Relevance to LIS?

- Focus on information behaviour and the information communication chain, rather than literary or cultural practices of fans.
- Relevant models used in LIS:

- ELIS (everyday life information seeking) Savoleinan (1995).
- Serious leisure perspective (Stebbins, 2001; Hartel, 2010).
- "A Worker's Inquiry, 2.0" (Brown & Quan-Haase, 2012).