



4th International Conference on Theory and Practice (ICTP -2018), Adelaide, South Australia

ISBN:978-0-6481172-5-4

Asia Pacific Institute of Advanced Research (APIAR)

www.apiar.org.au

MORE THAN AN ARENA FOR COMMUNICATION AND SHARING PRACTICES: A META-ANALYSIS OF YOUNG READERS' USE OF DIGITISED MEDIA

Lena Manderstedt^a, Annbritt Palo^b

^{ab} Lulea University of Technology, Sweden

Corresponding email: lena.manderstedt@ltu.se

Abstract

Social media has affected the lives of individuals, and societies, globally speaking. This study presents a meta-analysis of six published and two ongoing studies on young readers' use of digitised media. The studies were presented as articles in journals, and as conference papers, between December 2009 and December 2017. The data for all articles was collected online, on open networking sites, or social media. The data collection draws on virtual ethnography, while the theoretical framework includes gender studies, media, sociology of literature, education and intersectionality.

The meta-analysis discusses theories and practice regarding young readers' use of digital environments and the activities related to their preferred reading, to share material and thoughts, to process personal experiences and to publish school work. In these activities, the young readers use digitised media for inclusion into a networking community or a particular group.

The results show that young readers' use of digitised media can be classified in four key categories: personal development, promotion of self, socio-political engagement and as an alternative to educational establishment. These four key categories show that young readers not only use digitised media for inclusion, but also for taking a stance on a personal, or societal level.

For educators, political scientists and politicians who might believe that young people do not read, or do not care for politics or the future, this meta-analysis might provide a more nuanced image.

Keywords: Social Media, Digitized Media, Inclusion.
