LIST OF DOMAINS

DOMAIN 1: Webcomics

Webcomics are produced by independent authors through a self-publishing web portal of short "issues" with a variable frequency of one or two weeks. Self-publishing portals include social-media features for each issue, such as comments, likes, votes, share, and also crowdfunding features such as, sponsorship, pay-for-reading (i.e. granting pre-access to new issues), pay-for-publishing (i.e. pay for print copy), merchandise (i.e. pay for personalised material, such as avatars and autographed drawings), pay-for-vip (i.e. pay for sessions with the author, such as how-to sessions and Q&A). Furthermore, readers are often engaged in translating or promoting the work on different web communities, such as YouTube fan dubbing, reading reactions, fan animations and forum. Social media discussions at the end of each issue are a relevant component of the reading experience, bridging the gap between issue releases. These discussions range from plot-twist expectations and reactions, sharing and comparing other comics, about the author to personal stories connected with the topics of the issue.

Key Facts: Please consider these facts as notes about the relevant aspects of the specific domain
- comments written immediately after finishing reading
- reflection on own reading
- dialogue with other readers
- all readers annotate the same online copy of comic
- readers economically support the author through one-time or periodical micro-transactions
- authors may send communications to readers at the end of issues (e.g. replies to questions, notify changes in issues schedule, thank readers for support or comments, share upcoming events and personal conditions influencing the work)

DOMAIN 2: Resonance in collective reading

Audiobooks listening in school classes are used to study the "resonance" of reading with memories of images, places and sounds. During different sessions, students were first exposed to books of different genres (e.g. fantasy or historical novels) and then being asked a set of questions designed to guide the reflection toward associations between elements of the narrative and memories. Students are asked to write down their answers that are collected by researchers to be used in a broad study on resonance.

Key Facts: Please consider these facts as notes about the relevant aspects of the specific domain
- questionnaire leading the reflection
- on-site activity as followup of the experience
- structured answers about remindings and sensory imagery
  - question 1: this book reminded me of
  - question 2: this book made me imagine
- answers are given in public and as a part of a study

DOMAIN 3: School diaries

As part of their assignments, students are asked to keep track of books they read in a journal, a reading diary. A reading diary is compiled by each student but read periodically by teachers or shared in the classroom. Reports of readings include book title, dates of the period of reading, a summary of the plot and, rarely, personal observations and illustrations. As being a school assignment, reports are often fabricated or plagiarised from other diaries, book reviews and other sources.

Key Facts: Please consider these facts as notes about the relevant aspects of the specific domain
- testimonies written shortly after reading
- integrated with dialogue with authors many years later
- diary entries as a log of reading including date, book, author and brief summary of the plot and decorations
- diaries are either compelled by school and controlled by teachers in terms of book selection and student's comment, while others are spontaneous

DOMAIN 4: The places where we read

The experience of being in a place blends with reading. The characteristics of the place, what others around are doing and how being in a place facilitates or not reading affects the results. Readers tend to be more distracted or focused, and part of the landscape can suggest and support the imagination of readers in enacting a narrative. In a set of interviews, researchers engage with readers in reflecting on the places where they read and the effects of their places in the experience of reading.

Key Facts: Please consider these facts as notes about the relevant aspects of the specific domain
- questionnaire leading the reflection
- structured answers about places where reading occurs, the type of medium (e.g., e-reader, book, smartphone) and the effects of that specific reading experience
- focus on the correlations between location, medium and effects of reading

DOMAIN 5: Correspondences

Correspondences in the 18th and 19th centuries were of great importance for authors. In their countries and across Europe, Authors used correspondences to create and sustain relations with their peers, as part of an ideal community, work with their editors and interact with their readers. Correspondences were conducted during months or years, through polished letters carefully targeted to the addressee. These correspondences were solicited often by receiving a free-copy of a new work, with the aim of getting feedback, suggestions, support and a good review in a periodical. In other cases, these correspondences were accompanied by drafts copies in an exchange with their editors. Lastly, some correspondences were initiated by readers hoping to get close to the author by offering feedback, compliments, adulation and sometimes opportunities for clandestine relationships.

Key Facts: Please consider these facts as notes about the relevant aspects of the specific domain
- drafted months after reading
- from the reader to the author
- with a clear finality that could be either professional (e.g. editorial work including comments about stile and suggestions for edits), scholarly (e.g. discuss matters of literature and societal issues and the approach of the author to these matters), networking (e.g. being recognised in a community by creating a literary relation of mutual support and acknowledgment) or personal (e.g. expressing admiration, friendship and manifesting support).
- professional and scholarly correspondences are often fostered by authors sending free copies of new works for review
- networking or personal correspondences are often unsolicited

DOMAIN 6: "Stalking" on social media

Social media platforms generate personal feed about the activities of contacts in your network. Through multi-modal recommender systems and notifications (on multiple channels), users are pushed to engage reading updates and then in keeping following a trail of contents generated to maximize the time spent on the platform. The combination of recommender systems, notification and automated feeds creates the conditions of stalking: a systematic and in-depth reading of personal profiles. Engaging this type of reading have several consequences ranging from a re-configuration of user preferences and therefore of the information provided in the personalized feeds, and notifications to other users about the stalking reading (subjects of stalking and other contacts). Users share on the same platform posts about issues, experiences, habits of stalking and strategies to avoid either stalking or the unwanted after-effects of stalking.

Key Facts: Please consider these facts as notes about the relevant aspects of the specific domain
- solicited by recommender system embedded in the social-media platform
  - object of the recommendation could be a person in the network (i.e. "friend") or outside the network of the person but connected to your contacts (i.e. "friend of a friend")
- reading is nudged through a multimedia notification (e.g. messages, sounds) on multiple channels (e.g. badge, email, feeds)
- content is the result of automated aggregation combining "public" fragments (e.g. posts, updates, "reactions", photo and video)
- reading causes changes in the user profile (e.g. preferences and public history) as well as the personal feed
  - changes are not readable or predictable by the user
  - changes may include notifications propagated in the user's network
- personal feeds are unique (i.e. not replicable nor visible by other users)
- reading events are logged by the platform by elaborating multiple types of interactions, such as scrolling, clicking, sharing, hovering, replying, saving, reacting (e.g. like) or visualizing (i.e. permanency of a content in the visible part of the window)
- stalking reading is for ludic or professional aims