

Interactive fanfiction: innovating creative writing in the communicative classroom



Transformative digital storytelling for learning languages

Belta Day – 20 March 2021

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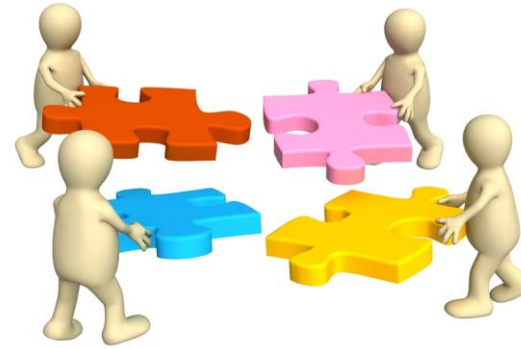
Starting points of our project



the joy of reading
and writing stories



communicative
language teaching



the differentiated
classroom



playful learning

Fanfiction

“writing that continues, interrupts, reimagines, or just riffs on stories and characters other people have already written about.”

(Jamison, 2013 p. 17)

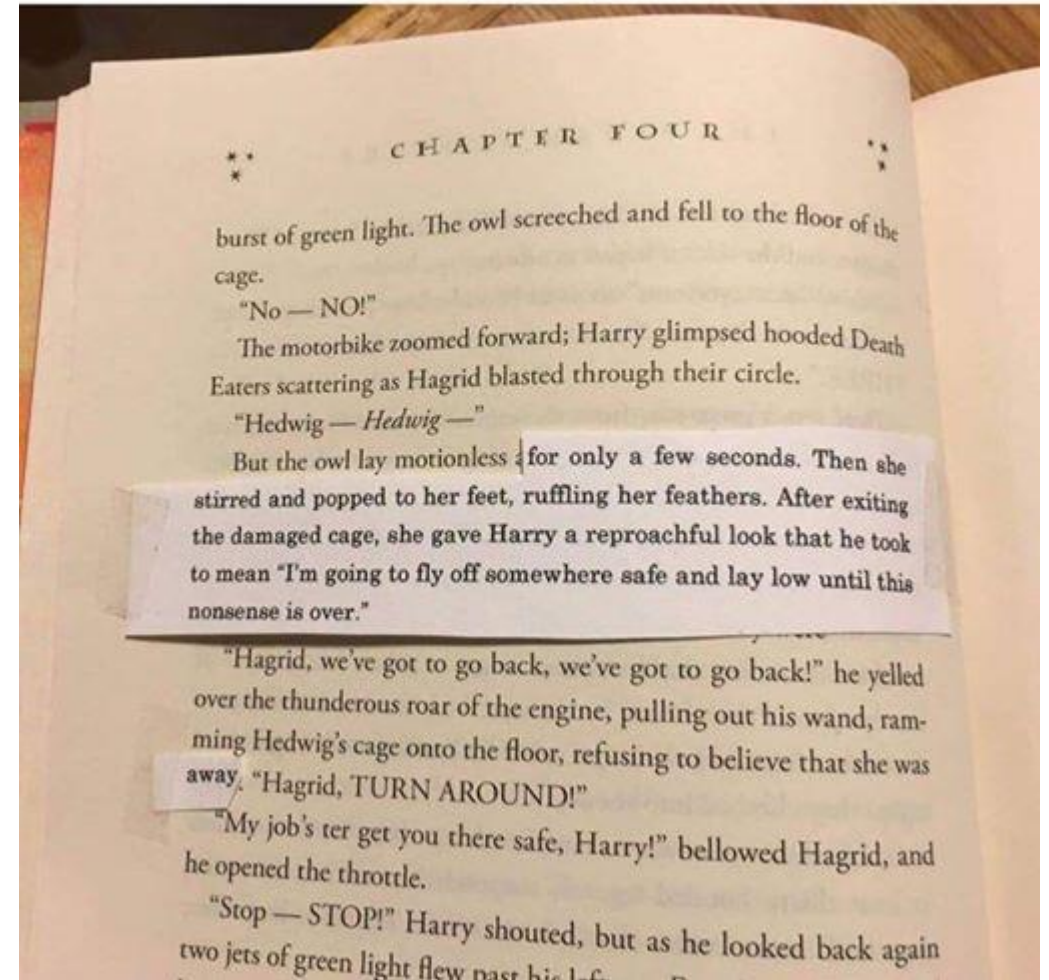


Fanfiction

“Fanfiction is a story written by a person in the fandom because **breaking into the creator’s office and telling them that everything that they did is wrong** and rewriting it is considered ‘rude’ and ‘illegal.’”

(Fanfiction reported in Klink, 2017)

Fixed it!



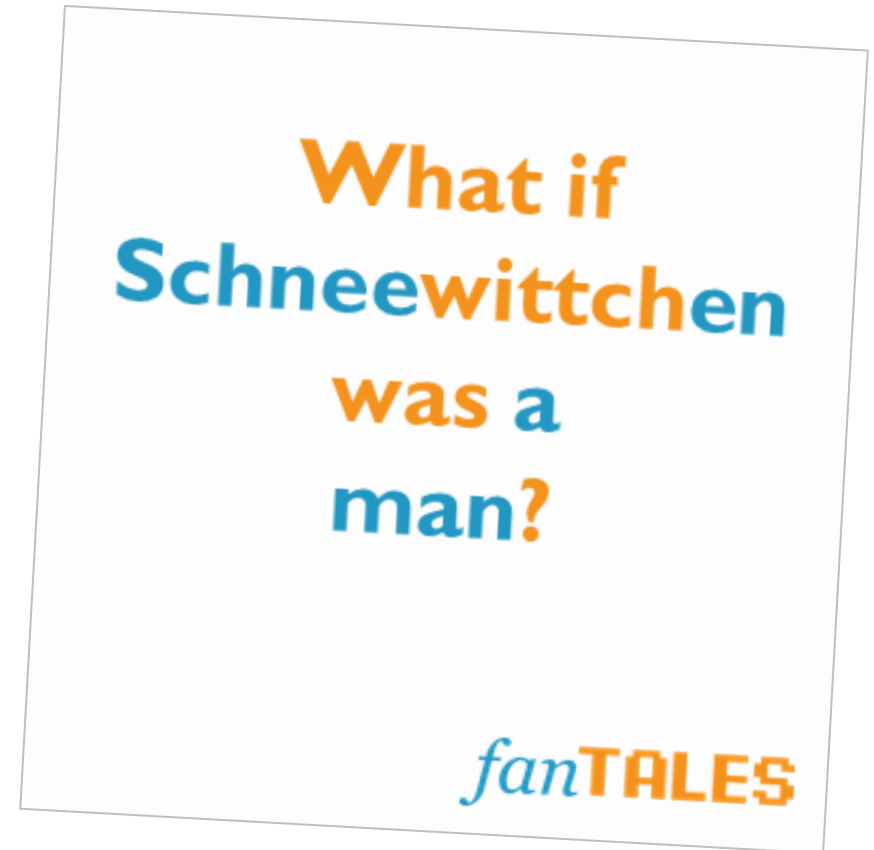
[Trudy George on Pinterest](#), original image from topbuzz.com

Some fanfiction genres

- Ficlet (drabbles, 221Bs)
- Fix-it Fic
- Prequel/sequel
- Missing moment
- Alternate POV
- Racebending or gender-bending
- Fusion (e.g. Holmes goes to Hogwarts)
- Alternate Universe (Coffee Shop AU, Omegaverse)
- Remixing (rewriting another fanwork in a different style)
- Roleplay (e.g. on Twitter or in a blog)

More about these genres:

<https://youtu.be/YJUnELe6vil?t=422>



Fanfiction in 'the digital wilds'

61 - 80 of 290335 Works in Harry Potter - J. K. Rowling

Works Bookmarks RSS Feed


← Previous 1 2 3 4 5 6 7 8 9 ... 4999 5000 Next →

  [F by Kause](#) 18 Mar 2021
 [Harry Potter - J. K. Rowling](#)

No Archive Warnings Apply, [Draco Malfoy/Harry Potter](#), [Draco Malfoy](#), [Harry Potter](#), [Re-write of the story](#), [Plus One detail](#), [Sweat](#), [Fluff](#), [Happy Ending](#), [Childhood Sweethearts](#), [But they don't remember that](#), [Alternate Universe - Canon Divergence](#)

Une histoire de bracelet, de "F" et de souvenirs oubliés.

Language: Français Words: 6,747 Chapters: 1/1 Hits: 3

  [Inside Your Mind by reylo_is_canon](#) 18 Mar 2021
  [Harry Potter - J. K. Rowling](#)

Graphic Depictions Of Violence, **Major Character Death**, [Hermione Granger/Draco Malfoy](#), [Ginny Weasley/Blaise Zabini](#), [Hermione Granger](#), [Draco Malfoy](#), [Ginny Weasley](#), [Blaise Zabini](#), [Ron Weasley](#), [Harry Potter](#), [Pansy Parkinson](#), [Luna Lovegood](#), [Theodore Nott](#), [Alternate Universe - Harry Potter Setting](#), [dramione - Freeform](#), [Canon Divergence](#), [Post-War Hogwarts](#), [Hermione is in a constant state of confusion](#), [Hogwarts Eighth Year](#)

The Battle of Hogwarts is over.

Voldemort is dead.

But the war has just begun

Sort and Filter

Sort by
 Date Updated ▾

Include [?]

- ▶ Ratings
- ▶ Warnings
- ▶ Categories
- ▶ Fandoms
- ▶ Characters
- ▶ Relationships
- ▶ Additional Tags

Other tags to include



Exclude [?]

Multilingual storytelling

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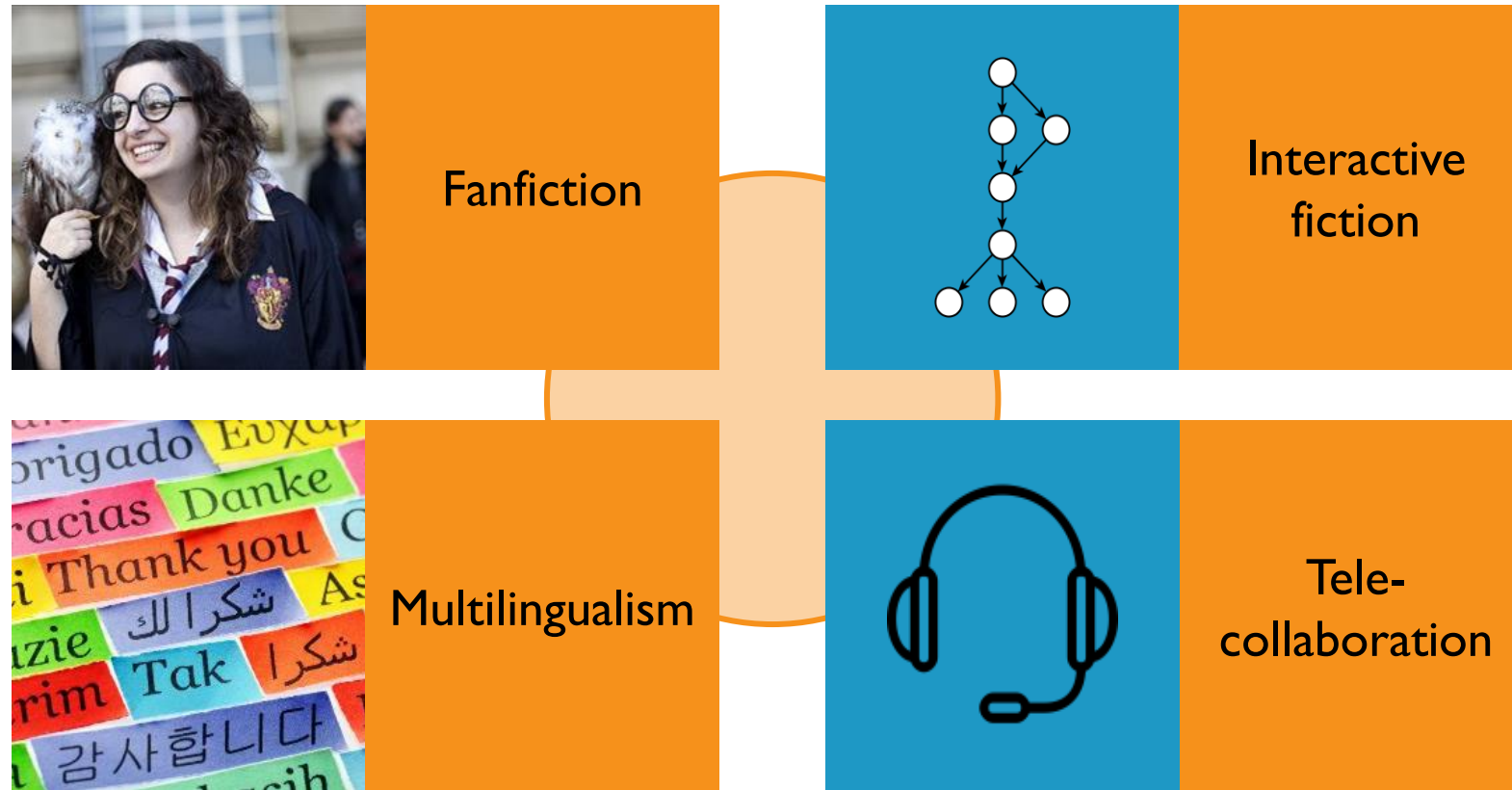
Interactive fanfiction

You are Harry Potter, an eleven-year old boy who is attending the Hogwarts School of Witchcraft and Wizardry in order to become a world-class wizard.

After a long but breathtaking ride on the Hogwarts Express, you have arrived at Hogwarts Castle. You have just been sorted into Gryffindor, one of the school's four houses. You are enjoying your first banquet at the welcoming feast, starved after this exciting day. You have never had such delicious pork chops, sausages, roast potatoes, peas, carrots, and gravy before.

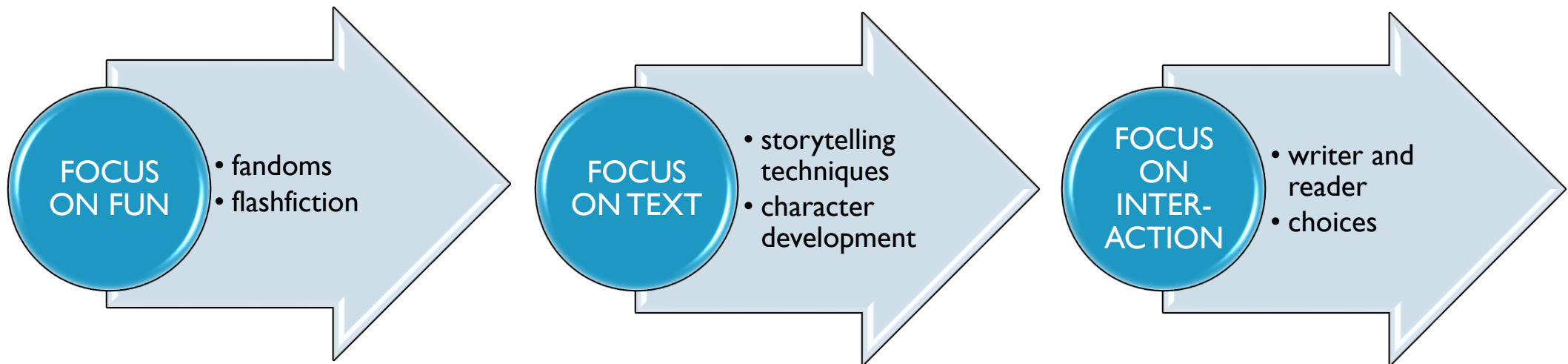
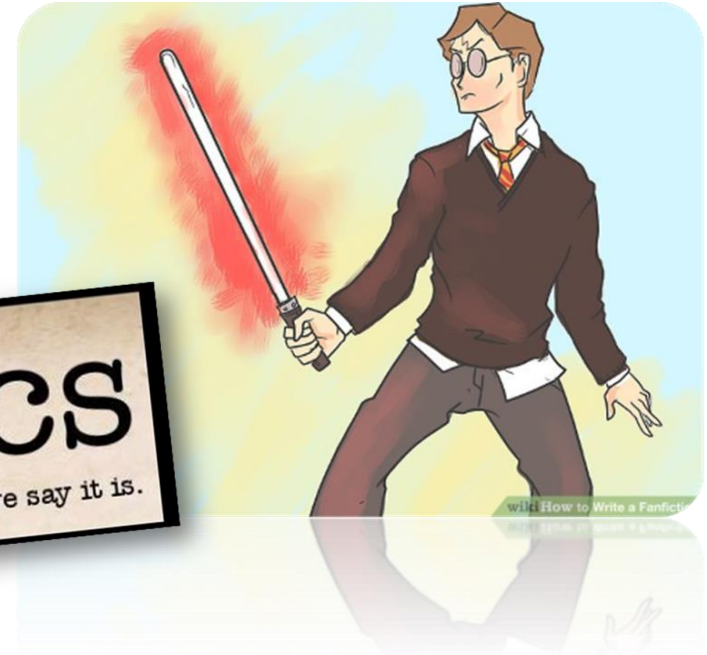


FanTALES: from the digital wilds to language education



Creative storytelling and collaborative learning in the classroom

#fanfics
Because the story's not over until we say it is.



Ideal for the **differentiated** classroom!

- a multilingual component in your story? Use the potential in your class
- enthusiastic fans (students AND teachers) motivate the group!
- different levels are not an obstacle to write a part of a story
- collaboration: everybody can contribute!



Gamers become **writers and readers!**

- Students choose the universe of a Playstation game
 - or select characters from a game series for their story
- Very interesting universes:
 - e.g. Classic Greece (Assassin's Creed Odyssey)
 - Victorian London (Assassin's Creed Syndicate)
 - The jungle & boardgame rules (Jumanji)



Enjoying fanfiction in the classroom

FOCUS ON FUN

Some 'fan-input' from the teacher:

- setting is a crime scene from 'Sherlock Holmes'
- 'fuse' with an absurd Monty Python sketch





Enjoying fanfiction in the classroom



- Fan-input from the students: use the cards!

 **Phrase** 



fan
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 **Location** 

fan
TALES

 **Character** 

fan
TALES

 **Object** 

fan
TALES


Enjoying fanfiction in the classroom

- Fan-input from the students: use the cards!


 **Phrase**

Make America
great again!


fan
TALES

 **Location**

EREMBODEGEM




fan
TALES

 **Character**

Rachel from
FRIENDS


fan
TALES

 **Object**

a souvenir mug
from the royal wedding
of Harry & Meghan


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Sherlock Holmes and the unexpected assailant


Sherlock and Dr. Watson arrived at the scene. A laundry shop in  **Location** was the last place where they would expect a crime such as this. It was horrible!

- My God, Watson, what have they done to this man!

- Apparently he has been attacked by someone armed with  **Object**, Sir.

- Don't be the wiseguy, my dear Watson, leave that to me, that's what my fans expect in this story. So let me think, apparently he has been attacked by someone armed with ...  **Object** !

- Brilliant thinking, Sir. But there's also a witness. She heard some screaming and saw a man running away. She's over there. Her name is  **Character** .

-  **Character** ? That name brings back some memories. I knew a  **Character** once, my dear Watson, but she was a strange woman: always wanted to be center stage and have the last word. I mean, can you imagine?

- I certainly can't, Sir. Must be hard to work with. Let's see what she has to say.





transformative digital storytelling for learning languages



Phrase 

Location 

 source text

fanTALES

The form consists of two overlapping sheets of paper. The top sheet has a 'Phrase' section with a dice icon and a line for writing. The bottom sheet has a 'Location' section with a dice icon and several lines for writing. At the bottom of the bottom sheet, there is a book icon labeled 'source text' and the 'fanTALES' logo.

MAKE YOUR OWN STORIES



Sherlock Holmes and the unexpected assailant

Sherlock and Dr. Watson arrived at the scene. A laundry shop in **Erembodegem** was the last place where they would expect a crime such as this. It was horrible!

- My God, Watson, what have they done to this man!

- Apparently he has been attacked by someone armed with **a souvenir mug of the royal wedding of Harry and Meghan**, Sir.

- Don't be the wiseguy, my dear Watson, leave that to me, that's what my fans expect in this story. So let me think, apparently he has been attacked by someone armed with ... **a souvenir mug of the royal wedding of Harry and Meghan!**

- Brilliant thinking, Sir. But there's also a witness. She heard some screaming and saw a man running away. She's over there. Her name is **Rachel**.

- **Rachel?** That name brings back some memories. I knew a **Rachel** once, my dear Watson, but she was a strange woman: always wanted to be center stage and have the last word. I mean, can you imagine?

- I certainly can't, Sir. Must be hard to work with. Let's see what she has to say.



Sherlock Holmes and the unexpected assailant

But when they approached the girl, she looked up and started screaming: 'Look out!!'

Holmes and Watson turned around and a man was running towards them, armed with a piece of fresh fruit, screaming 'Make America great again!' Holmes reacted quickly and hit the man with the souvenir mug of the royal wedding of Harry and Meghan that was lying on the ground. The man fell down and didn't move anymore.

- So, my dear Watson, where were we...



Enjoying **fanfiction** in the classroom

FOCUS ON **TEXT**







Students work with a literary text: e.g. a short story, (an extract of) a novel, a scene from a play, a fairy tale

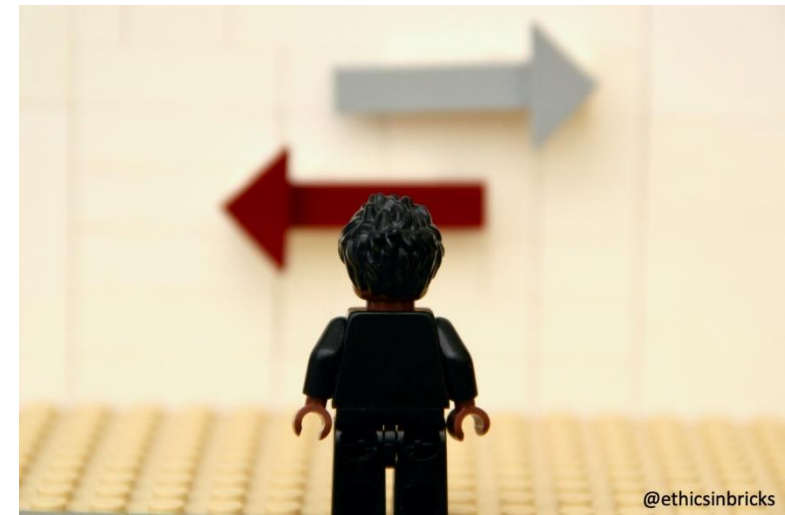
- Teacher introduces the genre and the text
- Students choose a classic fairy tale
- Pairwork: students agree on one fandom that they will **fuse** with the original fairy tale: only the structure of the tale is kept ;-)



Enjoying fanfiction in the classroom

FOCUS ON INTERACTION

- interactive text
- choices
 - preference 
 - directional 
 - exploratory 
 - ethical 
 - ...
- interaction between the writer and the reader



How to make interactive fiction

What is ... interactive fiction?

Let's start by watching the famous banquet scene from Harry Potter and the Philosopher's Stone.



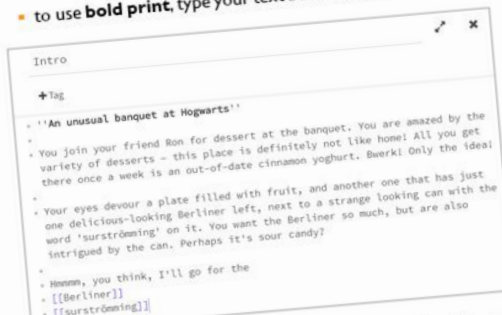
Image credit: Warner Bros (YouTube)

fan
TALES

5

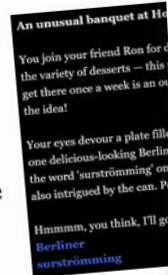
The first passage sets the scene for the first choice that the reader will make. Twine allows you to make your text interactive and format it by using simple markup codes.

- each option in a choice needs to be surrounded by double square brackets: `[[your text]]`
- to use **bold print**, type your text between double apostrophes: `'your text'`



Close the passage, and click on **Play to see** how the reader sees your text:


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Your first interactive story

You are now ready to write your first piece of interactive fanfiction!

When you start a new interactive story, it's good to first think of a structure, such as this one.

- The story starts in the passage with the  green rocket, and can only go in the direction of the arrows.
- The introduction ends with a choice that leads to the passages 'Berliner' or 'surströmming'.
- When the reader chooses 'surströmming', the story ends immediately.
- When the reader chooses 'Berliner', a new choice will be shown with two more options. One leads to a different ending in the passage 'dive for Berliner'. The other option flows back into 'surströmming', via the passage 'tricked by Ron'.

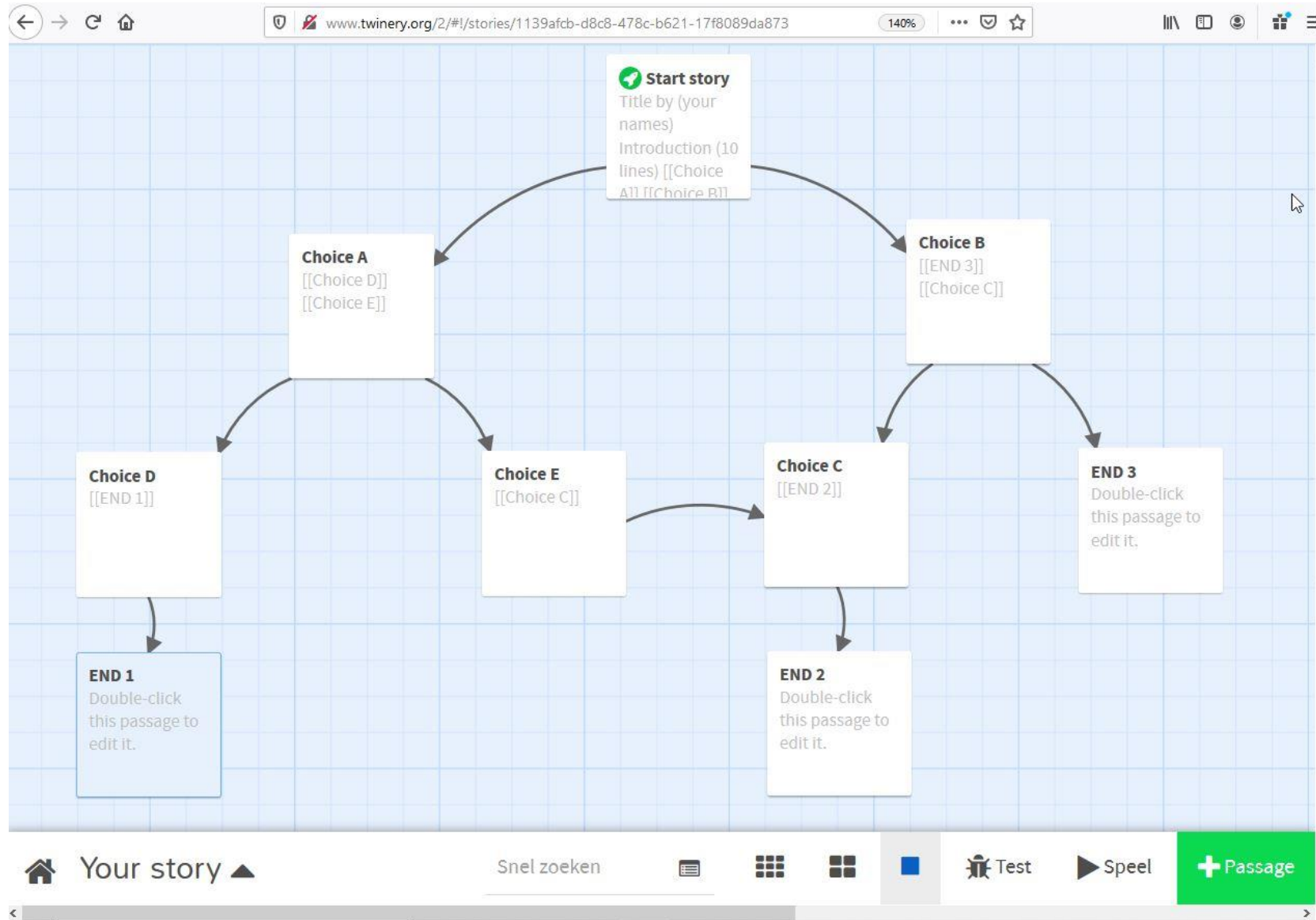


TIP It's possible to use more than two options per choice, but when you write your first story it's a good idea to keep it simple.

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From: The FanTALES Group (2020). *Interactive storytelling tutorial for Twine*. FanTALES Project Publication, Leuven. Available from <https://www.fantales.eu/materials/>

Story templates are the way to go



My students' first try:

Google Drive Facebook Smartschool Joeri Toledo KU Leuven

You wake up in a prison cell with a pounding headache, wondering where you are. The space feels very cold and dark. It seems that you're somewhere underground. After looking around and taking in your surroundings, you notice the guard standing by your cell block.

Where am I?

Let me out!

Who are you?

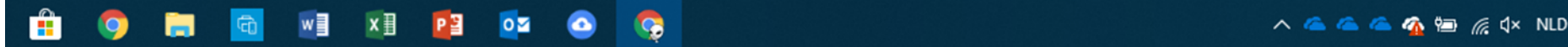
It wasn't even a story 😞

Google Drive Facebook Smartschool Joeri Toledo KU Leuven



The guard doesn't appreciate you being this freaking annoying and loud, so he leaves. Great, now you're on your own. You need to figure out where you are and what you're here for...

COME BACK



...and too many choices!

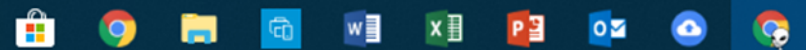
Google Drive Facebook Smartschool Joeri Toledo KU Leuven

WIG, the guard understood and came back, this time someone's with him.

Shut up and listen

I WANT AN EXPLANATION

WHO IS THIS NOW??



So they learnt how to describe a scene

Nothing like this man had ever been seen in Privet Drive. He was tall, thin and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice. This man's name was Albus Dumbledore.

Albus Dumbledore didn't seem to realise that he had just arrived in a street where everything from his name to his boots was unwelcome. He was busy rummaging in his cloak, looking for something. But he did seem to realise he was being watched, because he looked up suddenly at the cat, which was still staring at him from the other end of the street. For some reason, the sight of the cat seemed to amuse him. He chuckled and muttered, 'I should have known.'

...and rewrote their story

The Russian connection

Oliver wakes up in a dark prison cell with a pounding headache, wondering where he is. His limbs are feeling numb, like he's been sleeping for a while. The space feels very cold and dark. When he tries to remember what he's been doing or even where he was during the last 24 hours, he can't remember a thing. Maybe he was sent on a mission? It seems that he is somewhere underground. So far for guessing in what country he even is.

After looking around and taking in his surroundings, just the bed he's sitting on and something that looks like a plate with bread crumbs on, he finally notices someone standing by the door.

-Hey man, where am I and what am I doing here?

-Hey you, can you let me out of here!

-Who are you, man? Oliver asked.

The man, looking as dark and cold as the cellblock itself, looks his way and says in a matter-of-factly way:

-Ах, он проснулся, his voice hoarse.

He didn't even understand a single word of what the man just said. What now? So maybe he was indeed sent on a mission. Maybe there was some kind of reason why he was locked up in what seemed to be a prison. The man was still expectantly looking at Oliver. Was he supposed to say something? He wasn't even sure if his voice would come through, it felt very soar. Speaking would hurt. But maybe he had to, after all that man was the only option of getting out of here.

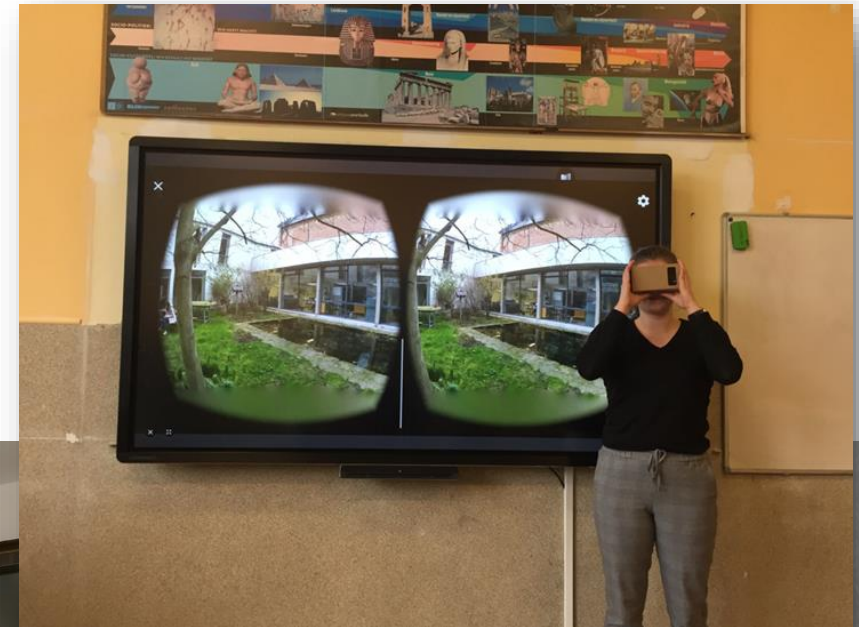
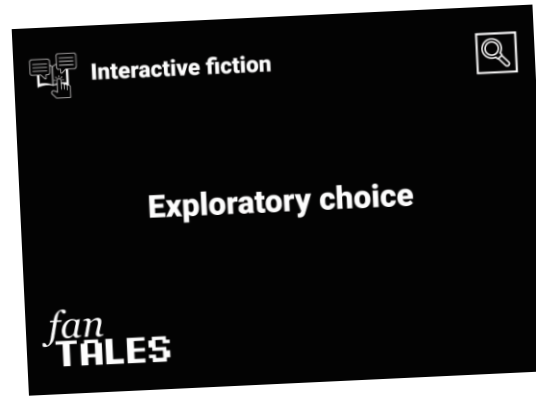
Why not try sign-language?

- I don't understand SHIT, man, come on, is there someone who I can speak to in English?

Enjoying fanfiction in the classroom

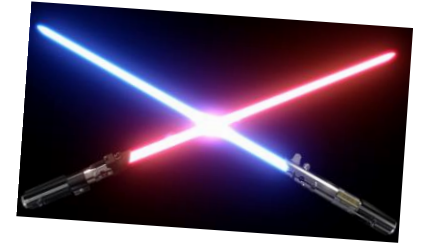
FOCUS ON INTERACTION

- VR in the classroom!
- Low-budget
- Students act in a crime scene and hide clues for the reader





May the **story** be with you!



- Learn more about our project outcomes



- Try out our lesson ideas !

- FUN 101 - Flashfiction in the classroom
- TEXT 102 - An unexpected fairy tale
- INTERACTION 201 - It's not easy to be a bank robber



- Contact us via info@fantales.eu