



Creative and Playful Digital Media Practices in the Context of Freestyle Skiing

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THE AIM

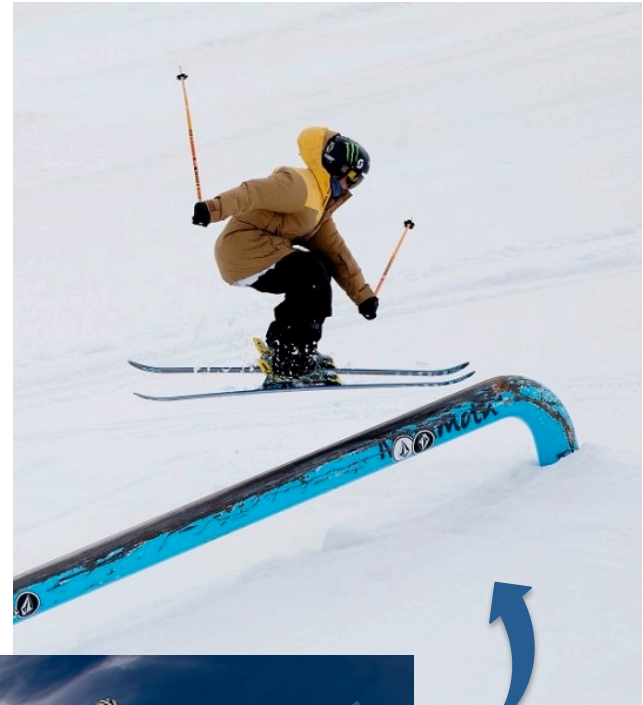
- The aim is to produce knowledge about young peoples' sport-related digital media practices
- Research questions:
 1. How does agentive identity appear in young freestyle skiers' digital media practices?
 2. What do freestyle skiers' digital media practices tell us about learning and identity construction in online and offline environments?

BACKGROUND

- There is not enough research evidence on how digital media are meaningful to young peoples' learning and lives
- Digital media practices:
 - provide tools for organizing and directing a youth's cognitive, emotional and social life (van den Beemt et al., 2011; Baki et al, 2008), and
 - promote athletes' engagement in the sport and can build a sense of belonging with their "crews" (Jones, 2011).

FREESKIING

- *Freeskiing* is creative in nature (Numminen & Särmö, 2013); the idea is to do tricks in slopes, rails and urban environments
- *Freeskiers* are active media producers and consumers
 - They post pictures and videos of the sport on various social media sites, like Instagram, Facebook and Vimeo
- www.newschoolers.com



THEORETICAL BACKGROUND

- Identity is an analytic tool for investigating learning (Sfard & Prusak, 2005)
 - Identity is a process of evolving stories about a person
 - Actual identity: *“I am a good freeskier”*
 - Designated identity: *“I want to be a good freeskier”*
 - Learning closes the gap between actual and designated identity
- Learning is not just acquiring knowledge or a set of skills, but also living out agentive identities (Hull & Katz, 2006)

THEORETICAL BACKGROUND

- Identity is simultaneously an individual, social and cultural phenomenon;
 - Identity is collectively shaped and constructed in social settings (Holland et al., 1998; Nasir & Cooks, 2009)



METHOD

- The sport-related digital media practices of a freeskier (Martin) were examined and analyzed
- The data include:
 - a collection of public digital media uploads on Vimeo, Instagram, and Newschoolers.com between August 2014 and May 2015, and interview data
- Content analysis and narrative analysis was applied

DATA ANALYSIS

Social Media Forum	Posts	Views in 7 days	Views in total	Likes	Comments
Vimeo Newschoolers.com	Video 1	1605	2215	14	8
	Video 2	1776	2381	22	17
	Video 3	3501	4449	53	29
	Video 4	2962	3444	20	12
	Video 5	4675	5384	110	49

DATA ANALYSIS

NARRATIVE
EPISODES

INTERVIEW

COMMENTS



Details Share

SPRING

ay 28th 2015

rat

Views: 5760



Comments

so sick geoff!!

Great Filming

awesome song. dope vid all around

lip 4 prez 2 was insane

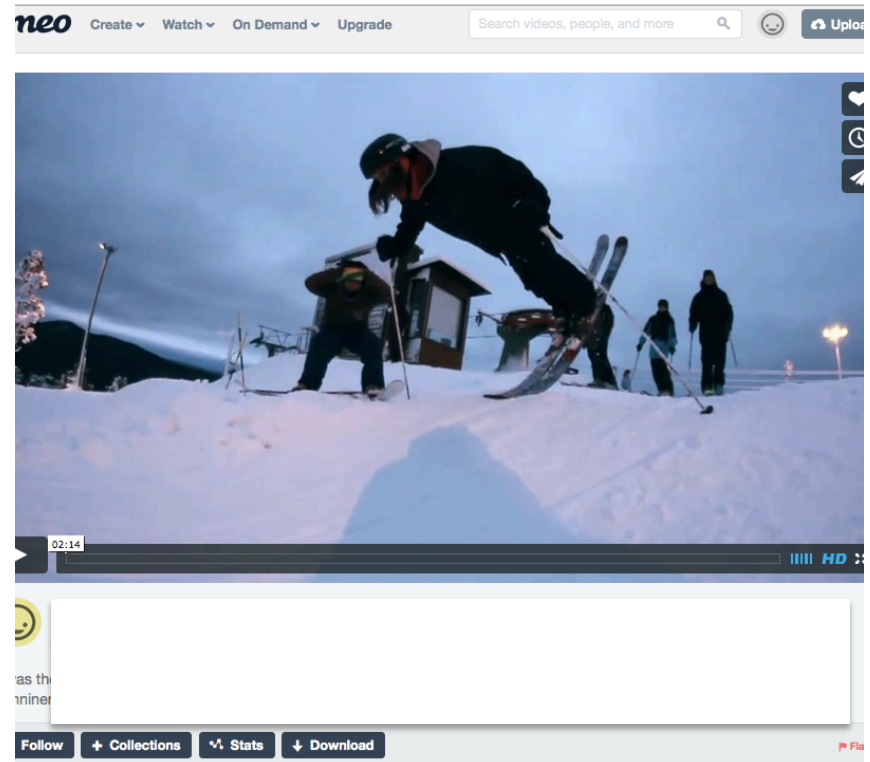
lip 4 pretz 2 had me all hot and bothered

sw dub was insane

great filming, great editing, great guys, great video

PRELIMINARY RESULTS

- “The Homies,” as a group of freeskiers have named themselves, are fully engaged in both online and offline sport-related cultures that seem to be blurred



PRELIMINARY RESULTS

ONLINE PRACTICES

OFFLINE PRACTICES

Comments

so sick geoff!!

Great Filming

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lip 4 prez 2 was insane

lip 4 pretz 2 had me all hot and

sw dub was insane

great filming, great editing, gre

That lip 4 pretz 2 was ridiculou

Hot damn that was fire!

lip 4 pretz 2 had me questionin

one does not simply watch a li

That was hawt!!!

jarrad you're the man

wow that was sick.

Jarrad McCarl everybody.

so dope! Mute the wind sound'

Sure, everybody else has men

But holy fuck shit that lip 4 pretz 2.

No fucking way

Myclark!

whistler edits are always chill af

jeR.

May 28th 2015 at 1:02:02pm

MNSkiers

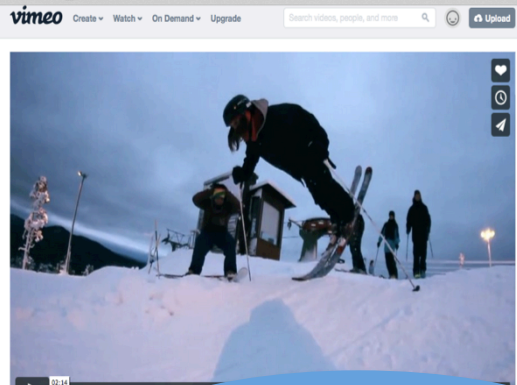
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FigNewton\$

May 28th 2015 at 4:43:25pm



BOTH SITES AS
RESOURCES FOR
LEARNING



PRELIMINARY RESULTS

- The audience analyzes skiing and videos, from tricks to broader issues such as feelings portrayed in the videos, and style
- At best, a video edit reflects the best editing and the best skiing:

“The video (5) could be said to be my masterpiece. In it, I can see my best skiing and editing of what I have done so far. It took a lot of time to shoot and edit this video. There is a flow in this video. And from it, I got a lot of good feedback.”

PRELIMINARY RESULTS

- Identity is constructed through feedback
“If you get good feedback, it feels good. And if you get bad feedback, you find out what things you have to practice more. The feedback is almost always positive. Good feedback is a prize for hard work.”
- Boosting and encouraging are usual
Examples: “So sick!” “Love it” “OOOOOHHHHH my last shot” “Supreme” “My favourite this year so far!”

PRELIMINARY RESULTS

Identity seems to be intertwined with and constructed through:

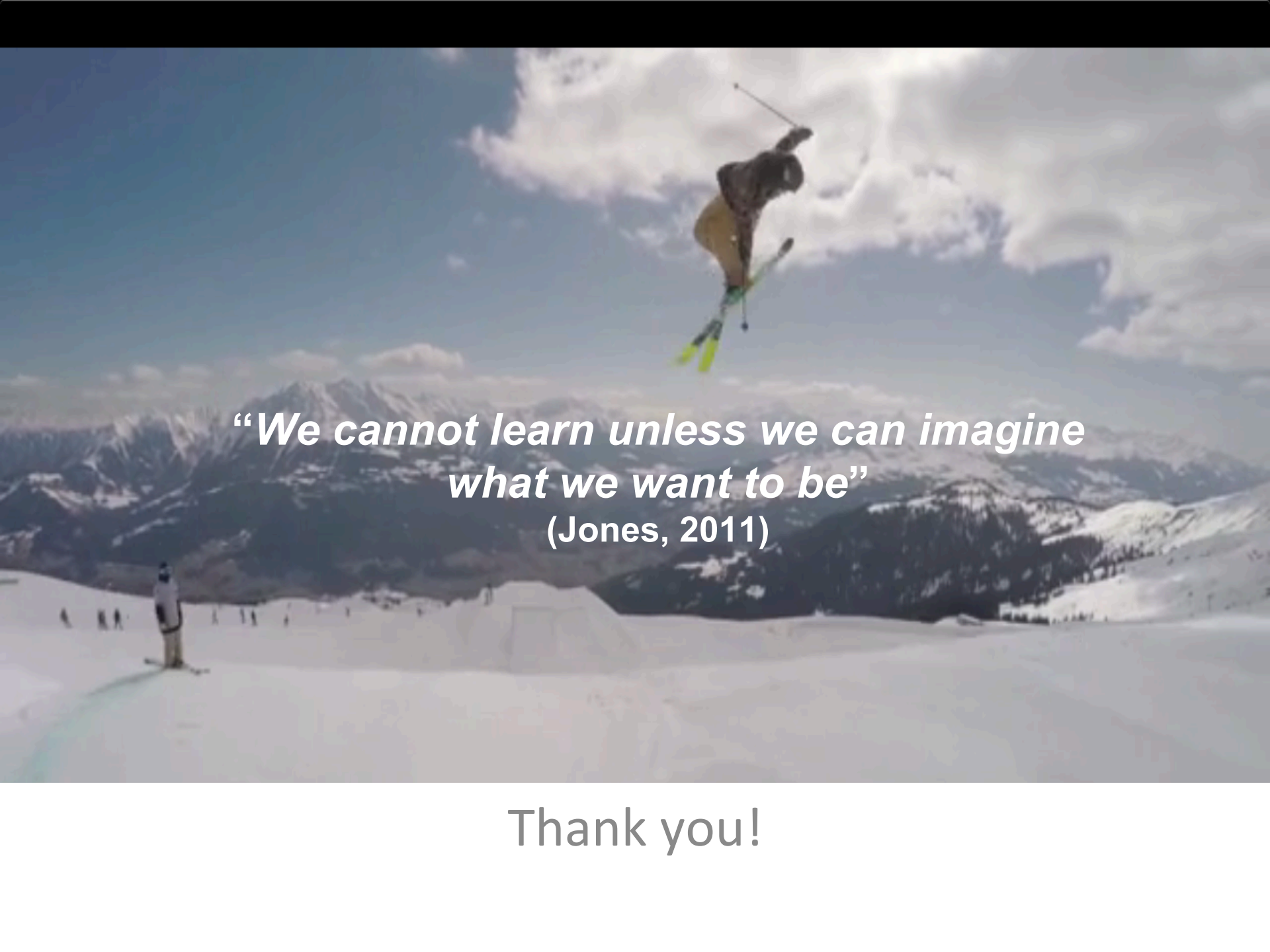
- Fun, playfulness and creativity; and
- Group cohesion

"We thought that this time street spots don't need to be big and perfect when shooting, because we wanted to show that fun is most important. You only need to use your creativity." (Video 2)

"Video (1) expresses well how fun it can be when the first snow comes. The video tells how creative we are as skiers. The atmosphere in the video is wild."

CONCLUSION

- Young people sport-related digital media practices seem to play an important role in learning and identity construction:
 - in producing a sense of *individual and collective agency* (see Dieterle & Clarke, 2009); and *a group coherence*: without the group, you could not be “you”, because without the group you would not have “teachers” or an audience
 - in closing the gap between actual and designated identities (see Sfard & Prusak, 2005)

A skier is captured in mid-air, performing a backflip. The skier is wearing a dark jacket and yellow pants. The background features a vast, snowy mountain landscape under a blue sky with scattered white clouds. In the lower-left foreground, another skier is visible, standing on the snow. The overall scene conveys a sense of adventure and achievement.

***“We cannot learn unless we can imagine
what we want to be”
(Jones, 2011)***

Thank you!