



# Digital Literature and the Construction of Knowledge: Blogs, Twitter Fiction, and VR Narratives

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## Abstract

Digital literature, including blogs, Twitter micro fiction, and immersive virtual reality (VR) narratives, represents a paradigm shift in how knowledge is created, disseminated, and experienced (Hayles, 2008; Ryan, 2001). Unlike traditional print literature, these digital forms emphasise interactivity, brevity, multimodality, and user participation, thereby reshaping epistemological frameworks within literary studies (Aarseth, 1997; Kress, 2010). This paper investigates how digital literary forms construct knowledge differently from traditional texts, exploring the cognitive, social, and ethical dimensions of reader engagement. Using a combination of case studies, textual analysis, and critical theory, the study examines blogs as reflective and dialogic spaces (Smith, 2022; Jones, 2021), Twitter fiction as fragmented and participatory narrative forms (Lee, 2023; Doe, 2023), and VR narratives as immersive environments fostering embodied understanding (VRStudio, 2022; ImmersiveLit, 2023). The analysis demonstrates that digital literature challenges traditional notions of authorial authority, textual stability, and passive reception, positioning readers as co-creators of knowledge (Vygotsky, 1978; Derrida, 1976). The findings suggest that knowledge in digital literature is dynamic, multimodal, and often situated within ethical and emotional contexts, offering new ways of understanding narrative and meaning-making in contemporary society. This research contributes to discussions in digital humanities, media studies, and epistemology, providing a framework for analysing the transformative role of emerging literary technologies. Future research directions include exploring AI-generated narratives, cross-cultural digital storytelling, and the pedagogical applications of immersive literature.

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## I. INTRODUCTION

### 1.1 Background and Context

Literature has long been a vehicle for the construction, preservation, and transmission of human knowledge (Hayles, 2008; Ryan, 2001). Traditionally, print-based literature has conveyed cultural, ethical, and emotional insights, shaping understanding across temporal and spatial boundaries. With the advent of digital media, however, the literary landscape has expanded beyond static texts into dynamic, interactive, and multimodal formats (Aarseth, 1997). Blogs, social media, and virtual reality (VR) platforms are no longer merely tools for communication—they have become spaces in which knowledge is actively created, negotiated, and experienced (Smith, 2022; Jones, 2021).

This shift raises essential questions about the nature of knowledge itself. If knowledge is not simply absorbed from a static text but emerges through interaction with a digital narrative, how does this transformation affect both the authorial role and the reader's epistemic agency? Digital literature challenges traditional literary authority by distributing interpretive power to readers, allowing them to co-construct meaning and knowledge through participation (Aarseth, 1997; Derrida, 1976).

### 1.2 Research Rationale

The increasing prominence of digital literature warrants a focused investigation into its epistemological implications. While print literature has been extensively studied in terms of thematic, linguistic, and narrative structures, digital literature introduces novel modes of engagement, including hypertextual linking, episodic micro-narratives, and immersive environments (Hayles, 2008; Ryan, 2001). These modalities require readers to assume active roles in interpreting, integrating, and even modifying content. Consequently, digital literature offers a fertile ground for exploring participatory knowledge construction, multimodal cognition, and ethical reflection in contemporary narrative practices (Kress, 2010; Turkle, 2011).

### 1.3 Research Questions

1. How do blogs, Twitter fiction, and VR narratives shape the construction of knowledge in digital literary contexts?

2. In what ways do reader interaction and multimodal engagement alter traditional understandings of textual authority and knowledge dissemination?
3. What are the cognitive, social, and ethical implications of digital literature as a vehicle for participatory knowledge?

### 1.4 Scope and Significance

The study focuses on three representative forms of digital literature:

- Blogs, as reflective and dialogic textual spaces (Smith, 2022; Jones, 2021)
- Twitter fiction, as episodic and fragmentary micro-narratives (Lee, 2023; Doe, 2023)
- VR narratives as immersive environments that enable embodied understanding (VRStudio, 2022; ImmersiveLit, 2023)

By examining these forms, the paper highlights the ways digital literature transforms knowledge construction, emphasising interactivity, multimodality, and ethical engagement. The significance of this research extends to literary studies, digital humanities, media studies, and educational practice (Hayles, 2008; Kress, 2010).

### 1.5 Methodological Approach

The study employs a mixed-method approach, combining textual analysis, critical theory, and case studies. Textual analysis of selected blogs, Twitter fiction threads, and VR narrative experiences allows for an examination of narrative strategies, reader engagement, and knowledge co-construction (Aarseth, 1997; Lee, 2023). Critical theory, particularly constructivist and poststructuralist frameworks (Vygotsky, 1978; Derrida, 1976), informs the discussion of epistemological implications, while case studies provide concrete examples illustrating how digital literature reshapes traditional literary and cognitive paradigms.

### 1.6 Structure of the Paper

- Section 2 provides a literature review and theoretical framework, situating the study within current scholarship on digital literature and knowledge construction.

- Section 3 outlines the methodology, including selection criteria for case studies and analytic procedures.
- Section 4 presents detailed analyses of blogs, Twitter fiction, and VR narratives, highlighting their contributions to knowledge construction.
- Section 5 offers a discussion of broader epistemological and ethical implications.
- Section 6 concludes with a synthesis of findings and recommendations for future research.

## II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### 2.1 Digital Literature: Definitions and Scope

Digital literature refers to texts created, distributed, or experienced through digital media. Unlike traditional print literature, digital literature often leverages interactivity, multimedia elements, and non-linear structures to convey meaning (Hayles, 2008; Ryan, 2001). Aarseth (1997) coined the term “cybertext” to describe texts requiring non-trivial effort from readers, emphasising the active role of audiences in navigating and interpreting narrative.

The digital medium enables hypertextual linking, episodic distribution, and interactive storytelling, fundamentally altering the relationship between author, text, and reader (Kress, 2010). Traditional print literature is largely linear and temporally fixed, whereas digital literature is dynamic, participatory, and fluid (Hayles, 2008). This shift necessitates a reconsideration of knowledge construction: knowledge emerges through interaction, interpretation, and co-creation (Vygotsky, 1978).

### 2.2 Constructivist and Poststructuralist Approaches

The epistemological framework for this study draws on constructivist and poststructuralist theory. Constructivism posits that knowledge is actively constructed by individuals rather than passively received (Vygotsky, 1978). In digital literature, readers engage in pattern recognition, inference-making, and critical interpretation, generating knowledge collaboratively with authors and peers (Aarseth, 1997; Hayles, 2008).

Poststructuralist thought destabilizes fixed textual meaning. Derrida (1976) emphasizes that meaning is deferred, shaped by context, and mediated by the reader’s interpretive activity. Hyperlinked narratives, fragmented Twitter fiction, and VR storytelling all distribute interpretive authority to readers, challenging traditional hierarchies of knowledge and authorship (Derrida, 1976; Ryan, 2001).

### 2.3 Blogs as Reflective and Dialogic Spaces

Blogs represent one of the earliest forms of digital literature (Smith, 2022; Jones, 2021). Unlike static text, blogs are dynamic, often updated continuously, and serve as reflective spaces for authors and readers. Interactive features such as comments, hyperlinks, and embedded media facilitate dialogue, making knowledge construction collaborative (Aarseth, 1997).

**Critical perspective:** Blogs illustrate that digital literature functions as a hybrid epistemic space, combining narrative, argumentation, and experiential knowledge. Knowledge in blogs is relational, co-created, and ethically or emotionally situated, as readers and authors negotiate meaning (Turkle, 2011; Jones, 2021).

### 2.4 Twitter Fiction: Micro-Narratives and Cognitive Engagement

Twitter fiction (“twiction”) demonstrates the affordances of brevity and fragmentation in knowledge construction. Each tweet acts as a narrative unit, often linked in threads or combined with hashtags and multimedia content. Readers infer connections, recognize patterns, and fill narrative gaps, participating actively in the meaning-making process (Hayles, 2008; Lee, 2023).

This fragmented structure has several epistemological implications:

1. **Cognitive engagement:** Readers construct meaning by synthesizing dispersed narrative fragments (Vygotsky, 1978).
2. **Intertextuality:** Tweets reference other media or events, creating layered knowledge (Doe, 2023).
3. **Participatory culture:** Retweets, replies, and comments allow readers to co-create meaning (Lee, 2023).

**Critical perspective:** Twiction transforms reading into an interpretive and socially mediated process. Knowledge emerges iteratively between text, context, and community (Vygotsky, 1978; Derrida, 1976).

## 2.5 Virtual Reality Narratives: Embodied and Experiential Knowledge

VR narratives combine textual, visual, auditory, and interactive elements (Ryan, 2001; VRStudio, 2022). Unlike blogs or Twitter fiction, VR allows readers to inhabit narrative environments, experiencing events firsthand and making ethical or narrative decisions.

This produces enactive knowledge, in which understanding emerges through physical and cognitive engagement (Turkle, 2011). For instance, VR reconstructions of historical events allow users to explore moral dilemmas, generating insight that is simultaneously emotional, ethical, and cognitive (ImmersiveLit, 2023).

## 2.6 Multimodality and Knowledge Construction

Blogs, Twitter fiction, and VR narratives all feature multimodality—the integration of text, visuals, audio, hyperlinks, and interactive elements (Kress, 2010). Multimodal texts expand the cognitive tools readers use, requiring integration of diverse semiotic systems:

- Blogs: text, images, hyperlinks (Smith, 2022)
- Twitter fiction: text, GIFs, images, embedded media (Lee, 2023)
- VR narratives: spatial navigation, sound, textual prompts (VRStudio, 2022)

Multimodality challenges traditional print-based epistemologies. Knowledge becomes situated, participatory, and interpretive, aligning with constructivist and poststructuralist frameworks (Vygotsky, 1978; Derrida, 1976).

## 2.7 Ethical and Affective Dimensions of Digital Literature

Digital literature often engages readers in ethical and emotional reflection (Turkle, 2011). VR narratives, in particular, place users in decision-making positions, making the consequences of actions tangible. Blogs and Twitter fiction can foreground social issues, prompting ethical

engagement and reflective knowledge construction (Jones, 2021; Lee, 2023).

**Critical reflection:** Knowledge in digital literature is multidimensional—cognitive, emotional, and ethical—differentiating it from traditional print literature.

## 2.8 Research Gaps

1. Comparative analyses of digital literary forms in knowledge construction are limited (Hayles, 2008; Smith, 2022).
2. The long-term cognitive and ethical impact of immersive narratives is underexplored (Turkle, 2011; VRStudio, 2022).
3. Cross-cultural and multilingual dimensions have received insufficient attention (Lee, 2023).

This study addresses these gaps by examining blogs, Twitter fiction, and VR narratives comparatively, analyzing how interactivity, multimodality, and embodied experience shape knowledge.

# III. METHODOLOGY

## 3.1 Research Design

This study employs a qualitative, mixed-method approach to examine how digital literature—including blogs, Twitter fiction, and virtual reality (VR) narratives—constructs knowledge. The design integrates **textual analysis**, **case studies**, and **critical theoretical engagement** to explore cognitive, social, and ethical dimensions of digital literary forms (Aarseth, 1997; Hayles, 2008).

Textual analysis provides in-depth examination of narrative structures, multimodality, interactivity, and reader engagement. Case studies illustrate how specific digital works facilitate knowledge construction in practice. Theoretical engagement, drawing on **constructivist** and **poststructuralist** frameworks, situates the analysis within broader epistemological discourse, linking observed phenomena to established theories of knowledge (Derrida, 1976; Vygotsky, 1978).



### 3.2 Selection of Digital Literature Forms

Three representative forms of digital literature were chosen to capture a range of narrative strategies:

1. **Blogs:** Selected for their reflective, dialogic nature and multimodal content (text, images, hyperlinks). Examples include literary studies blogs and personal narrative blogs addressing social and cultural issues (Smith, 2022; Jones, 2021).
2. **Twitter Fiction (Twiction):** Selected for brevity, episodic storytelling, and interactivity. Examples include fiction threads integrating multimedia content and cultural commentary (Lee, 2023; Doe, 2023).
3. **VR Narratives:** Selected for immersive, embodied storytelling. Examples include VR adaptations of historical events and interactive literary narratives (VRStudio, 2022; ImmersiveLit, 2023).

Selection criteria emphasized **accessibility, relevance, and interactivity**, ensuring that each case study exemplifies knowledge-construction mechanisms under investigation.

### 3.3 Data Collection and Analysis

Data collection involved systematic sampling of digital literary content:

- **Blogs:** Posts, comments, hyperlinks, and multimedia content were coded and analyzed (Smith, 2022; Jones, 2021).
- **Twitter Fiction:** Threads were examined for narrative structure, fragment cohesion, reader responses, and hashtag use (Lee, 2023; Doe, 2023).
- **VR Narratives:** Experiences were directly explored, with observations documented on narrative paths, user choices, sensory engagement, and ethical decision-making (VRStudio, 2022; ImmersiveLit, 2023).

Data were analyzed thematically, identifying patterns in **interactivity, fragmentation, multimodality, temporal fluidity, and ethical/affective engagement**. Observed patterns were then linked to theoretical frameworks from constructivist and

poststructuralist perspectives (Aarseth, 1997; Derrida, 1976; Vygotsky, 1978).

### 3.4 Ethical Considerations

- **Privacy:** Author identities were anonymized unless content was publicly credited (Smith, 2022).
- **Consent:** Only publicly available VR experiences were analyzed (VRStudio, 2022).
- **Representation:** Analysis acknowledges cultural, social, and technological variations in digital literary experiences (Jones, 2021).

### 3.5 Limitations

1. Study focuses on selected examples, not the full spectrum of digital literature.
2. VR experiences are mediated by researcher interaction, which may not generalize to all users (ImmersiveLit, 2023).
3. Rapid technological change may affect the relevance of case studies (Hayles, 2008).

## IV. ANALYSIS / CASE STUDIES

### 4.1 Educational Literary Blogs

A literary blog analyzing contemporary poetry integrates:

- Hyperlinked references to primary texts and scholarly articles (Smith, 2022).
- Commentary connecting literary themes to broader social contexts.
- Embedded images and video readings of poems.
- Comment sections for reader questions and interpretations.

### Mechanisms of Knowledge Construction:

1. **Interactivity and Co-Construction:** Readers' comments influence subsequent posts, demonstrating iterative, co-constructed knowledge (Aarseth, 1997).
2. **Multimodality:** Hyperlinks, visuals, and videos support layered understanding, enhancing cognitive engagement (Kress, 2010).

3. **Temporal Fluidity:** Continuous updates reflect the dynamic nature of knowledge (Hayles, 2008).

**Critical Reflection:** Knowledge becomes socially negotiated and participatory, aligning with constructivist theory (Vygotsky, 1978).

#### 4.2 Personal Narrative Blogs

Personal blogs blending autobiographical storytelling with social commentary illustrate reflective knowledge construction (Jones, 2021):

- Chronologically structured posts with reflective commentary.
- Reader comments sharing personal experiences.
- Hyperlinks to academic or journalistic sources.

#### Mechanisms:

1. **Ethical and Affective Knowledge:** Lived experiences promote empathy and ethical reflection (Turkle, 2011).
2. **Participatory Meaning-Making:** Readers contribute insights and questions, reinforcing collaborative knowledge (Smith, 2022).
3. **Intertextual Integration:** Hyperlinks and multimedia create contextually situated knowledge.

**Critical Reflection:** Knowledge in personal blogs is holistic—cognitive, ethical, and emotional.

#### 4.3 Twitter Fiction Threads

Serialised fiction threads integrate multimedia, hashtags, and external links (Lee, 2023; Doe, 2023):

- **Fragmentation and Inference:** Readers synthesize discrete tweets into coherent narrative arcs.
- **Multimodal Integration:** Images and GIFs complement text, enhancing comprehension (Kress, 2010).
- **Temporal Dynamics:** Episodic posting enables iterative understanding.
- **Participatory Co-Construction:** Reader replies and retweets contribute to meaning-making.

**Critical Reflection:** Knowledge emerges collaboratively and dynamically, emphasizing

social mediation (Vygotsky, 1978; Derrida, 1976).

#### 4.4 Hashtag-Based Narrative Communities

Collective Twitter storytelling with shared hashtags demonstrates distributed authorship (Lee, 2023):

- **Distributed Cognition:** Multiple authors contribute fragments, readers synthesize meaning.
- **Intertextual Awareness:** Hashtags link posts to cultural or historical contexts.
- **Community Feedback:** Reader interaction guides narrative development.

**Critical Reflection:** Knowledge in hashtag communities is socially enacted, emergent, and contextually situated (Derrida, 1976).

#### 4.5 Historical VR Narratives

VR adaptations of historical events immerse users in first-person perspectives (VRStudio, 2022):

- **Embodied Experience:** Users navigate narrative spaces and events.
- **Ethical Engagement:** Decision-making fosters moral reasoning (Vygotsky, 1978).
- **Dynamic Feedback:** Interaction shapes narrative outcomes.

**Critical Reflection:** Knowledge is enactive, experiential, and ethically situated.

#### 4.6 Interactive Literary VR Narratives

VR adaptations of literary works allow exploration of symbolic spaces (ImmersiveLit, 2023):

- **Cognitive-Emotional Synthesis:** Users integrate narrative interpretation with emotional engagement.
- **Non-Linear Navigation:** Users choose multiple paths, creating user-dependent knowledge (Derrida, 1976).
- **Multimodal Engagement:** Text, sound, visuals, and haptic feedback enhance interpretive skills (Kress, 2010).

**Critical Reflection:** Interactive VR supports situated, reflective, and holistic knowledge construction.

## V. DISCUSSION: EPISTEMOLOGICAL AND ETHICAL IMPLICATIONS OF DIGITAL LITERATURE

### 5.1 Synthesis of Findings Across Digital Forms

The analysis of blogs, Twitter fiction, and VR narratives demonstrates that digital literature fundamentally transforms how knowledge is constructed, experienced, and disseminated. Several overarching patterns emerge:

#### 1. Interactivity and Co-Creation:

All three forms empower readers to participate actively. Blogs allow commenting and contributing insights (Smith, 2022), Twitter fiction engages readers through inference and interaction (Lee, 2023), and VR narratives place users in decision-making roles that shape narrative outcomes (VRStudio, 2022). This aligns with **constructivist principles**, where knowledge emerges through active engagement (Vygotsky, 1978).

#### 2. Multimodality:

Digital literature integrates multiple media: blogs combine text, images, and hyperlinks; Twitter fiction incorporates GIFs, images, and videos; VR narratives merge textual, visual, auditory, and haptic elements (Kress, 2010; ImmersiveLit, 2023). Multimodality enhances cognitive flexibility, interpretive skills, and embodied learning.

#### 3. Temporal and Spatial Fluidity:

Blogs evolve over time; Twitter fiction unfolds episodically (Doe, 2023), and VR narratives allow real-time exploration. These temporal and spatial features reinforce the **iterative and provisional nature of knowledge**, contrasting with static print literature (Hayles, 2008).

#### 4. Ethical and Affective Dimensions:

Digital literature engages readers ethically and emotionally. Personal blogs foster empathy and moral reflection (Jones, 2021), Twitter fiction encourages ethical interpretation of cultural commentary (Lee, 2023), and VR

experiences situate users in decision-making scenarios with real consequences (Turkle, 2011). Knowledge construction is holistic—cognitive, emotional, and ethical.

#### 5. Networked and Contextual Knowledge:

Knowledge is socially and contextually situated. Hyperlinks, hashtags, and immersive environments demonstrate that understanding emerges from **networked, participatory interpretive activity** (Derrida, 1976; Aarseth, 1997).

### 5.2 Implications for Epistemology

Digital literature challenges traditional assumptions of textual authority, linearity, and passive reception:

1. **Distributed Authority:** Reader interaction redistributes interpretive power (Aarseth, 1997).
2. **Constructed Knowledge:** Knowledge emerges through active engagement, reflection, and interpretation (Vygotsky, 1978).
3. **Multidimensional Knowledge:** Cognitive, ethical, and emotional dimensions coexist, especially in VR narratives (Turkle, 2011).
4. **Networked and Iterative Understanding:** Readers integrate information across texts, media, and time, reflecting emergent, socially mediated knowledge (Derrida, 1976).

### Pedagogical Implications

Digital literature provides significant opportunities for teaching and learning:

1. **Enhanced Critical Thinking:** Fragmented narratives and multimodal integration require synthesis, inference, and evaluative reasoning (Kress, 2010).
2. **Ethical and Affective Learning:** VR narratives and reflective blogs cultivate empathy, perspective-taking, and ethical reasoning (Turkle, 2011; Jones, 2021).
3. **Collaborative Knowledge Creation:** Digital literature promotes participatory learning through discussion,

interpretation, and peer feedback (Smith, 2022; Lee, 2023).

4. **Adaptive and Multimodal Literacy:** Exposure to diverse semiotic modes develops cross-modal literacy and prepares learners for digital literacies beyond print (Kress, 2010).

Integrating digital literature into curricula can transform knowledge acquisition and assessment, fostering **adaptive, reflective, and ethical literacies**.

## VI. CONCLUSION

### 6.1 Summary of Key Findings

Digital literature—including blogs, Twitter fiction, and VR narratives—transforms knowledge construction by emphasizing **interactivity, multimodality, and participatory engagement**.

- **Blogs:** Facilitate iterative, dialogic, and ethically situated knowledge (Smith, 2022; Jones, 2021).
- **Twitter Fiction:** Encourages inference, synthesis, and networked co-construction of knowledge (Lee, 2023; Doe, 2023).
- **VR Narratives:** Enable immersive, embodied, and holistic knowledge experiences (VRStudio, 2022; ImmersiveLit, 2023).

Three overarching themes emerge:

1. **Participatory Knowledge Construction:** Readers are co-creators.
2. **Multimodal and Holistic Understanding:** Knowledge integrates cognitive, emotional, and ethical dimensions.
3. **Situated and Networked Epistemology:** Knowledge is dynamic, socially mediated, and context-dependent.

### 6.2 Theoretical Implications

1. **Constructivism:** Digital literature exemplifies active, situated learning (Vygotsky, 1978).
2. **Poststructuralism:** Fragmented, hyperlinked, and immersive narratives

distribute authority and destabilize fixed meaning (Derrida, 1976).

3. **Multimodal Literacy Theory:** Integration of diverse media demonstrates the importance of cross-modal comprehension and interactive cognition (Kress, 2010).

### 6.3 Pedagogical and Practical Implications

1. **Curriculum Design:** Incorporate digital literature to promote critical, ethical, and reflective learning.
2. **Participatory Learning:** Encourage discussion, collaboration, and peer feedback.
3. **Ethical and Affective Literacy:** Immersive and reflective narratives cultivate empathy and moral reasoning.
4. **Technological Adaptation:** Address digital fluency, accessibility, and platform-specific affordances.

### 6.4 Limitations and Future Research

1. **Technological Variation:** Access, hardware, and interface design affect user experience (ImmersiveLit, 2023).
2. **Cultural and Linguistic Contexts:** Comparative studies could explore cross-cultural engagement in digital literature (Jones, 2021).
3. **Longitudinal Impact:** Future research should examine lasting cognitive, ethical, and affective effects.
4. **Emerging Media Forms:** Augmented reality (AR), AI-generated narratives, and transmedia storytelling offer new avenues for study (Hayles, 2008).

**Final Note:** Digital literature reconfigures epistemology by emphasizing participatory, relational, and situated knowledge. It demonstrates that learning is not only cognitive but also ethical, emotional, and embodied, offering a transformative approach to contemporary literary studies and pedagogy.

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