

MODELLING THE DYNAMIC OF READING: THE READ-IT PROJECT

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Regarding history of reading practices, knowledge has significantly increased over the last decades about what, where and when people read. Nevertheless, two major questions remain unanswered: why and how do people read, which can also be decomposed in a series of subordinated questions:

- What kind of transaction exists between a reader and a text?
- What role does the environment play in this transaction?
- Is it possible to list and model the emotions caused by reading?
- Have these emotions changed throughout time and space in Europe?
- Is it possible to sketch out the portrait of something like the "European reader"?

Through a large-scale investigation tool to identify and share evidence about 18th-21st century Reading culture, [READ-IT](#) (Reading Europe Advanced Data Investigation Tool) project - JPI-CH funded, 2018-2020 - wants to address these questions.

Building on previous projects, the data model occupies a central place in READ-IT because it will enable scholars to account for the multiple dimensions of the act of reading, while relying on a wide variety of multi-modal and multilingual sources with a wide chronological and geographical extent, thus facilitating new ways of understanding and analyzing potential changes in Reading culture.

Our approach relies on several principles (multi-facet approach, database of evidences, alignment with external referentials, data- and use-case driven validation) and the incorporation of established standards (Foaf, CIDOC-CRM, FRBRoo). Here, the backbone of the data model is the dynamic of reading as an activity expressed with three distinct concepts: Reading, Reading Session and Reading Experience. Considering this, the key notion is the event which includes the core element, that is to say the reader interacting with a content through a support in specific circumstances (place, time, alone, solitary ...) and in a specific environment (lighting, position, location ...).

