

Live-tweeting as an embodied mobile composing process and transient literacies

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Live tweeting is an academic conference is an embodied composing process where the tweeter is using networked mobile technologies that allows them to move across the physical space of the conference sites and the online space of their social networks. It's not easy to do as we must pay attention to a multitude of factors that impact this composing process. Thus, we need to develop what Stacey Pigg¹ (2020) defined as "transient literacies." Using her framework, I discuss live tweeting as a networked embodied composing process and the transient literacies required by it.

Definition of "commons:"

- "physical environments that become hubs for resources taken up in mobile device use"(p. 27);
- "domains where people access shared materials that participate in their work, learning, and engagement with others" (p. 37)

Definition of "transient literacies" (p. 11):

- Understanding the conditions and contexts that surround mobile composers "impermanent and continually reassembled."
- Embodied movements interacting with "new architectures, devices, digital, and informational reserves, values, attitudes, and social norms"
- Composing and moving through constraints; finding and connecting information; negotiating social spheres.

Enacting transient literacies during live-tweeting (using Pigg's heuristic framework from ch3):

Materials (human and nonhuman participants in the composing process)	<ul style="list-style-type: none">● Myself as a tweeter and others who engage with my tweets● My knowledge about the topic I'm tweeting● My tweeting tools: laptop; smartphone; notebook; pen● Wifi; power outlets● Twitter platform and all its policies● Physical environment: The convention site and the presentation room (chair, temperature, etc.)
Proximity: the relative position of materials (how social factors influence my perception of proximity)	<ul style="list-style-type: none">● How to move from session to session at the conference?● My physical and mental state: am I too tired to tweet or to go to a session?● Access to power outlets and wifi?● Considering my personal professional network on Twitter: who can see my tweets?
Interactions: when materials meet	<ul style="list-style-type: none">● My own relative positionality as a junior scholar in the field: my tweets contributing to my professional identity and professional networking● How might people interpret my tweets? How should I represent the content I tweet (from presenters, audience comments and questions)? Whose work should I amplify (which sessions do I go to)?● Conference and session hashtags
Sequences: how materials interact across time	<ul style="list-style-type: none">● How has tweeting expanded my knowledge?● How do I manage my attention throughout a given live-tweeting session?● How do I maintain access to technologies?● How do I stay physically and mentally well enough to keep tweeting?● How will I take this knowledge with me in the future?

¹ Pigg, S. (2020). *Transient Literacies in Action*. The WAC Clearinghouse.