

# Visualising mobile audiobook practices before and during the pandemic: A case with Swedish young adults

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The increasingly popular audiobook has become a highly mobile book format, possible to use on the go. Understanding where and when audiobooks are used is of relevance to those interested in changes in reading practices and information use. Building on rich material from a semi-structured study with ten Swedish young adult audiobook users (Tattersall Wallin, 2022a; 2022b), this poster explores mobile audiobook reading practices in 2020, both before and during the Covid-19 pandemic. The aim of this poster is to visualise some reading by listening practices found in the interview study, and explore how these complex and intricate practices are interwoven in everyday routine. These visualisations were first created by the author during the analysis of the transcribed interviews, to enable clearer understanding of the material at hand.

Audiobook listening is here studied as a reading practice and conceptualised as reading by listening (Tattersall Wallin & Nolin, 2020; Tattersall Wallin, 2021). Based on the work of Schatzki (2002; 2005; 2010), practices are here understood as open-ended and routinised activities, which are situated in time and space and performed using tools or objects. This poster is part of a larger project exploring audiobook practices and two of the figures have been published in the summary essay of the doctoral thesis *Sound Reading: Exploring and conceptualising audiobook practices among young adults* (Tattersall Wallin, 2022b).

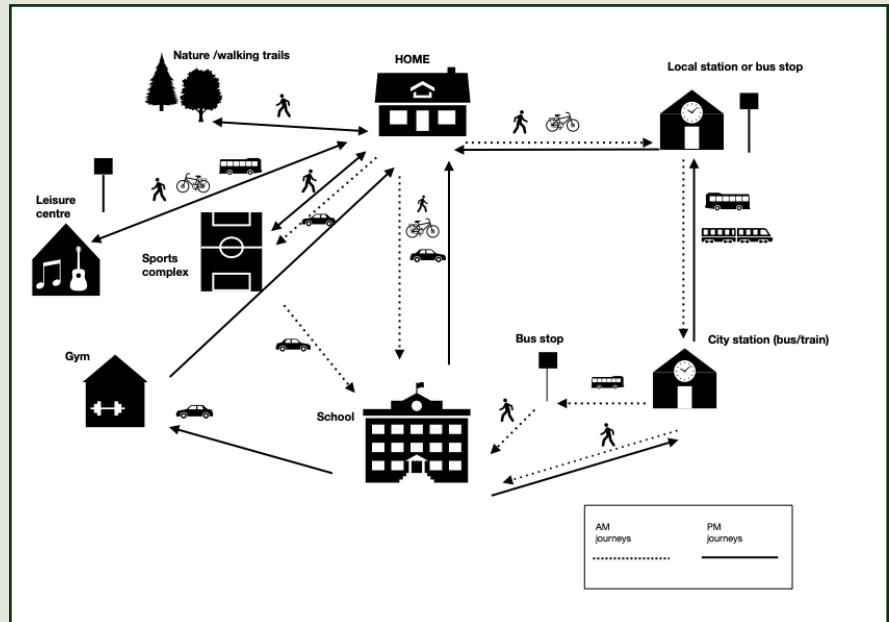


Figure 1. Everyday mobile audiobook practices

1. A large amount of audiobook use was done during journeys between places. Figure 1 shows the reading by listening carried out by the respondents during an average school day. Some listening was only either performed in the morning or the afternoon. This was because they only engaged in certain activities after school, such as visiting the gym or going to choir or sports practice. Choosing not to listen at certain times could also be because they were too tired to concentrate on the audiobook, or because they travelled with friends. Aside from being used between places on different modes of transport, audiobooks were occasionally also listened to at the destination, such as at school or the gym.
2. During critical points of the pandemic, the respondents lost their commutes as well as many scheduled activities. Instead, many started using audiobooks at home between online lessons or during their lunch break as a way to relax their eyes from screen time and to feel less alone. Some also began going for more walks, listening to audiobooks (figure 2).
3. Combining audiobooks with other activities was done to make mandatory tasks more enjoyable, to increase reading time, be more efficient or to aid their wellbeing. Figure 3 shows activities done in or near the home in combination with reading by listening. Many of these activities combined with audiobooks are mobile in some form and require the use of hands and eyes, making other reading practices impossible. Furthermore, many of these activities increased during the pandemic when the respondents spent more time at home.

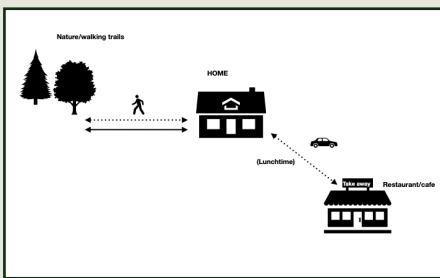


Figure 2. Mobile audiobook practices during Covid-19 and online school

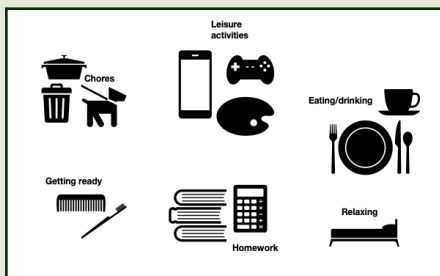


Figure 3. At home activities combined with audiobooks

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