

The *Wreeder's* Education at *The Victorian Web*: Dynamic Readings, Argumentative Commentary, Infinite Curation

La educación del *wreeder* en *The Victorian Web*: lecturas dinámicas, comentarios argumentativos, curaduría infinita

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Abstract

This multiple case study has investigated the hypertextual and argumentative competences of eleven groups of undergraduate students studying Primary Education in a process of dynamic intertextual reading and writing of curated critical comments and blog posts based on lexias from the academic site *The Victorian Web* –a network of heteroglossic semiosis that favors the *wreeder* construct (epistemic reader-writer) in the cognitive mediation of the commentator. The methodical design of the sequential analysis of the process involved micro-ethnographic observation, the results of which are presented in a flowchart of the collaborative task. The analysis of the corpus of curations in hyperlinked constellations and hypertextual-argumentative qualities incorporates specific matrices on lexias, coherence, multimodality, prototypes, and strategies. These discussed data have allowed to clarify in half of the cases the survival of logocentric habits of atomized reading and reproductive writing of knowledge that have damaged their comments as dissertations according to arguments of authority and in the other half the initiation of abductive hypotheses by analogical coherence of the *wreeder* as efficient cause to give plausible sense to their critical comments. In the re-curations, paraphrastic comments prevail without intertextuality. Therefore, the conclusions indicate epistemic formative strategies of infinite curation.

Key words: higher education, hypertext, argumentation, multimodality, abduction, curatorship

Resumen

Este estudio de caso múltiple ha investigado las competencias hipertextual y argumentativa de once grupos discentes de Grado en Educación Primaria en un proceso de lectura dinámica intertextual y de escritura de comentarios críticos curadores y recuradores en blog a partir de lexias del sitio académico *The Victorian Web*, cuya red esmerada en semiosis heteroglósica favorece el constructo *wreeder* (lector-escritor epistémico) en la mediación cognitiva del comentarista. El diseño metódico del análisis secuencial del proceso ha implicado observación microetnográfica cuyos resultados constan en un flujograma de la tarea colaborativa. El análisis del corpus de curadurías en constelaciones hipervinculadas y cualidades

hipertextuales-argumentativas incorpora matrices especificativas sobre lexias, coherencia, multimodalidad, prototipos y estrategias, cuyos datos discutidos han permitido dilucidar en la mitad de casos la pervivencia de hábitos logocéntricos de lectura atomizada y de escritura reproductiva de conocimiento que han malogrado sus comentarios como disertaciones según argumentos de autoridad y en la otra mitad la iniciación en hipótesis abductivas por coherencia analógica del *wreader* como causa eficiente para dar sentido plausible a sus comentarios críticos. En las recuperaciones imperan comentarios parafrásticos sin intertextualidad. Por ello, las conclusiones indican estrategias formativas epistémicas de curación infinita.

Palabras clave: educación superior, hipertexto, argumentación, multimodalidad, abducción, curaduría

1. Introduction

The Victorian Web: democratic education in hypertextual dynamics

The Victorian Web (victorianweb.org) is an academic site founded in 1987 by George P. Landow with an original design created by the intermedia system developed at Brown University, which allowed the organization of intertextual itineraries with nodes and web views of bidirectional links and dual anchors for both text and graphics. In 1992, it was moved to Storyspace with the reorganized structure it currently maintains, and since 1995, it has been in HTML. Such a design equipped this web with interactive possibilities similar to Web 2.0 wikis, although less agile in their execution (Landow, 2013). Landow's persevering eagerness in *The Victorian Web* is to develop a collaborative writing project of such hypertextual work to optimize the education of critical thinking in those who resort to its gigantic fund to investigate hypertextual dynamics matters of an international artistic-cultural nature related to the vital period of Queen Victoria. In fact, given its usefulness for university teaching courses on Victorian literature since 1994, its collection also includes essays by teachers and university students. This hypermedia website is still open to international peer review contributions. It is working patiently because the rhetoric of hypertext characterizes it as an action of intertextuality between internal and external lexias (sic) (other authors' comments on the work) with multimodal and multi-sequential proportions (Landow, 2009, p. 25). Because of such innovative literary practices, from their origin, they have perplexed the Academies of Letters, founded on linear and logocentric teaching criteria (Landow, 2009, p. 89):

The hypertext does not allow for a single tyrannical voice. Rather, the voice is always that which emanates from the combined experience of the focus of the moment, the lexia one is reading, and the narrative in perpetual formation according to one's own reading journey.

Coherently, *the Victorian Web* is a landmark work for hypertextual literary criticism and unique in its kind thanks to three strategic decisions:

- The first is that, before the emergence of the World Wide Web and its atomized database search engine, instead of the typical punctual Internet search, *The Victorian Web* gave prominence to links in its ecology by providing a "fabric of traces" deferred to other traces, in a Derridean sense (Landow, 2009, p. 153) that allows tracing complex paths through interconnections between multimodal texts of asynchronous communication (written, pictorial and sonorous), many of which are multidisciplinary commentaries.

- The second decision presents its will to overcome the logocentric criterion of authorities proper to treatises (encyclopedias and dictionaries) born or remastered on the Web, through the multi-vocality inherent to the intertextual conformation of hypertext and its dialogic approach (Bakhtin, 1986); given that discovering various points of view on the same center of interest arouses in readers the benefit of plural perspectivism, debate, reflective deliberation, and agreement where critical thinking is exercised through argumentation. The preeminent insertion of literary texts in this Web encourages such rhetoric as printed anticipations of the multilinear narratives of electronic hypertext (Landow, 1995).
- The third deals with its global inclusiveness, due to the permanent availability of its immense collection to hypertextual grafts in accordance with the notion of text, according to Barthes' theories in *S/Z*, as a "galaxy of signifiers" (Landow, 2009, p. 24), which reveal the real inconsistency of the presumed linearity of printed texts. In this sense, correlative images have been added to the texts for the Victorian didactic reason that their correlation helps to better understand the work, especially if digital media enhance their virtual exploration. Moreover, there are even sections, such as those of Gaskell and Trollope, similar to the rhizomatic plateaus theorized by Deleuze and Guattari (Landow, 2009, p. 92), because, lacking a defined sequence, "they can be read in any order" (Moulthrop, 1997, p. 341). Such is the magnitude of the interactive possibilities of this "systemic hypertext" (Eco, 2003) that the reader cannot reach them but can only travel through the paths he/she chooses. For this reason, Aarseth (1997, p. 84) defines it as a "text without reader." For this reason, there also exists the "intertextual irony" or horizontal proliferation of an intertextual, rhizomatic, and infinite over-meaning, "as there is no other promise than the continuous murmur of intertextuality" (Eco, 2005, p. 245).

Landow links his theory of hypertext with the interdisciplinary theoretical-practical program of the group of intellectuals who, around the avant-garde literary magazine *Tel Quel*, published their *Théorie d'Ensemble* (VV. AA., 1968): Barthes, Derrida, Foucault, Kristeva, and Genette, among others. Driven by Bakhtinian dialogism, the *Tel Quel* group claimed the epistemological force of intertextuality in scriptural networks whose inventive condition is found in the imaginative or heteroglossic language capable of fusing contradictions and decentering logocentrism from a processual and critical approach to the work, from which emerge the postmodern clichés of the death of the author and open work (Caro, 1999). Landow adopts the concept of *lexia* devised by Roland Barthes in *S/Z* (1980, p. 9) to refer to "reading units" in which the text is scattered for the reading of multiple interpretations (no more than three or four senses per *lexia*). He also discovers in key works by Jacques Derrida -*Of Grammatology* (Derrida, 1971), *Dissemination* (Derrida, 1975), and *Glas* (Derrida, 1981) –a critical deconstruction of the antinomial inside/outside dialectic that founds identity by the expulsion of alterities and the institution of hierarchies, to claim the medium (the syntax of the link) as an overflow of limits, divisions, and entanglements proliferated in hierarchical hypertextual structures (Burin et al., 2015). Thus, Landow writes (2009, pp. 160-161):

The electronic links immediately destroy the simple binary opposition between text and notes on which the category relations of the printed book are based. By following a link, the reader may

come across another passage of the same text or another to which it alludes. The link may also lead to other works by the same author or to a range of criticisms, textual variants, etc.

These are his educational recommendations on the quality of hypertexts:

- The first one refers to the successful cultivation of intertextuality in lexias, taking as requirements an average of two to four links per lexia and the guarantee that there is a clear and coherent relationship between the interwoven texts to convey “reader empowerment and multi-voicedness or multiple approaches to a single general theme” (Landow, 2015, p. 15). Moreover, in hyperfiction and poetry texts, it is proper for there to be in a surprising and delightful relationship when the reader discovers new meanings. He also warns that, although the Internet links to a single destination, there are other hypermedia programs where it is possible to find branching links (several reading destinations from a single starting point), as is partially the case with *The Victorian Web*, where there are anchor (bidirectional) links.
- The other recommendation concerns the successful cultivation of coherence as perceived analogy, that is, a crucial reading coherence that establishes links by analogy. This is more obvious in informative texts (by allusion and contextualization, invocations, and inventories) than in poetic texts (by allusion and recontextualization, evocations, and inventions), as these require more attention to perceive the implicit meaning of their hyper-rhetorical strategies (e.g., parallelisms, comparisons, similes, collages by juxtapositions, global metaphors of hypertext, gaps, etc.), discovering arguments without their being named.

As a networked hypertext organization, *The Victorian Web* responds to a topological structure devoted to the navigational decisions of each reader and their contribution of semantic links of the cause-effect, category-example, and concept-definition type (Herrada-Valverde & Herrada-Valverde, 2017, p. 11). It is worth highlighting what Landow considers the foundation for the existence of network hypertext: “the ability of the reader to add links, comments, or both” (Landow, 1997, p. 31), because “in hypertext, the functions of the reader merge with those of the writer” (Landow 1997, p. 31).

Landow refers to the actor of this hypertextual network experience as *wreader* (Landow, 1992, p. 31), a neologism composed of the words “reader” and “writer,” which has been taken up by social networks (Facebook, Instagram, and Twitter) for homonymous reader-writer projects on their platforms. The role of the *wreader* is based on the insistent *Barthesian* postulate of *S/Z* summarized by Culler (1987, p. 137) as “the celebration of the reader as producer of the text.” Thus, digital language dismantles the hierarchical structure of the traditional sender-receiver relationship (Han, 2014, p. 16).

Educating in coherence by perceived analogy

Hypertextual education involves the teacher’s role as a procurer of reading and writing spaces for each student to explore and generate knowledge as a *wreader* according to his or her interests. Landow warns about the convenience of evaluating, not the acquisition of facts, but the conceptual relationships established by the students, that is, not the knowledge inventoried but the inventive ingenuity: “If what you want is to develop students’ critical thinking skills, it may be appropriate to aim more at the ingenuity of the approach than at quantitative answers” (Landow, 2009, p. 354). Therefore, in hypermedia communication, the study of the rhetoric of invention of the reader who selects and manipulates nodes or

documents for scriptural purposes is required (Liestol, 1997, p. 126). It is convenient to distinguish it from the notion of invention coming from ancient rhetoric with a “more ‘extractive’ than ‘creative’” orientation (Barthes, 1980, p. 123) by presuming that the reader discovers –finds, not generates– good arguments for their discourse on the topic. According to ancient rhetoric, evidential arguments to convince can be external to the speaker –their clues are oral or written documents of social language–, or internal to the speaker when they depend on their logical reasoning –their clues are inductive through examples (analogical arguments by imagination) or deductive through enthymemes (probable arguments by commentary)– (Barthes, 1980, pp. 124-125). The selection of multimedia materials may seem similar to the procedure of ancient rhetoric, but there is an important caveat: the reader of hypertexts can select with extreme ease the fragments that interest them from the knotted external elements, which constitutes a “manipulation or imposition of a different order (*ordo artificialis*) on the given structure of segments stored in the message (*ordo naturalis*)” (Liestol, 1997, p. 123). This artifice is worked by the reader’s own logical reasoning, which can nourish their reading coherence in a way that is deferred or digressive from that of the intertexts conceived.

Therefore, reading hypertexts implies generating personal reading itineraries of free choice relying on the hypertextual inventory and on the cognitive invention that feeds its reading coherence from the significant activation of its reading intertext (Mendoza, 2001) and of quoting other intertexts that expand hypertextuality as a didactic resource “through proposals that attend to the integration and construction of inferences” (Mendoza, 2010, p. 147). Free inferences produce semantic networks, analogous to the cognition of each person, who constructs knowledge according to their own experiences and evaluations.

The aspiration to discern the keys for optimizing the benefit of hypertext in competency-based education implies first investigating its genuine process by deconstructing the customs and beliefs that undermine its epistemic performance. In this sense, it is worth distinguishing between hypertext and encyclopedia, since, although both collect writings that the reader can freely browse in search of information, the encyclopedia is a closed text organized by title and subject while hypertext is open to unpredictable grafts and contains links to other passages by words or symbols marked as links, so its plural reading system deconstructs traditional methods of interpretation based on the principle of authority and proposes to navigate by filtering information for relevance and trying to construct a coherent meaning while exploring alternative paths (Moulthrop, 2003). It is worth approaching this complex formative paradigm shift with the triple caveat recommended by Mendoza (2012, p. 16):

- 1) Not all hypertext is cybertext, nor does printed literature lack hypertextual features; 2) reading hypertexts is reading several (hyper)linked texts (considering that there are cognitive connections in addition to virtual links); 3) readers face new challenges, especially in the reception of multimodal hypertexts, where the concept of “text,” as is well known, has expanded its margins to unsuspected extremes.

We emphasize Mendoza’s warning about educating the reading hypertexts by paying attention both to their links and to their cognitive connections, since it is because of this necessary link that the connection between hypertextuality and argumentation can be rise through the study of hypertextual argumentative comments. Mendoza also warns that the lexias that link to the lexia of the hypertext depend on the knowledge, the purpose, and the interests of each reader and can establish varied relationships (of contiguity, like the printed text, complementarity, nuance, contrast, etc.) and, therefore, in proximity to Landow’s

theories, he proposes the following capabilities in which the reader of hypertexts must be strategically trained (Mendoza, 2012, p. 20):

- a) manage their cognitive activities (associate contents, give coherence to data, information, and meanings in a meaningful way; b) metacognitively control their activities (when, how, why, and for what purpose); c) create networks (semiotic and semantic), relate and contrast contents, check the (evident or possible) connections; d) regulate their interaction with the text, which leads them to advance and reread, discover and relate, recreate and value the qualities of the new hypertext (the new literary creation) that is being read.

Before the hypertextual system, the reader not only constructs meaning, but also must build the coherence of their own reading itinerary (textuality) by regulating it through their options in a hypertextual scaffolding where there are cognitive connections with the possibility of generating knowledge. Mendoza recommends designing didactic scenarios of learner training where the digital hypertext allows noticing intertextual connections, hypotextual dependencies, and hypertextual links (Mendoza, 2012, p. 27). From our side, we share his challenge to investigate the cognitive operations involved in the reading selection of multimodal hypertext links. However, we consider that, before designing didactic trainings, it is convenient to explore the hypertextual experiences of the students (lexical links and reading coherence) involved in the argumentative reasoning of their discourses used in a university web that guarantees the architectural quality mentioned by Mendoza (*The Victorian Web*), in order to diagnose their actual strategic knowledge in this regard and, if necessary, deconstruct its causes, especially in cases where it may happen that the reading does not take good advantage of hypertextual multi-sequentially or where the reading coherence has been precariously constructed and causes atrophied or drifting navigation.

Dialogic hypotheses in the framework of multimodal hypertext and argumentation

In the formative challenge of the *wreader*, it is important to clarify that hypertextual epistemic reading enters a process of symbolic mediation that expands the inventive margins of hypertextual epistemic writing, “making room for creative proposals that consist of mixing fragments of single-media or multimodal products” (Amo, 2019, p. 24). Hence, multimodality is a hypertextual characteristic caused by the dynamic reading mediating written invention and the social practice of argumentation (Bazerman & Prior, 2004). It is developed in the multimodal dynamics of hypertextuality because, as cognitive intelligence, it operates in all its dimensions of communication and format due to its macrotextual and polyphonic enunciative coverage in any type of discourse (Ducrot, 1986; Anscombe & Ducrot, 1994; Carel, 2017; Doury & Plantin, 2016).

The study of *multimodal argumentation* as an intersemiotic discursive construction (O’Halloran, 2012) dates to an essay on the rhetoric of the image written by Roland Barthes (1964), and its first denomination corresponds to Michael Gilbert (1994). Both intellectuals supported an inclusive approach to multimodality, either through intertextuality or coalescence. However, much of the argumentative research from this multimodal approach focuses only on visual and media discourses (Kjeldsen, 2015; Tseronis & Forceville, 2017; Pollaroli & Rocci, 2015) and appeals to pragma-dialectic parameters that limit their study in a persuasive dialogical approach and analysis of their propositions as acceptable if they are verifiable (the true) or unacceptable if they are only hypothetical, probable, desirable, or imaginary (the plausible). Thus, the pragma-dialectic approach removes intellectual

deliberation and hypothetical elucidation from argumentation (Macagno et al., 2021, p. 154), both indispensable cognitive actions of epistemic thinking. In contrast, when attending to hypertextual dynamics, it is necessary to reorient the argumentative paradigm towards inclusive and collaborative complexity in the difference of itineraries. Thus, in multimodal hypertexts, visual analogies are arguments (Dove, 2011) to generate knowledge from hybridization and multi-sequentially, not to mention the critical cognition that multimodality can report in the semiotic and educational social sciences (Zhao et al., 2018).

A key reasoning to infer the generation of knowledge is abduction, defined by Peirce as “rational creativity” (Peirce, 1980, p. 210), since it gives name to the creative hypothesis or conjecture invented to solve a problem through the interconnection of the different: “It is the idea of putting together what we had never dreamed of putting together that makes the new suggestion flash before our contemplation” (Peirce, 1978, p. 219). Peirce distinguishes abduction from deduction and induction in these terms (1988, pp. 136-137): “Deduction proves that something *must be*; induction shows that something *actually is operative*; abduction merely suggests that something *may be*.” The abductive hypothesis proposes a cause that combines premise (induction) and conclusion (deduction) and is based on the finding of analogical commonality between the characteristics of things (Beuchot, 1998). Therefore, coherence as a perceived analogy is fundamental in the abductive ideation of hypotheses within the argumentative processes of hypertextual commentaries since such coherence contributes to their plausibility. The more distant the elements connected by analogy are, the more unusual or creative is the ideation of the hypothesis that explains the cause of a surprising phenomenon and that may provide a solution to a puzzling problem. The intertextuality that energizes hypertexts is a dialogical principle that drives abductive invention as well as sociability among the disparate. Abductive reasoning proposes a causal hypothesis as a unique sense that should not be ascribed to logocentrism because it does not separate antithetical concepts of firm conviction but brings them together to propose a new concept as a conjecture susceptible of verification.

Understanding research as an argumentative process, the causal hypothesis occurs when “a researcher imposes a specific conjecture on the multiple and complex realities of the world” (Gerring, 2014, p. 250). Abduction as a causal hypothesis in a case shows two options: selective abduction (the best possible explanation within a repertoire) and creative abduction (the original generation of plausible hypotheses) (Magnani, 2006, p. 108). Either way, abduction is the initial argument of the research because it originates a conjectural explanation that must be tested by passing to the following stages of reasoning: first, the deduction of experimental consequences, and then their inductive confirmation in experimental testing (Velázquez, 2015).

Argumentative commentary as hypertext curation

Addressing the recommendation to activate coherent intertextuality through commentary on *The Victorian Web* lexias (Landow, 2009, p. 25) and in accordance with PISA 2018 expectations on reading “dynamic texts” in digital environments (OECD, 2018, p. 11), this research makes the most of such an educational opportunity to apply the model of argumentative commentary of multimodal texts (Caro & González, 2018) outlined in the research, development, and innovation project we lead (PGC2018-101457-B-I00). The writing of such a commentary model then becomes the *wreader*'s work, as it makes the most of the invention arising from the free and coherent intertextual journey perceived during the

dynamic reading of lexias, which provide him/her with the links foreseen in the hypertextual flowchart of the website, and the reader, on his/her own initiative, can also propose unforeseen links. In this educational context of reading and writing that constructs meaning thanks to the invention that becomes hypertextual coherence (multi-sequential and multimodal), the commentary ceases to be a simple gloss of a single text and unfolds as an epistemic discourse of the critical thinking of the commentator (Caro et al., 2021). In addition, it is possible to strategically educate the democratic production of consensual criteria by negotiating common coherence in the case of producing collaborative argumentative commentaries in hypertextual dynamics.

The argumentative commentaries of multimodal hypertexts can have the mission of educational curation, which increases co-responsible collaboration with digital media (Lizadra & Suárez-Guerrero, 2017) and contributes to the strengthening of learning communities. Considering the *infoxication* produced by the Internet from Web 2.0, curation acts by selecting quality resources on a topic for a collective to use them in learning tasks following the cyclical protocol that begins with the planning of the task, continues with the selection of texts, advances with the interpretation of its relevant content in a working group and with reordering and coherent narration of the report to the audience, and ends with the audience's re-curation of such narration (Wolff & Mulholland, 2013).

Performing effective hypertext curation requires metacognition on the rhetoric of invention driving one's own argued discourse, which would imply reviewing the cognition deployed in the intertextual connections of the commentary on the chosen hypertext: types of links used, information extracted and purpose, mode of interpretative aid or distortion of meaning of new quotes, account, and assessment of the personal formative process, etc. (Mendoza, 2010, p. 168). Before drawing up didactic training plans in this regard, we consider it necessary to investigate the authentically spontaneous hypertextual experiences of learners, who have not been trained in an instruction, in order to notice their cognitive and formative difficulties and strengths both in their intertextual choice and in the reasoning of their argumentative comments on texts on which they have received model training. This will make it possible to verify the state of the question for the purpose of undertaking realistic didactic designs with their didactic problematic and will also provide insight into the viability of a hypothesis that we consider crucial in this sense: the possible abductive causality of hypertextuality in the multimodal argumentation of the critical commentary.

Objectives

The general objective of this research is to analyze the hypertextual and argumentative education developed in a multiple case study with undergraduate students studying Primary Education who explored *The Victorian Web* to elaborate curated critical commentaries of hypermedia texts and their digital re-curation.

The specific objectives involved are:

- 1) To explore the didactic process of the learner-curatorial commentary of hypermedia texts on *The Victorian Web* and their digital re-curation.
- 2) To analyze the multimodal constellations that bring together the hypertextual inquiries of the embedded cases on *The Victorian Web*.
- 3) To analyze in the study the influence of the hypertextual and argumentative qualities of the critical commentaries in the cases of integrated digital curation and re-curation.

- 4) To elucidate whether there is a monotonic causality of hypertextual education in argumentative education through the analyzed discursive incidences.

2. Methodology

Research Design

This educational research has used a multiple-case study methodology with interdiscursive semiotic analysis focused on a corpus of curated critical comments of hypermedia texts from *The Victorian Web* and the corresponding digital re-curations, which have been made by 11 groups of university students studying for a degree in Primary Education. The comments of each student group constitute an integrated case in the set, whose study aims to investigate the analogical commonality of their characteristics and interactive processes on a holistic spectrum (Stake, 2006).

A university educational intervention was designed to be innovative in its procedures and with a didactic orientation devoid of behaviorist assumptions about the hypertextual incursion. All this in order to collect concrete and authentic evidence and responsible experiences in the process of situated and collaborative learning and on the constructive strategies of knowledge on the part of the students' knowledge strategies as shown in their comments. In the same way, this intervention has the purpose of not incurring in the didactic of the "submissive reader" to logocentric slogans (Mendoza, 2012, p. 18).

The interest of such design is to elucidate first the *mode* and then the *cause* (Yin, 2003) consequent to the general objective of this research, that is, to analyze how and why hypertextual and argumentative education is developed in the elaboration of critical commentary curators and integrated curators in this multiple case that makes use of, from their own previous knowledge in hypertextuality and with a basic preparation in didactics of argumentative commentary of multimodal texts, *The Victorian Web*, a hypermedia site devoted to hypertextual quality opportunities for dynamic readings and argumentative commentary on the Web.

In coherence, several study propositions are designed in parallel to the specific objectives of the research:

- *Proposition 1*: To study how the didactic process (sequence and procedures) from which the argumentative discursive comments emanate from *The Victorian Web* lexias curators is developed.
- *Proposition 2*: To study how the hypertextual constellations of the integrated cases unfold in their relations of intertextuality and coherence.
- *Proposition 3*. To study how the hypertextual and argumentative qualities of the critical commentaries affect the cases of digital curation and curation integrated in the study, and, from there, to find out if the hypertextual education is a monotonic cause of the argumentative education of the critical commentary.

The analysis of each proposition also makes use of a micro-ethnographic approach (Gumperz & Hymes, 1964) based on participant observation in the classroom and the corpus of processual student work that has originated such comments (dynamic, and interpretative reading, writing process, and re-curation as peer hetero-evaluation), whose documents and reflections are contained in their individual academic portfolios.

The internal reliability of this case study has been foreseen by the inter-judge evaluation carried out by six experts in didactics of hypertextuality and argumentative commentary of multimodal texts, who have judged the design of the research and the conformation of its instruments for data collection and analysis to be satisfactory.

Participants and Context

The participants selected are a purposive sample according to the theoretical sampling criterion (Glaser & Strauss, 2009) due to the intrinsic interest of the case and the opportunity provided in their formative situation: a group-class of 46 students enrolled in the 4th level of Primary Education with English who have studied in the academic year 2020-2021 the four-month course “Strategies for the Teaching of Language and Literature” in the Faculty of Education of the University of Murcia, taught by one of the authors of this article. The task of exploring *The Victorian Web* with the intention of critically commenting on its contents with the aim of educational curatorship has been especially motivating for these students of English because of the supplement that dealing with English texts on Anglo-Saxon culture entails in their bilingual education. Therefore, the choice of the participants for this multiple case study is justified both by their professional motivation and by the training that they would receive within the framework of this subject to develop their skills in the argumentative commentary of multimodal texts in hypertextual dynamics.

It is important to point out that these are students with imminent graduation into the professional world who, nevertheless, in the initial diagnostic colloquium of this subject on their academic habits have manifested limited previous training in critical text commentary (during the Baccalaureate), even though it constitutes a competence of the degree (CE3), and no training in argumentative competence, even though this constitutes a basic competence of such studies (CB2). Such manifestations are consistent with a socio-educational context that lacks the availability of effective textbooks on both competencies of university studies, in which motivating and multimodal texts and models of resolved argumentations are included to understand their rhetoric inductively (Vicente-Yagüe et al., p. 225).

Research Instruments

The instrumentation of the academic site consulted, *The Victorian Web*, is described in these terms by Landow (2015, p. 11):

It contains four basic types of documents: sitemaps, lists of links, simple two-column tables –used primarily for artworks and texts describing them– and lexias that contain mostly text, although some may also include small images linked to larger illustrations. Most text documents contain two to four navigational links in the form of linked icons that appear at the end of each lexia, plus multiple text links that turn each lexia into a miniature hypertext network. Two issues: 1) The lexias that are approximately one to two screens long tend to include at least three text links. 2) as new documents appear, the lexias that precede them receive additional links.

The students were only provided with such descriptive text, but there was no in-class training on it because the research was intended to appreciate the freedom and authentic, untrained strategies of their dynamic reading through the website.

The documentary corpus of study is constituted by the argumentative comments done by groups of students as curatorship of their hypertextual navigation through specific lexias of that website and the individual comments that have recurred in such group comments in a blog exclusively for this task.

The procedural instruction on the task from which this corpus of comments resulted was provided to them as a previous organizer in the resources section of the Virtual Classroom of the course. Other pedagogical instruments were also available there: organizers on the prototypical structure of argumentation and text commentary, and on their metacognition in the subject's portfolio, a co-textual space of special interest for its processual reflective annotations.

A complementary digital tool is the "Victorian Poetry-Education" blog (<https://poesia-educacionvictorianas.blogspot.com>), for hosting curation and curation comments. Instructions for referencing and using it can be found in a section on digital curation in the Virtual Classroom's pre-assignment organizer.

The analytical tools used in this multiple-case study are:

- A flowchart of the didactic process of curatorial commentaries of hypermedia texts and digital remediation (Figure 1).
- A matrix of specifications for the competency analysis of hypertextual constellations (Table 1).
- A matrix of specifications on the qualities of educational hypertext and argumentative commentary (Table 2).
- A matrix of analysis in hypertextuality and argumentation of critical commentary cases as digital curation and re-curation (Table 3).

The flowchart and the matrix analysis are indicated with the relevant data in the analysis of research results. We chose the specification matrix to concretize descriptive categories linked to corresponding macro-categories in order to analyze the incidence of the "descriptive arguments" (Gerring, 2014, p. 164) of the intertextual constellations deployed in the hypertextual dynamics carried out by the students participating in this research (table 1), as well as of the educational hypertext in coalescence with the argumentative commentary in this multiple case study (table 2). The abbreviations of such descriptive categories have made it possible to configure the corresponding analysis matrix (Table 3) of the 11 integrated cases, covering both the critical curatorial comments and the digital re-curation comments (Table 2).

Table 1
 Matrix of specifications for the competency analysis of hypertextual constellations

Dynamic reading		
LEXIAS	Unsatisfactory dynamics: null or little consultation of the intertextual links of the chosen lexias (L1)	Satisfactory dynamics: consults all or many of the available intertextual links in the chosen lexias (L2)
PERCEIVED COHERENCE	Precarious reading itinerary: lexias visited without analogy connection to construct meaning coherent with the systemic sense of the hypotext (C1).	Coherent reading itinerary: lexias visited with analogy connection to construct meaning coherent with the systemic meaning of the hypotext (C2)
Hypertext writing		
SEARCH	Simple (B1)	Complex, branched and interlinked (B2)
EMBEDDED HYPERLINKS	No. Monosequence. Absence of lexias generates linear flow (H1).	Yes. Multi-sequentiality. Multi-voiced links (2-4 per lexia) (H2)
TYPES OF LINKS	Unidirectional (E1-A)	Bidirectional (E1-B)
	String (E2-A)	String with bidirectional lexia (E2-B)
	Unidirectional string-to-string (E3-A)	From several strings to one (E3-B)
	Rigid links (author) (E4-A)	Flexible links (user) (E4-B)
	Transcribed link (example, influence, opposing arguments...)	
BUILT IN COHERENCE	Precarious writing itinerary: hyperlinks without analogy connection that would allow the construction of meaning with systemic hypertextual sense.	Coherent writing itinerary: hyperlinks with analogy connection that allows the construction of consistent meaning with systemic hypertextual sense.
MULTIMODALITY	No links to multimodal and hypermedia contents	With links to multimodal and hypermedia contents

Source: own elaboration

Table 2
 Matrix of specifications on the qualities of educational hypertext and argumentative commentary.

Educational hypertext	
SATISFACTORY LEXIAS	-Valuable intertextual links: 2 to 4 per lexis to create multi-voicedness on the topic (L1) -Empowerment of the reader as critical interpreter and commentator (<i>wreader</i>) (L2) -Clarity in informative texts; discovery of meanings in poetic texts (surprise and delight) (L3)
COHERENCE BY ANALOGY	-Perceived analogy in its rhetoric (parallelism, comparisons, collages, metaphors, gaps) (C1) -Informative allusion and contextualization; poetic allusion and recontextualization (C2)
Argumentative commentary	
PROTOTYPICAL SEQUENCE	-Hypothesis of the argumentative commentary (abductive reasoning of the commentator). Provides inventive arguments justifying the selection of hyperlinks (complements, supplements) (S1). -Development of the argumentation: meta-arguments (premises, assumptions), inter-arguments (related arguments, including counter-argumentation and reservation) (S2) -Conclusions coherent with the hypothesis and the argumentative process and relevant in their implications (S3)
STRATEGIES MEDIATING	-Interpretative strategies: analysis of hypotext arguments in their enunciation and context (arguments of cause, consequence, analogy, antithesis, etc.) in symbols, roles, authorial ideas, values, etc. of the intertexts (E1). -Transductive strategies: invention and reinvention of arguments in new multimodal hypertexts with imaginative hypotheses that transform destinations (e.g., fantastic hypotheses) (E2).

Source: own elaboration.

Procedure

This multiple-case study is conducted in three phases: case selection; data collection and analysis; cross-case findings, and educational implications.

The selection criteria are based on the opportunity for professional development in research-action involved in learning about the didactic phenomenon provided by such cases, whose informants are students prototypically trained in argumentative commentary and basic instructions on the task.

Data collection and analysis have been conducted to study the cases and generate the corresponding reports. Firstly, a cataloguing of the collected data was carried out in order to group categories and subcategories useful in the analysis. This began with the description and explanation of the qualitative content of each case (texts in context), followed by a correlative analysis in search of patterns of common analogies between cases, followed by the elucidation of the generalized themes in the integrated cases (Yin, 2003), whose categories, being common, allow the aggregation of incidence data. Once the patterns of analogies were gathered, the meta-matrix was formed, with which the analysis between the cases integrated in the multiple case was carried out, noting the compatibility of the data with the identified categories.

The discussion and cross-data conclusions interpreted the key learnings systemically derived from such analysis and synthesized their relevant epistemic achievements in correlation with the objectives investigated.

3. Results

Proposition 1

The results concerning the exploration of the processual didactic strategies (sequence and procedures) that have propitiated the assumption of argumentative discursive comments of *The Victorian Web* lexiás curators as well as their digital re-curation came from the teaching participant observation organized with the following flowchart, which deals with the two-dimensional didactic process of the *wreader* in the comments curators of hypermedia texts and in the digital re-curation that have been carried out as hypertextual discursive works of the research mission.

Fact-finding mission		
Collaborative task in two successive didactic processes for the epistemic construction of hypertextual critical commentaries from <i>The Victorian Web</i> addressing two key questions: Is this hypertext good /How to make good use in today's education of this Victorian content?		
Didactic process A: dynamic reading of hypertexts	➡	Didactic process B: digital curation comments
COLLABORATIVE TASK Select and interpret in consensus an article from a lexia from <i>The Victorian Web</i> on the question “poetry-education in the Victorian era”, including hyperlinks.		COLLABORATIVE TASK Making a commentary as a digital curatorship of hypertext and its hyperlinks (goodness and current educational benefit)
↓		↓
GAME BETWEEN HYPERTEXTS Reading freely by the active lexia: 1. Cognitive schemas (ideas and prior knowledge in context, reading intertext) consistent with the fact-finding mission. 2. Motivating ideas for the selection of the article (Analysis in deliberative colloquium)	1 5	GAME BETWEEN HYPERTEXTS Benefit from dynamic hypertextual reading (intertextual route and analogical coherence) (intertextual path and analogical coherence) to create an inventive hypothesis (abduction or causal argument) on key devise an inventive hypothesis (abduction or causal argument) on the key issues of the curatorial commentary (epistemic construction of meaning).
↓		↓
MOTIVATED SELECTION OF HYPERTEXT Mention of the hypertext with arguments of the research reasons for its selection (relevance causing the curatorship). (Brief written report)	2 6	CURATORIAL COMMENTARY PLAN Construction of arguments of the commentary in coherence with the hypothesis and making the most of the Victorian and supplementary intertextual route.
↓		↓
INTERPRETATION OF THE CHOSEN HYPERTEXT Reconstruction of the global meaning (statement) and its sense (enunciation). (Agreements in portfolio)	3 13	WRITING OF THE CURATORIAL COMMENTARY Construction of the argumentative commentary with processual metacognition according to communicative and prototypical expectations. (co-evaluation in portfolio)
↓		↓
STRATEGIC ADVANTAGE OF HYPERLINKS Reading freely and selecting relevant intertexts linked to the hypertext or lexia according to their coherent correlation (perceived analogy) with the hypertext and the research mission. (Intertextual path annotation)	4 14	DIGITAL RE-CURATION OF THE CURATORIAL COMMENTARY Dissemination of curatorial commentary on blog Digital re-curation in blog: individual writing of two commentaries on hypertext commentaries from <i>The Victorian Web</i>

Source: own elaboration

Figure 1. Flowchart of the didactic process of hypermedia text curation and digital re-curation commentaries

Proposition 2

Examination of the collaborative writing of curated critical commentaries on hypermedia texts by groups of students has provided a detailed description of how the hypertextual constellations of integrated creative products unfold in their intertextuality and coherence relationships (Figures 2-12).

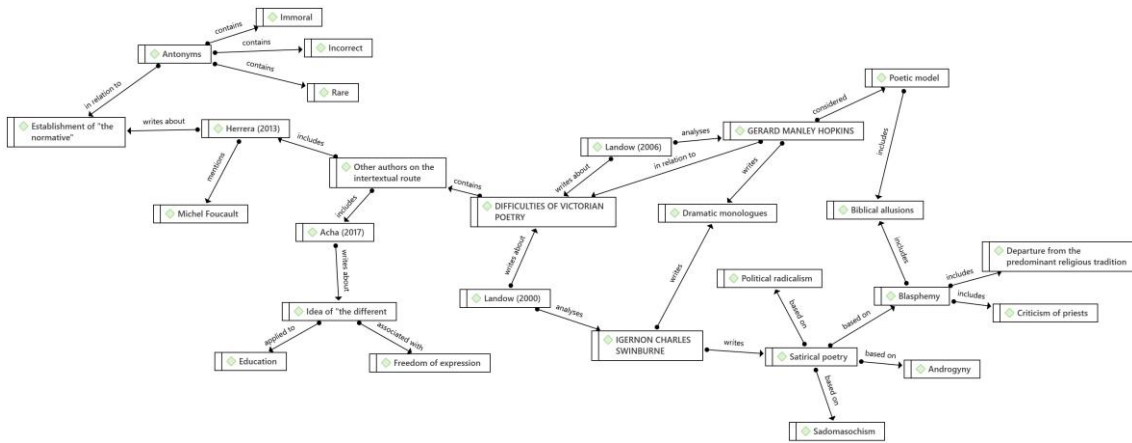


Figure 2. Hypertextual constellation of case G1: the difficulties of Victorian poetry

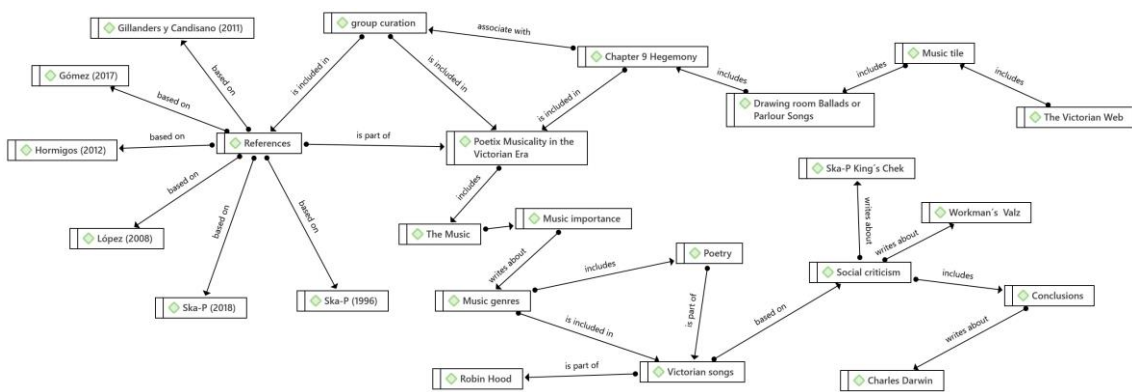


Figure 3. Hypertextual constellation of case G2: poetic musicality in the Victorian era

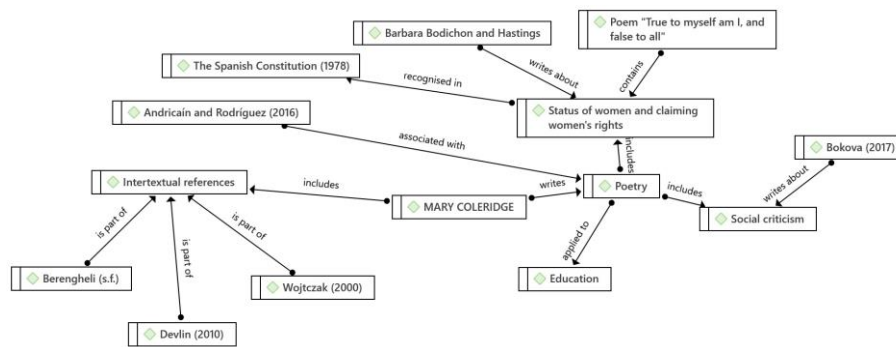


Figure 4. Hypertextual constellation of case G3: Mary Coleridge

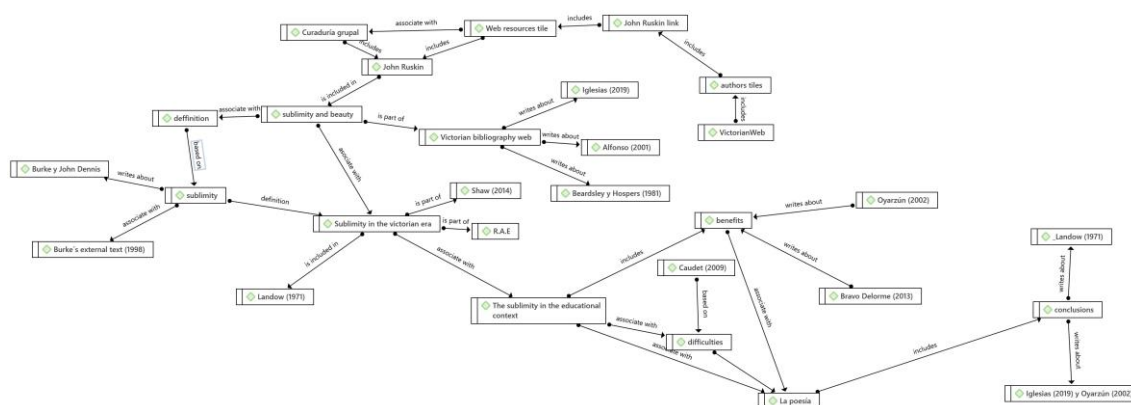


Figure 5. Hypertextual constellation of case G4: aesthetics and critical theory of John Ruskin

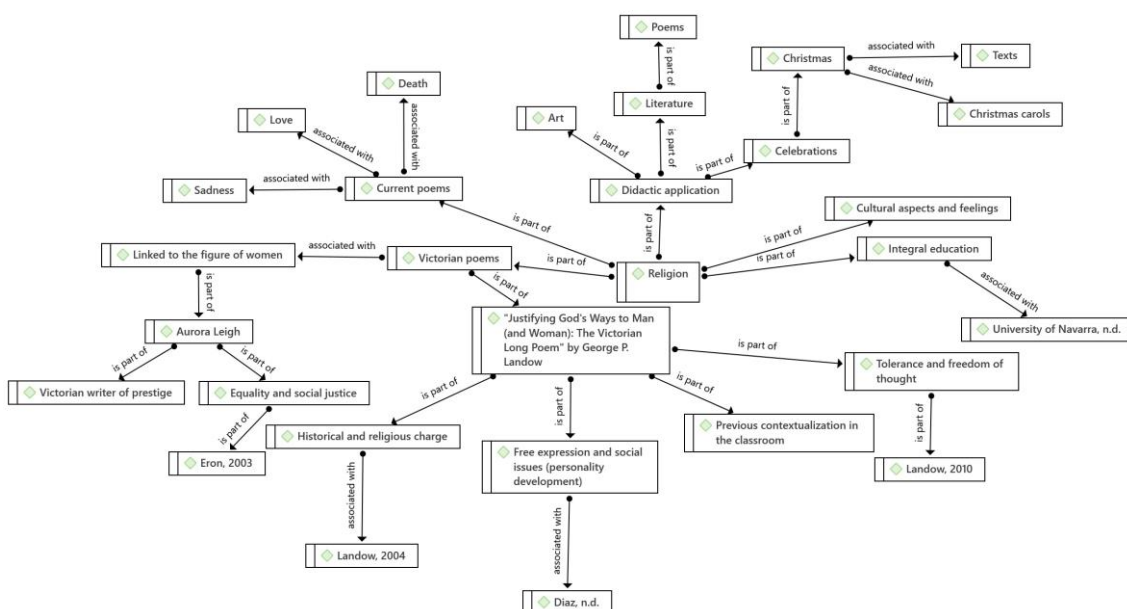


Figure 6. Hypertextual constellation of case G5: religion within Victorian poetry and education

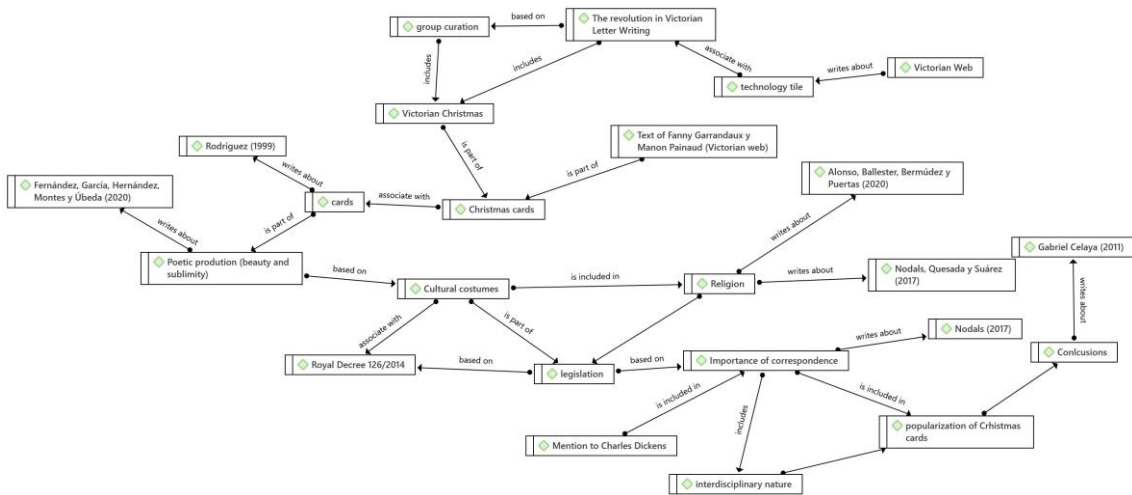


Figure 7. Hypertextual constellation of case G6: Victorian Christmas cards

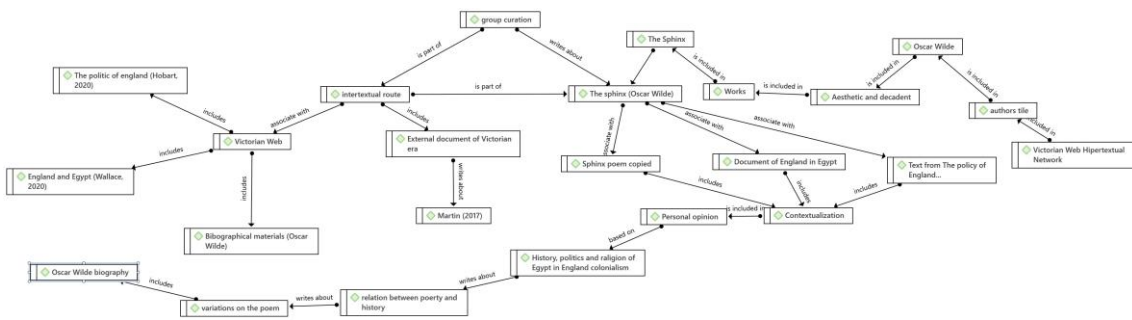


Figure 8. Hypertextual constellation of the G7 case: "The Sphinx" (Wilde)

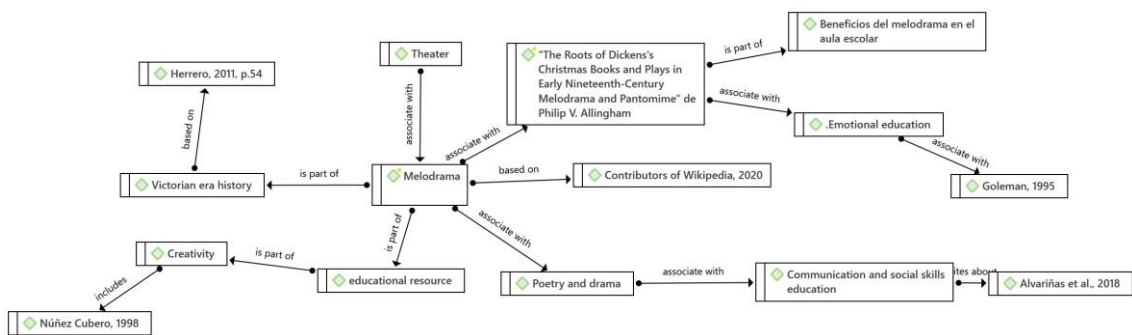


Figure 9. Hypertextual constellation of the G8 case: the Victorian melodrama

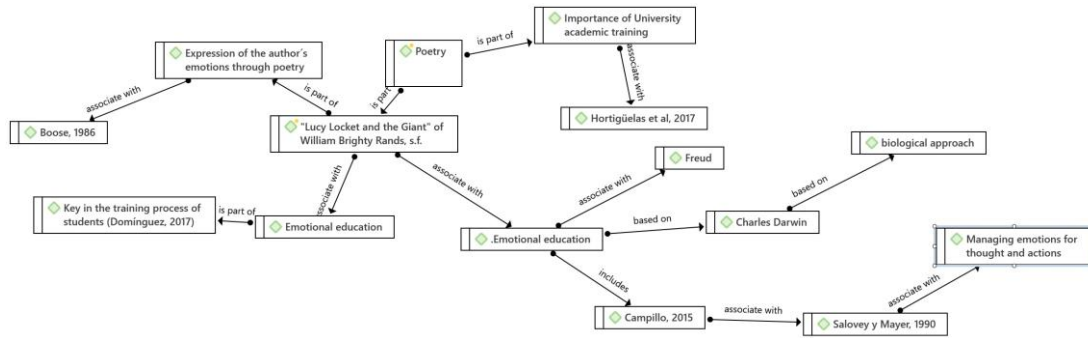


Figure 10. Hypertextual constellation of case G9: poem by William Brighty Rands

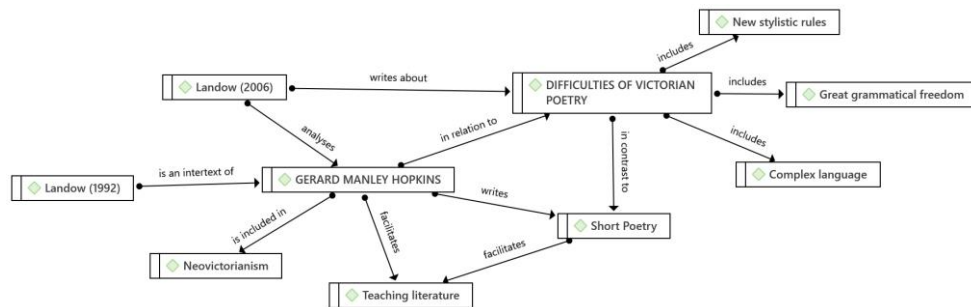


Figure 11. Hypertextual constellation of case G10: Gerard Manley Hopkins and the difficulties of Victorian poetry

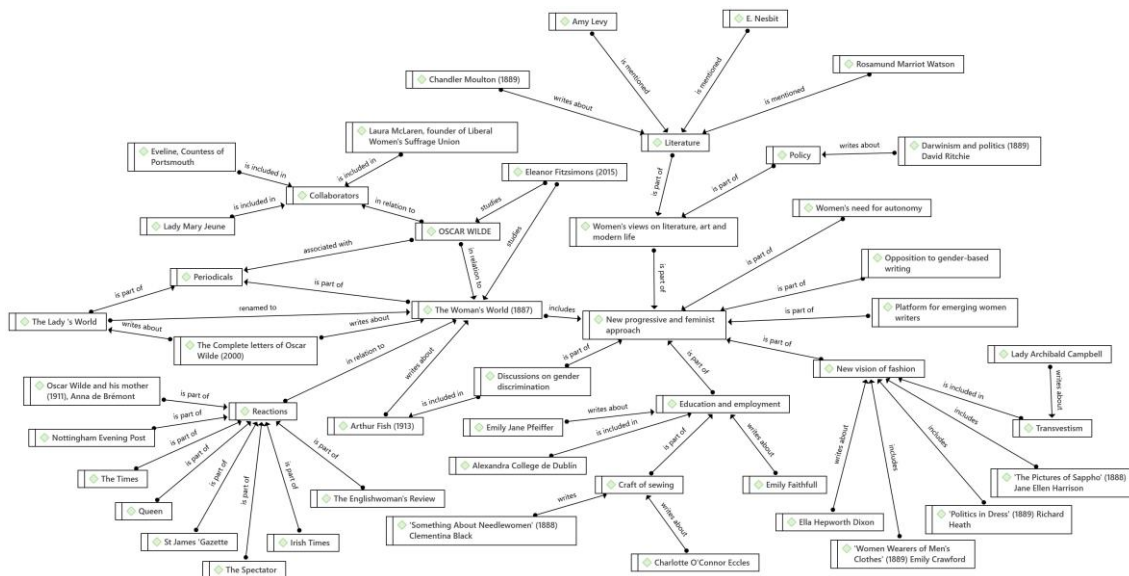


Figure 12. Hypertextual constellation of case G11: Oscar Wilde, editor of a women's magazine

These constellations have been analyzed in the two processual dimensions of the *wreader* construct (reader-writer) that defines the hypertext reader: 1) the skills activated during the dynamic reading of the hypertext, and 2) the scriptural mechanisms of elaboration of group argumentative comments (Table 1).

In the first dimension, the dynamicity of the Victorian web was used to identify students' hypertextual reading processes. This online academic site, composed of complex hypertexts with a balance between granularity (levels of deepening and hierarchization of lexias) and extensibility or breadth (levels of horizontal connections between nodes), presents navigational devices that facilitate the reader's movement through its reticular structure. The fragmentary, multilineal, and plurivocal nature of its framework can produce bewilderment, uncertainty, and a loss of control in the inexperienced reader or in the reader unaccustomed to dynamic, protean, and constantly growing texts. Therefore, its authors and developers offer a content map of the page or "tile," whose worldview guides the reader to build a personal cognitive itinerary with complex strategies for processing relevant and efficient information (OECD, 2019). This variable, multi-sequential, dynamic, and open character of the hypertext favors the empowerment of the reader as a critical and creative interpreter, since reading is conceived as a process of displacement between texts (Allen, 2000, p.1), establishing interrelationships that favor the development of key competences in the citizenship of the 21st century. Thus, the participating students have given a specific order to the selected hypertextual fragments based on their own interests, needs, and specific goals. When entering *The Victorian Web*, their reading process has become a continuous and complex associative movement where they navigate through a dense and almost infinite network of hyperlinks, activating their competences by moving through a reticular structure formed by nodes and/or cognitive hyperlinks. With such a connective mental process between data, ideas, points of view, etc., he generates knowledge.

In the second dimension, the writer role of the hypertextual reader has been considered, that is, his/her construction of meaning through the selection of a reading path in a dynamic text, as well as his/her capacity to include and generate new links and documents for the hypertextual complex. The technological revolution has favored the reader not only in selecting his/her reading path, but also in reading as a *wreader*. The act of reading is necessarily linked to the writing process itself. The words on screen become, according to Goldsmith (2014, p. 11), a plastic material, something we can manipulate, cut out, disseminate via email, etc. In this research, the working groups, after reading the lexias on the Victorian website, have created curated critical comments, whose products could contribute to enriching the networked system containing materials hyperlinked electronically to that website if they passed the filters of the site's evaluators.

The idea of the active role of the reader-writer in the expansion of the hypertext network is aligned with the notion of participatory culture (Gee & Hayes, 2011; Jenkins, 2006). The network promotes the creation of its own spaces that bring together users who share hobbies, interests, and common objectives. This promotes the constant exchange, production, and consumption of content. Such continuous and dense traffic feeds the large systems of organization and the presentation of data based on the linking of textual fragments – hypertexts.

Proposition 3

The study on the way in which each integrated case does or does not manifest the hypertextual and argumentative qualities of critical commentaries in their curatorial and curatorial discourses of lexias of *The Victorian Web* is governed by a matrix with specifications on qualities of educational hypertext and argumentative commentary, which shows analytical descriptors on the categories “satisfactory lexias,” “coherence by analogy,” “prototypical sequence,” and “mediating strategies” (see Table 2). The corresponding analysis matrix in such cases (see table 3) applies these criteria both to the hypertextual lexical curation comments and to the re-curation comments in the digital space, considering the reading and writing dimensions of the wreader construct, which have also been didactically explored and analyzed in their constellations. Following are the results of this analysis carried out on the corpus of the aforementioned comments in each of the eleven cases included in the study:

Table 3
 Matrix of analysis in hypertextuality and argumentation of critical commentary cases as curation and digital re-curation

Case	Critical commentary										Commentary of digital re-curation									
	Hypertextuality					Argumentation					Hypertextuality					Argumentation				
	Lexias			Coherence		Sequence			Strategies		Lexias			Coherence		Sequence			Strategies	
	1	2	3	C1	C2	S1	S2	S3	E1	E2	1	2	3	C1	C2	S1	S2	S3	E1	E2
G1	X	X	X	X	X	X	X	X	X	X				X			X	X		
G2	X	X	X	X	X	X	X	X												
G3	X	X	X	X	X	X	X	X	X					X						
G4	X	X	X	X	X	X	X	X	X	X				X						X
G5	X	X	X	X	X	X	X	X	X											
G6	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X
G7	X	X		X	X		X	X			X	X	X	X	X			X	X	X
G8	X	X	X	X	X		X	X		X				X						
G9	X	X	X	X	X	X	X	X	X	X				X						
G10		X						X												
G11	X	X	X	X	X	X	X	X	X					X		X	X	X		

Source: own elaboration

Considering these results, the discussion will also assess whether there is a causal relationship between hypertextual education and the argumentative education of critical commentary.

4. Discussion

Proposition 1

The exploration of the didactic process of construction of argumentative discourse commentaries by *The Victorian Web* lexias curators has revealed innovative sequential and procedural strategies that conveniently modify the strategic steps of communicative comprehension and expression indicated in the Common European Framework of Reference for Languages (CEFR) (Consejo de Europa, 2002) and studied by the students participating in the course “Estrategias para la Enseñanza de la Lengua y la Literatura”

(Strategies for Language and Literature Teaching). The reason for this change is the research mission, which transcends the conventional scenario of textual communication to confront a crucial educational challenge today: the production of knowledge in hypertextual dynamics.

It has been researched here how the commentator ceases to be a mere echo of the intention of the work's author to become a critic in dialogue with the work. The 21st century critic activates his/her inventive capacity for ideas by playing among hypertexts in the combined act of reading to write; he/she reads, interpreting with personal meaning, and writes arguing coherently, and with the necessary metacognition, to give epistemic sufficiency to their hypotheses for curating hypertexts, as well as to inspire new recurations in the digital space. In this innovative process, comprehension and expression are strategically incorporated both in the reading of hypertexts and in the writing of hypertextual commentaries.

First, we considered the enormous documentary collection and the complex rhizomatic structure of the Web, as well as the atomized digital reading habits that Internet search engines tend to produce in users. Secondly, taking this into consideration, the collaborative task of epistemic construction of critical hypertextual commentaries from *The Victorian Web* has been an educational challenge that we decided to organize with the following focal strategies:

1) Sharing in all working groups the focus of interest “poetry-education in the Victorian era” and two key questions to reflect on: “Is this hypertext good?” and “how to make the most of this Victorian content in education today?”

2) Each group was assigned an immediate lexia to one of the “tiles” in the main directory of *The Victorian Web* consistent with such a focus of interest so that, wandering freely through its thematic hyperlinks, they could choose an article that would motivate a critical commentary as a curation of its value in response to the key questions. The assignments were as follows: for G1 “Victorianism->The Difficulties of Victorian Poetry”; for G2 “Social History->Education and the Lives of Children”; for G3 “Gender Matters->Victorian Authors, Female and Male”; for G4 “Philosophy->Aesthetics”; for G5 “Religion->Related Literary Genres and Modes”; for G6 “Technology->Literature: Victorian Technology, Literature, and Culture”. In three cases, due to their thematic recursion, we directly assigned the directory tile: for G8 “Music & Theater”; for G9 “Victorian Text”; for G11 “Periodicals”. In two cases, we granted their wish to choose a topic freely, and they used the typical encyclopedic strategy of starting with “authors”: in G10 “Authors ->Gerard Manley Hopkins”; in G7 “Authors->Aesthetes and Decadents ->Oscar Wilde ->The Sphinx”.

The constellations related to the hypertexts chosen and the hyperlinks consulted in each case are presented in the results of proposition 2 (Figures 2-12) as evidence of the didactic process of dynamic reading of hypertexts. This began with the “game between hypertexts” that produced their free reading by the assigned lexia. We named it this way because this type of reading was defined by Peirce as musement or “pure play” (CP 6.458, 1908), which, from real phenomena, awakens the imagination useful for scientific research that extracts dialogical ideas from free correlates (CP 6.461, 1908), prefigurations, and speculations of causes (CP 6.458, 1908). The pure play of reading activated the learners’ “cognitive schemas” that the CEFR recognizes as an initial step in the comprehension process, which here concerns their contextualized prior knowledge and ideas and their reading intertext, through deliberative colloquia whose focus was the research mission. The participants’

inspiration in each case and their consensus gave rise to the motivating ideas for the selection of the hypertext.

The first explicit decision on the motivated selection of the chosen hypertext has been argued by the students in a short-written report with the relevant research reasons that could act as a cause for the curatorship. Thus, for example, G3 has chosen Mary Coleridge as a writer in a sexist milieu that can be contrasted with developments in the current context; G6 has foreshadowed the beneficial function of the article on Victorian Christmas cards in children's literacy tasks; G8 has noticed melodrama as a hybridization of theater and music, as an opportunity for the emotional education of infants, and G11 has argued that the study of Oscar Wilde as the editor of a women's magazine can contribute to a learning of gender education, aware of its interdisciplinary complexity. Such expectation has been nuanced or modified with the rereading, where the elected hypertext has been consensually interpreted as a reconstruction of the global meaning of the text of the statement and of its intentional sense attending to its authorial enunciation (Caro & González, 2018). The members of each group have written down the interpretative agreements in their student portfolios. Afterwards, the free reading was reactivated by the hypertext hyperlinks and the selection of relevant intertexts in this regard because they maintained a coherent correlation (perceived analogy) with the same and with the research mission that justifies the reason for their selection. The strategic benefit of such hyperlinks has been consigned to an intertextual route in the digital curatorial commentary of the hypertext that constitutes the second collaborative task of the didactic process of the research mission.

This task began the process of preparing the curatorial commentary on the goodness and current educational benefit of hypertext and its hyperlinks with a new "game between hypertexts." This made the most of the intertextual route and the analogical coherence achieved in dynamic hypertextual reading to invent a hypothesis as an abductive argument of cause, that justifies the epistemic construction of the meaning of the commentary by the commentator.

The previous organizer provided the students with collaborative writing of such a commentary and conceived it as an argued recommendation of the chosen hypertext and a critical association of the Victorian theme within the current era. It also provides formative links for synchronous digital collaborative writing with *Google Drive*. Likewise, it recommends the pleasure of digging into the hyperfiction and poetry hyperlinks of *The Victorian Web*'s "novelties" and "bibliography" lexias for bringing both intellectual satisfaction and aesthetic surprise and delight, but, as the analysis of hypertextual constellations will show, in general, the integrated cases have missed this opportunity. Likewise, such a previous organizer, provides a didactic guide for digital curation of educational content that follows the cyclical process designed by Wolff & Mulholland (2013).

After having drawn the plan of the curatorial commentary as a design of the arguments coherent with the hypothesis and with the complementary intertextual route of *The Victorian Web* and supplementary by decision of the commentator, they have developed their writing according to the communicative and prototypical expectations of the argumentative character and with the processual metacognition of co-evaluation in portfolio. Then each achieved commentary has been disseminated as digital curation in the blog "Victorian Poetry-Education" (<https://poesia-educacionvictorianas.blogspot.com>), a tool recommended by Landow (2009, p. 440), which this research has used for two reasons: firstly, as stated in the previous ad hoc

organizer, it facilitates the work on draft reports and final reports, horizontal qualitative hetero-evaluation, as well as building relationships with users interested in its line; secondly, as stated in the blog, it serves to promote collaborative reflection around quality scientific and institutional documents on the subject.

More simply stated, it has been indicated in the previous organizer for learners that the commentary is pro-curatorial because it recommends the chosen text with relevant arguments and practices a critical association between the Victorian theme and the current education. The blog has also served to host the free digital re-curation comments on the curatorial comments. As a recommendation of the thematic, stylistic, or pedagogical relevance of the curatorial commentary, bearing in mind the questions of the goodness of the text and its current educational benefit, this re-curation has been carried out individually by each student.

Lastly, the final group self-report has been assigned as a Virtual Classroom task on the course, which gathers the mention of the hypertext chosen from *The Victorian Web*, the hypertextual route explored, the collaborative curatorial commentary, and the individual comments received and offered, as well as self-evaluation and possible modifications derived from the curatorial process. The didactic experience ended with a didactic discussion on the formative experience of the task.

The way of processing the construction of the hypertextual argumentative comments studied in this multiple case has been epistemic because it has activated the competences that, according to the OCDE (Vincent-Lancrin et al., 2020), are characteristic of creativity and critical spirit: to *seek* knowledge in a meaningful, connective, analytical, and contextualized way; to *imagine*; to produce and use original ideas; to contrast theories; to *make* personal works that provide solutions; and to *reflect* evaluatively about them. Consequently, this discussion leads to the conclusion that its development is convenient for the research mission of the collaborative task that it supports.

Proposition 2

The educational reflection on how the hypertext constellations (Figures 2-12) resulting from the analysis of the intertextuality and coherence relations of the argumentative comments in the processual dimension of dynamic hypertext reading are deployed in the processual dimension of dynamic hypertext reading starts from the ideal consideration that the student should establish specific goals and objectives to develop the assigned learning task, where the search, understanding, and evaluation of the information within the hypertext become one of the primary cognitive processes. However, in the participating work groups in the research, a low level of satisfactory navigation has been registered. In their visit to the site, they did not use symmetrically the four basic types of existing documents; they tend to dispense with overviews (or sitemaps) and link lists to focus their search for information on simple two-column tables and lexias. From the training point of view, particular emphasis should be placed on spatial orientation based on hypertext-guided visualization.

Despite the richness and quality of the links on this website, the students have generally reduced their multi-sequential reading experience to the visit of one or two lexias (except in the G5 case, on which students consult three nodes on the page) with the main objective of locating satisfactory information to focus their academic work (see Figures 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12). They have also deployed thematic reading according to their pace, interests, and needs. Although each of these informational units

has a hypertextual network layout (a lexia with multiple links), students' reading usually does not go beyond the link to general information; they do not consider it necessary to access more specific hypertextual documents that deepen the main topic to satisfy their search. In the integrated G9 case (Figure 10), for example, its navigation has been reduced to visiting, first, the lexia "Selected Poems" by William Brighty Rands to choose one of his poems and, finally, another one where a brief biographical sketch of the British poet is presented, although the hypertextual fabric around this representative children's song author contains numerous specific entries related to the artistic, literary, cultural, philosophical, social, political, and scientific fields, as well as a hypertextual section on literary themes and techniques, in addition to the link to the writer's official website. Meanwhile, in the G6 integrated case, only a single entry from that website is consulted: a scholarly essay on the influence of Dickens' Christmas texts on early 19th century melodramas and pantomimes (Figure 7).

Furthermore, there is no explicit evidence of whether the students have implemented mechanisms for detecting the reliability and validity of the sources consulted or if they have evaluated the quality and credibility of the contents hosted in the hypertextual network. The excellence and veracity of what is exposed on the page are assumed thanks to the credentials of the author, the publication, and the recommendation or estimation made by the teaching staff.

The cases under study did not make the most of the dynamic possibilities of hypertextual reading because they did not have timely access to the intertexts embedded in the chosen units of information. This does not favor, in general, the construction of a global meaning of the textual complex of online documents (the Victorian web page) since it is not possible to perceive its real magnitude nor its dense web of connections. The very physicality of the hypertextual network without satisfactory navigation prevents, as Landow (2009) points out, estimating the real dimension and the way in which the fragments are linked. It should be noted that the potential of digital hypertext is determined by the degree of activation of cognitive processes by the reader. In this sense, as the hyperlinks visited are judged insufficient, the following may be compromised: a) the act of engaging in a meaningful understanding of the Victorian web page; b) the decision-making about which available sources are the most adequate, relevant, and credible for the achievement of the task; c) the heteroglossic perspective necessary to approach a critical analysis in a dynamic text. This precarious coherence surrounding the web may be due, more than to a lack of commitment to reading (interest, motivation, effort, etc.), to the habit of encyclopedic research fostered in classroom practices.

It is worth remembering that the reader of hypertext is a coherence builder (Colle, 2001) because the hypertext is, by nature, an incomplete textuality (without a formal closure) and in constant expansion. The receiver decides whether what is read makes sense, determines its communicative situation, and connects it with other sources of information. From this perspective, the reading journey (thematic reading) of each work group in our study acquires coherence in the actual reading context. The link between two selected lexias functions, according to Landow (2009, p. 259), as a new form of textual allusion and recontextualization, an aspect that confers perceived coherence. The G11 integrated case (Figure 12), after reading a node about the unfavorable unequal treatment of women because of the male chauvinist prejudices active in the Victorian era, searches for and accesses another document that deals with the current situation of education from a gender perspective. The hyperlink to this new lexia is based on a perceived analogy,

becoming an allusion to the text, and re-signifying the content by framing it in a new context (the passage from the overt oppression of the female gender in the 19th century to educational policies in the 21st century).

The discussion concerning the analysis of the scriptural mechanisms involved in the elaboration of group argumentative comments (Table 1) begins by dealing with the first step carried out by the members of the different groups as free readers: the visit to other unplanned intertexts. The students do not delve deeply into the consultation of the hyperlinks suggested in the chosen lexias, since they are accustomed, as commented earlier, to encyclopedic consultations. Information searches performed on their own initiative are usually simple, not branched or chained. Instead of gathering sufficient, relevant, and credible information to construct explanations based on evidence, arguments, and counterarguments from their critical analysis, student academic habits – proper of the hidden curriculum- resort to the atomized *Google* search engine to find analogies of mention (lexical), but not of meaning (they link capriciously). Because of this banality or shallow reading in intertextual consultation through word-topics, the coherence of the links may not be consistent with an outside reader. In the academic essay on the G4 integrated case (Figure 5), the main theme developed from the visit to *The Victorian Web* is sublimity as an aesthetic category associated with poetry. They do a tour on the historical evolution of the concept with the contribution of diverse intertexts of aesthetic philosophy. The members of the work team, in their search, grant perceived coherence when they link this lexia to an academic article on the literature of the Republican exile of 1939 and its marginalization in the hegemonic cultural system during Franco's dictatorship. The students' essay ended with a discussion of the appropriateness of using poetry in class to avoid ideologically influencing them.

It is true that this route is both legitimate and pertinent in an associative hypertextual reading. Nevertheless, the random access of the mentioned study is due to searches that have not consisted of a focused review, or a systematic comparative mapping carried out in different specialized databases, not to consulting hyperlinks embedded in the information units integrated in the hypertext.

As Landow (2009) argues, hypertext is a fundamentally intertextual phenomenon in its double meaning: as a textual characteristic and because of the reception process. The network of potentially linked texts is updated at each act of reading. The receiver, in selecting his or her itinerary, perceives and establishes the connections between one lexia and another lexia, endowing them with meaning. In this respect, the hypertextual constellations of the work of the different groups allow us to observe how learners construct knowledge from the cognitive associations they make between web documents. This knowledge becomes more complex, since the process of written composition allows not only linking and integrating explicit information in the hypertext, but also contributing to the reflection of any other associative echo that the reader finds or suggests. When using, quoting, referencing, or appropriating other people's statements in their academic products, students do not present an adequate critical distance with respect to the sources consulted. There is an abusive use of the principle of authority to present their proposals.

In the specific case of G3, the discursive construction of their work was based on five intertextual references drawn from within and outside the Victorian web: 1) a literary review hosted on the Victorian website, "Devlin (2010)," which has been used to locate the figure of the writer in a historical context; 2) "Andricaín y Rodríguez (2016)," to argue the relevance of poetry in school; 3) "Wojteczak (2000)," to relate the literary production

of the chosen author to the claims of the feminist movement in the Victorian era; 4) the blog entry “Berengheli, S. (n.d.),” to extract a poem by the selected writer and 5) a reference to the Constitution to address education from a gender perspective. There is no authentic critical exercise of examining and contrasting different points of view, approaches, theories... exposed in the lexias to finally present the consensual voice of the group from an original and innovative creative approach. In the same sense are the approaches of Romero & Álvarez (2020) in their study of the use of textual strategies in the writing of the final undergraduate work, who argue that the citation is more a way to comply with a teaching requirement and to show their ability to provide sources of information for the task, than a critical and creative process of dialoguing with other voices.

In the development of their creative product, they generate fixed (non-dynamic) texts, characterized by their linearity, the absence of navigation links, and the nonexistence of multi-semiotic artifacts. In short, they present cognitive works typical of an analogical format, not taking advantage of the interactive possibilities offered by the electronic environment (blogs, forums, etc.). In these works, the expository development has a linear flow scaffolded by intertextual references (citations and explicit and implicit allusions to scientific studies), as they learn in their academic literacy process through the curriculum. These essays show the epistemological conception of the disciplinary inherited tradition in two key respects:

- a) They handle textual information as a closed corpus with logocentric habits that do not include links to contents elaborated from the combination of two or more different semiotic systems (written text, image, audio...).
- b) They do not consider that the processes of generation and dissemination of knowledge in the digital era are configured by collectivity, interactivity, hypertextuality, and connectivity (Martín Barbero, 2006; Dussel, 2011); a training deficit that should be overcome with a curricular reform that gives epistemic relevance to hypertext in its contextualized discursive practices.

Nonetheless, its analogical format can adhere as a node to the galaxy of signifiers of *The Victorian Web* and thus become hypertextual matter that enriches the digital space, which would favor, in Derridean terms, the decentering of authorial logocentrism in a network of semantic allusions or a palimpsest whose framework is formed by the presence and interconnection of the texts inscribed in the culture. In this study, students are the ones who acquire all the prominence when interacting with this complex network of textual relations, but if they had done so in hypertextual structures of collective writing such as wikis, their decentering and social interaction would have been more flexible because they are hypertexts in a continuous process of construction by the members of virtual communities.

Proposition 3

The educational study of the incidence of the hypertextual and argumentative qualities of the critical comments indicated in the corresponding specifications matrix (Table 2) counts on the systemic provision of results in an analytical matrix (Table 3), which, although it allows comparing the incidences between the integrated cases regarding the

hypertext curatorial comments and the recurring comments on the blog “Victorian Poetry-Education,” also requires delving into the causes of such effects through the expert interpretation of someone who, as a researcher and teacher, is responsible for the participatory observation of his/her teaching/learning process and for the formative evaluation of such productions elaborated by student *wreaders*.

Landow reasons in an eidetic way (1997, p. 54) that the work of *wreaders* democratizes literary practices by deconstructing the authoritarian foundations of the canon from the moment the hypertext allows a person the critical faculty of reading by choosing his or her own itinerary among multiple links and writing about what he or she reads with mediating or transmodalizing expectations of unpredictable intertextual crossings, being scientifically aware of the very act of criticizing, that is, knowing that he or she cannot dominate the text in its hypertextual dynamics but can generate plausible hypotheses of interpretation. Thus, connecting with the reflection on the map of hypertextual and argumentative incidences, we discuss here what kind of correspondence the *wreader's* work finds in the hypertextual curatorial and retelling comments on the cases included in this study and what their causes are.

Regarding the criterion of “satisfactory lexias,” we consider that, having practiced intertextual readings in order to elaborate curated commentaries, in all cases there has been an empowerment of the reader as critical interpreter and commentator (L2), although with very unequal cognitive satisfaction, as we will see below. Indeed, from the eleven integrated cases, ten resort to intertextual links that cause multi-voicedness on the topic, but, with respect to *The Victorian Web*, only three cases (G5, G6 and G7) resort to four links (maximum satisfactory), while four cases (G1, G2, G3 and G9) resort to two links (minimum satisfactory) and four other cases (G4, G8, G10 and G11) only resort to one link (unsatisfactory lexias), three of which are compensated with numerous external intertextual links and one (G10) is invalidated by nullifying the multi-voicedness, since its external references are not hypertextual but from texts written by the same author of the only hypertext chosen. Case G10 lacks clarity due to its tautological information and confusing conceptualization and lacks the heuristic attitude of shock in the face of connotative meanings (L3). Case G7 is neither clear nor passionate about discovery, as its collection of overlapping data lacks logical development and interpretative depth (L2). Two types of hypertextual links can be distinguished from the whole: the *complementary* ones, which come from *The Victorian Web* and maintain predominantly an organic and ordered relation of belonging that completes or perfects the chosen hypertext; and the *supplementary* ones, which come from any web page by unforeseen and disordered selection and are added as an accessory and atopic addition or prolongation of the hypertext to the point of joining even the antithetical because they are, according to Barthes (1980, p. 22), “a heterogeneous substance (without coherence)” and without conflicting concurrence. This is because, when viewed on a large scale in the critical commentary as a conceptual *medium*, the intertextual dynamic functions as the *irony* of the work, that is, “the exposition of its relations with all other works” (Benjamin, 1988, p. 117). This confirms Landow’s argument about the power of hypertext to favor the critical spirit in dynamic readings where one chooses a personal itinerary among multiple links to write with mediating or transmodalizing expectations of unpredictable intertextual crossings.

Nevertheless, given that the analysis of the qualities of hypertextuality is carried out within hypertext commentaries, it is worth remembering the fundamental relevance of interpretation in the conceptual mediation of the commentary, which requires, by metatextual definition, dialogue between the *intentio operis* and the *intentio lectoris* (Eco, 1992).

Therefore, the *wreader's* linking of hypertexts to intertexts with perceived coherence between them is an essential condition in the education of hypertextuality through commentary. Without this dialogic relationship, there would be no commentary, but rather a dissertation by the author, who would objectify the hypertext as a pretext to expound his/her own ideas on any topic. While the dissertation produces monological discourses, the commentary produces dialogical discourses, and by such a dialogue or analogy of voices perceived by the commentator, it is possible for the scientific awareness of the critical act claimed by Landow to be generated as a plausible hypothesis, according to Peirce's semiotic theory of abduction. In fact, as Plantin (2016, pp. 155-156) indicates, argument by analogy comes from analogical perception or inference with illogical inferences that differ from arguments perceived by induction and deduction and that allow acquiring new knowledge from admitted truths. Consequently, in the analytical matrix of this proposal regarding educational hypertext, "coherence by analogy" is considered a key criterion. According to its descriptors, the results of the analysis of the curatorial comments reveal that all cases except G10 have initiated cognitive processes of perceived analogy in their rhetoric (C1), as well as allusion and informative contextualization and/or allusion and poetic recontextualization (C2), according to the hypertexts conceived. The G10 case is a communicative predicament because, in addition to lacking convergent multi-voicedness in its intertextual rhetoric, it is also not coherent because it does not propose analogies between the hypertext and the chosen intertexts, and this nullity is because it does not really comment on the hypertexts, but is instead a confusing dissertation essay, since it neither summarizes nor hypothesizes about the chosen hypertext. The rest of the cases are varied: the G5 intertexts, rather than analogies, offer digressions on the specific topic of the selected hypertext, perhaps due to poor informational competence in the search for supplements on the Internet. Several cases work analogy by comparison (G1, of antithetical positions and choice of educational similarities with the preferred one; G2, of confluent perspectives in ancient and modern parallel genres; G3, of affiliations to a topic and its survival). Others work on analogy in synecdoche, where associative coherence is strengthened by the cohesion between the whole and the parts and results in analytical comments (G6 and G11). There are those that work the exemplum not from the text but from the context (G7, G8, and G9), and this displacement of focus mixes the commentary with the encyclopedic dissertation contributions typical of the essay. A clear case of a thematic essay with doctrinal basis and exegetical analysis is G4, where the commentary is replaced by a deep dissertation that resorts to multi-voicedness from an excellent use of coherence, not as analogy but as consequent logic caused by authority quotations. In general, in order to establish analogous connections, these cases have relied heavily on thematic searches on the Internet and very little on the interpreters' reading of the intertext. It is also noticed in many cases that the analogy connection in the lexias visited is shallow, since they only pay attention to the semantics of the literal meaning (perhaps due to the Internet searches for key keywords) and do not inquire into the systemic meaning of the chosen hypertext, which should be a primary interpretative action in the construction of a coherent reading itinerary by a commentator.

The analysis of the argumentative sequence of this multiple case study with respect to the curatorial commentary reveals that, although in all cases there is a coherent conclusion with those previously expressed (S3), in all cases except G10 there is an argumentative development of the initial proposal (S2). However, there are important defects and gaps in the formulation of the hypothesis in the same cases where the commentary has been reconverted into an essay dissertation (G4, G5, G7, G8, and G10). For example, in case 4, instead of starting with a summary or allusion to the chosen text

–typical commentary structure (Caro & González, 2018)–, first presents a thesis as a topic agreed upon by the group from their previous ideas on the topic of the chosen hypertext (sublimity and beauty and their educational value from poetry) -typical essay structure (Mateo et al., 2020); and then exposes encyclopedic bases that discern both aesthetic concepts, providing numerous intertexts as quotations from authorities, from which they extract common semantic features as partial conclusions of a normative nature. Next, they review the chosen hypertext as a diachronic and polyphonic study of these concepts in relation to poetry and make a summary collection of several of its intertexts with an excellent level of depth and synthesis, especially with respect to the concept of the sublime, from which they correctly extract the author’s thesis (the sublime as a concept in constant transformation). Then, instead of critically dialoguing with the author’s thesis from the personal perspective of the commentator, providing his own intertexts and supplements that can serve for reflective deliberation, he goes directly to applying the idea of the sublime in the educational world with the use of poetry to develop children’s imagination. Thanks to the conversion of the doctrinal essay into an applied essay, his discourse is adorned with intertexts (supplements and reader intertext) logically confronted and justified with their historical affiliations from the learned discernment of the contents of the elected hypertext. The conclusions reaffirm the authorial thesis of the hypertext (the link between the sublime and the artistic, and the benefit of poetry for its didactics). Nevertheless, by associating the interdisciplinarity analyzed with the education, they have practiced an original trans-modalization by means of a manipulative abduction hypothesis on the education of imagination and sensibility for poetry from the significant suggestion of the sublime and the genuineness of its primitive emotion. If this hypothesis had emerged after the summary of Landow’s hypertext, a promising critical commentary would have unfolded in its epistemic aspect, but, lacking a hypothesis in that strategic place of the discourse where the ideas of the author, the text, and the commentator intersect, the inventive idea has been limited to being a prospective note of a canonical conclusion, a logical consequence of the analysis carried out.

A case contrary to this is G1 because, although the hyperlinks visited were limited, they have been able to propose an abductive hypothesis by deciding on two strategies: one consisted of making an intertextual-based commentary comparing two hypertexts on two poets of the lexia “The difficulties of Victorian poetry,” Hopkins and Swinburne, respective examples of the canon (religious poetry) and of divergence marginalized as evil; the other was to raise opportune questions to reflect on such a demonizing problem, whereby postulating that to be different is not to be worse, but to be authentic. The intertextual commentary provides supporting arguments in this regard with authoritative quotations and with a final aphorism by Michel Foucault that indicates the cause of such a hypothesis (truth and lie as strategies of enclosing norms) in accordance with the current educational inclusivity that sees kindness in the declassed poet. Thus, the commentary concludes with a deconstructive and open argument. It is true that, by quoting only written works (without multimodality) by using hyperlinks to provide authoritative arguments, and by mediating such a hypothesis as a dialectical opinion, their possible scientific effects are spoiled, and the commentary is subjected to a logocentric criterion of admission/rejection. But this is countered by their focal and critical insight as commentators comparing intertexts from *The Victorian Web* around the same center of interest. The epistemic goodness of such works from *The Victorian Web* has led to reading in counterpoint to devise Synectic solutions (in this case, the culturally stigmatized is not bad but interesting to educate in diversity) to seemingly irreconcilable problems, thanks

to the transposition of a literary cultural knowledge to a different interdisciplinary context –the educational one.

It is important to relate the results of the prototypical sequence of argumentation and commentary with those of the interpretative and transductive argumentative strategies in order to elucidate the real state of the studied question and its complex educational reasons. It is evident that, for the most part, the cases follow the prototypical process obediently, but without adequate depth and discernment because they do not know how to analyze arguments and, consequently, because they do not cognitively master their verbal construction. The cases where interpretative strategies (E1) of text arguments and intertexts have been activated (G1, G3, G4, G5, G6, G9, and G11) have shown timid and uneven performances in the consideration of their enunciative and contextual framework. As for transductive strategies (E2), they have been encouraged in cases G1, G4, G6, G8, and G9 because they are co-responsible with the didactic instruction of transposing the value of hypertext to educational science and, thanks to the interdisciplinarity of the task, they have imagined “manipulative abductions” (Magnani, 2006) generating original knowledge in the comments. The results indicate that, in general, the competence of the integrated cases is low in the selection, interpretation, and transduction of multimodal hypertexts, in the invention and imagination of innovative arguments (S1), and in the intertextual recurrence to develop a coherent argumentation from the commentator’s dialogue with the work. In quite a few cases, students have made up for this competence deficit with contextual scholarly notes (G4, G5, G7, G8, and G10) in a framework more typical of the essay than of the commentary. This option is consistent with the absence, at the beginning of the commentary, of summaries of the hypertext content in many cases (G2, G5, G6, G7, G8, and G10) and, in its argumentative development, with the almost total absence of counter-argumentation (G1, G2, G4, G5, G6, G7, G8, G9, G10, and G11) which shows that their punctual training in this regard through the previous organizer on argumentation, once the practices lack strong behaviorism, is insufficient to solve the lack of multidisciplinary academic habits in prefiguration of other people’s arguments and in metacognition and self-criticism of their own. Therefore, we have previously noted that many have resorted to intertextual searches that only encouraged dissertation with meta-arguments (premises, assumptions) supported by authoritative arguments. This leads to two other incidences: one is that the profusion of intertextual references is not directly related to argumentative effectiveness (see, for example, case G6); the other is that all the conclusions are coherent with the topic, but many of them are not the result of critical argumentation but rather a synthetic collection of accumulated data or final additions (see, for example, case G5).

The incidence of hypertextual and argumentative qualities in digital re-curation comments (individual comments on group curation comments) in the blog “Victorian Poetry-Education” offers more marked deficits, since re-curation comments are a very recurrent informal activity on the Web and the young participants in this research, with digital discursive habits, have not yet had the opportunity to regulate their productions metacognitively, with previous organizers and academic inter-comprehension (as it has happened in the curatorial comments made in teams). Thus, only two cases (G6 and G7) have received curatorial comments with minimal intertext (L1), critical will (L2), and informative clarity (L3). The rest only comment on what they read, without providing contrasting information. They tend to issue evaluative opinions without argumentation, so their comments lack critical sense. Many are panegyrics that are coherent with the curatorship they praise for paraphrasing its contents (C1), but informative precision or poetic recontextualization (C2) is exercised by few (G6 and G7). Except for case 11, none follow

the prototypical sequence of argumentation (S1, S2, and S3) in their blog re-curatorial comments, which resemble the comments swarming on social networks (no ordered formulation of hypotheses, supporting arguments, or conclusions). There is no interpretative analysis of the arguments of the curated comment (E1), except for the re-curations of cases G6 and G7. Transductive strategies only appear in re-curations of cases G4, G6, and G7. These exceptions indicate that, with the training received, students could perform better re-curations, but that most do not do so because their Web commenting habits are usually limited to a dialectical opinion of taste. In contrast, exceptional cases (G1 and G6) can procure re-curations characteristic of “beta” commentators (García-Roca, 2019): thanks to their efficient learning in the task of curated commentary, in re-curations they have been able to advise their peers on semantic ambiguities and redundancies, intertextual shortcomings, argumentative deficits, as well as referential and stylistic errors.

In short, the commentary practiced on the Web without mediating didactic strategies follows a non-epistemic paradigm but a logocentric paradigm of knowledge reproduction and polarization of criteria. This problem justifies, in digital environments, the challenge of cultivating the didactics of multimodal argumentation with epistemic quality.

The discussion of the third proposition also aims to find out, from the critical examination of such incidences and literate tasks in hypertextual dynamics, whether the hypertextual education is monotonic causation of the argumentative education of critical commentary. According to Gerring (2014, p. 242), “Monotonic causation occurs when an increase (or decrease) in the value of X causes an increase (or decrease) or no change in Y.” The review of the cases integrated in the study highlights the strategic coalescence of two fundamental educational actions:

- X: the dynamic reading between hypertexts that is destined to the writing of critical commentaries requires the action of the *wreader* in two correlative facets: the one who reads, choosing his/her own itinerary, whose coherent sense comes from analogies that he/she establishes between hypertexts (complements and supplements), and the one who writes inter-textualizing such readings to generate mediating knowledge towards plausible criticism and creative transmodalizing.
- Y: the reading of arguments for critical commentary writing requires the activation of abductive reasoning in two correlative facets: the one that analyzes like a detective the clues of the text and its intertexts to interpret the unknown or solve its problem by coherent analogies and contrasted deliberations and evaluated in its scope, and the one that argues thanks to the dialogue of the commentator with his/her reading finding in the work or works to generate mediating knowledge from the Synectic formulation of plausible and provisionally conclusive hypotheses thanks to premises and timely support.

The analysis of the cases included in this study has shown that the increasing or decreasing number of hyperlinks visited does not proportionally increase or decrease the quality of the hypertextual argumentative comments. On the contrary, this correlation does occur when the *wreader* constructs an original meaning by analogical coherence between hypertexts, since this epistemic faculty is the one that generates abductive reasoning as causal arguments that allow to strategically organize argumentative comments in a critical sense.

Therefore, this monotonic causality should illuminate the didactics of the argumentative competence of critical commentary in hypertextual dynamics. Ignoring it would lead to the supplanting of dialogic commentary by a logocentric essay (as happened

in several cases of the curatorial commentaries analyzed) or to the disappearance of its critical originality in paraphrases and tautologies of models (as happened in a large part of the re-curatorial commentaries).

5. Conclusions

The first of the conclusions of this study reveals two educational keys consistent with the discussion of the results of proposition 1, which correlated to **objective 1** of this research.

One of them is that the didactic process aimed at the discursive commentary curators of hypermedia texts of the Victorian web and their digital re-curation has promoted epistemic learning of dynamic reading and intertextual writing because it has activated the competences that the OCDE points out as being characteristic of creativity and critical spirit (searching, imagining, doing, and reflecting), thanks to its innovative sequential and procedural strategies for playing dialogically among hypertexts to invent hypotheses that intertwine recommendation and metacognition in arguments articulated by the shared construction of knowledge.

The other is that, in hypertextual dynamics, the interpretation and argumentation involved in the action of commenting are no longer an echo of a monological text subjected to the authorial will and are open to the differential proliferation of meanings due to two effects revealed in this formative experience: one of them shows that the curatorial commentary of the chosen hypertext is followed by commentaries that re-curate such commentary in a sort of infinite curatorship, a *mise en abyme* of texts on texts as a metatextual work occurring in the unpredictable and free multi-vocality of the commentators added to the Web, which gives reason to the thesis that “discourse speaks according to the interests of the reader” (Barthes, 1980, p. 127). The other is conducive to the fact that, thanks to the creativity and critical spirit activated in this didactic process, the commentary can generate innovative knowledge and the commentator can also legitimize his/her “creative criticism” (Hartman, 1992, p. 74), because it not only serves as the critic who reflects on the work of art to issue a dependent and complementary review of what is commented, but also has the power to grow epistemically as the inventor of hypotheses with abductive arguments that drive his commentary attentive to the hypertextual energies that question the unique interpretation of the work and opens space for the investigation of its resonances, hiatuses, ambiguities, and crossings with alterity.

The study concerning **objective 2** of this research concludes that the graphic representation of the hypertextual constellations extracted from the academic works carried out by the students allows us to identify, on the one hand, the intertextual reading itineraries traced for the search of information in the Victorian webpage, and, on the other hand, the cognitive processes activated during the collaborative writing of argumentative texts. Both dimensions characterize the role of students in their interaction with dynamic texts. In this sense, the results show that exposure to hypertext favors a greater level of students involvement both in the active construction of meaning and in the expansion and complexity of the hypertextual network. Their selection of associative links as they navigate concretizes the text, which, by definition, is open, expandable, and incomplete. Consequently, the identification and integration of intertexts represent a considerable source of disciplinary learning. This finding is in line with the conclusions presented by Britt & Rouet (2012) and Goldman et al. (2010) in relation to the comprehension of multiple documents for the resolution of academic tasks. Reading intertextual materials

related to the discipline of study helps in the construction of dense conceptual networks, necessary for the development of general and specific competencies. This is especially so when the assigned task combines hypertextual reception activities with semantic network building activities (Jonassen, 2017). In our study, instead of using software that helped students establish semantic interconnections, we opted for an argumentative commentary that included a metacognitive reflection on the intertextual route taken by the group.

Another of the findings of the study focused on this objective has reinforced the idea that hypertext, by requiring the receiver to constantly produce associations between units of information, promotes the development of students' relational thinking. The varied and multiple interconnections around the disciplinary knowledge inferred by the work groups allow them to gather the necessary information to review and compare data, opinions, and alternative theories, as well as to support and argue their position in relation to the topic or problem posed. This is a relevant and necessary task in hypertextual structures as complex and ever-expanding as the Victorian web page (where numerous sources of information from a wide range of authors converge).

Furthermore, the research has deepened into specific aspects of the interactivity of dynamic texts. Readers, faced with the appellative structure of hypertext, can generate multiple reading paths, exercising control over the hyperlinked material. Each path is achieved through the implementation of selective criteria before the diversity of available hyperlinks; among them are reading commitment, interest, the need to obtain information, curiosity, and the task requested. In relation to the latter, the study concludes that the reader-writer's journey through hypertext is conditioned by the establishment of specific reading goals in educational contexts. The participants in this particular study, faced with the elaboration of an assigned learning task, focused their attention only on certain nodes offered by the hypertext without establishing densely branched searches. Given the possibility of expanding the information in an almost unlimited manner, they choose to browse one or two nodes of the Victorian web page to anchor the topic and then also visit some other external electronic document to be cited as a requirement of the discursive genre on which their writing is based. This result is in line with research findings (Jonassen, 2017; Salinas, 1994) that have explored the low interest shown by students in exploration as well as their preferences to be guided along the different phases of the process. Compliance with poor navigation and few interconnections compromises, to some extent, the commonly recognized quality of a digital hypertext: polyphony. In cases of unsatisfactory interconnections, the diversity of voices registered in the nodes that structure the hypertextual network is ostensibly diminished, also reducing the diversity of perspectives and sources necessary to understand, evaluate, and integrate the information received.

Likewise, the study detected that the students displayed certain training deficiencies in order to successfully face the dynamic reading of hypertextual texts. On the one hand, they do not have an optimal level of development in their ability to evaluate the credibility and veracity of the information presented in electronic environments. The data obtained shows that students do not question the quality and relevance of the Victorian Web (they assume it as a prestigious academic space), nor do they question the unexpected documents found through generic search engines. On the other hand, the learners are hardly provided with cognitive structures (cognitive hypertexts) linked to their disciplinary field that favor the integration and evaluation of heterogeneous information located in different sources. This conclusion coincides with the findings presented by Bråten, Strømsø & Salmerón (2011), Perfetti, Rouet & Britt (1999), Vega, Bañales &

Reyna (2013) and Jonassen (2017), where they refer to the students' lack of strategies for hypertextual processing (browsing and integrating information).

The epistemological convictions of the participating students about scientific knowledge make it difficult for their academic work to be projected into multimodal hypertext structures. These assumptions clash with current theoretical positions that defend the correlation between the organization of information in hypertext and the associative networks of human memory (Jonassen, 2017). Assuming, then, that knowledge is arranged in hyperconnected semantic networks, dynamic digital texts, characterized by a complex reticular fabric that encourages reader interaction, must occupy a preferential place in the academic literacy processes through the curriculum. This specific training in hypertext must be transversal to all discursive practices and genres within each scientific community. In constantly expanding electronic information networks, learning to organize creative academic proposals (essays, class assignments, reports, etc.), guarantees a better appropriation of specialized knowledge and of the cultural dynamics that define the discipline of study (Landow, 2009).

As a continuation of this exploratory line of research, it would be relevant to design and implement qualitative and quantitative studies that address academic literacy based on hypertextual structures. This would provide more consistency to the findings of this research and allow a more holistic understanding of the cultural and social dynamics of discursive communities in the field of education.

The discussion on the third proposition has been resolved in two correlative conclusions that correspond to **objectives 3 and 4** of this research. The first deconstructs the deep educational problem caused by the logocentric habits of the students participating in the epistemic production of critical comments in hypertextual dynamics, and the second builds a didactic way to provide a solution to it as an efficient *cause*.

The reflexive deconstruction of the hypertextual and argumentative incidences studied in the multiple cases of hypertextual reading and writing of critical comments reveals a complex framework where the logocentric cognition rooted in the formal and informal habits of the students constitutes the fundamental educational problem that hinders their epistemic formation. All the cases have chosen, by didactic indication, relevant fragments of the hypertexts that they have chosen for their goodness and educational value, indicating in *Word* comments their inspirational motivations. Thus, they have provided their commentary with supporting arguments and phenomenal proofs of the text, but these have not been very deep in many cases due to the lack of a global strategy regarding the meaning of the text and the new meaning that the commentator could give it from an original abduction. The problem appears when, instead of scrutinizing the texts and asking about their reasons and alternatives, they only read by complying with what is given and establishing topical analogies through encyclopedic Internet searches. Passivity is not only in the linked hypertextuality, even if this is rare due to the habits of atomized searches in printed texts and on the Internet, but, above all, it is in the intertextual reading cognition that is much more constative than heuristic. The transition from a reproductive education of knowledge to a critical, speculative, and productive education of knowledge is still pending. It is necessary to epistemically innovate the reading paradigm in its cognitive cause and process, since the technological imperative of hypertext in the 21st century has not abandoned the logocentric habits that ruin critical comments as doctrinal dissertations and dialogic interactions as dialectics of praise or rejection that, in multiplied recurrences, supplant deliberation on what is plausible by the repeated amplification of opinions assumed as true topics. The didactics of critical

commentary in hypertextual dynamics is key to facing nowadays this logocentric problem traditionally lodged in the genre of commentary by subjecting it as a gloss obedient to the dictates of the author. It is convenient to begin the reading of the commentary with the free choice of hypertexts that awaken in the interpreter a challenge of knowledge aimed at solving unknowns or solving problems, and by pointing out its relevant fragments that do not hide questions about causes and alternatives. The intertextual or hyperlinked reading should prioritize the activation of the reader's intertext when strengthening the coherence of its route by asking what analogy it finds between the hypertexts and not supplanting it with lexical searches for examples on the Web. It is advisable to begin the writing of the commentary with a summary of the content and meaning of the hypertext to avoid its incomprehension and reification as a thematic pretext for a monologic dissertation, as has happened in several cases of curatorial commentaries lacking previous summaries. The best summary is the one that displays a structural knowledge of the argumentation of the commented hypertext. However, curatorial commentaries that provide summaries barely refer to such arguments. Teaching how to analyze the argumentation of hypertext is indispensable to being able to search for intertexts that are valuable for their analogical coherence and to provide in-depth and timely critical commentary.

The second conclusion proposes that the cause of the dialogic invention of hypotheses that is characteristic of the argumentative commentary of hypertexts as critical mediation is to be found in the production of epistemic meaning by the wreader, given his/her intelligence as a reader and writer of coherent intertexts by analogy that embraces even the unforeseen supplements. Thus, it is advisable to increase the number of queries on *The Victorian Web* hyperlinks in order to broaden the cognitive spectrum of correlations and, thus, to be able to choose suitable intertexts for commentary by critically assessing multi-voicedness. However, it is important to underline that the critical quality of the argumentative commentary is not in its quantity (the number of pages visited and their conceptual extracts) but in its coherence of analogy, which confers strategic relevance to the formulation of hypotheses with abductive reasoning and plausibility through congruence to its argumentative development in premises, supports, and conclusions with inductive and deductive reasoning. This demonstrates that education in hypertextual dynamics must necessarily be combined with cognitive education that recovers the "ingenuity of the approach" (Landow, 2009, p. 354), that is, the invention of hypotheses that epistemically guide hypertextual navigation.

Mendoza's recommendations (2012, p. 20) on the literacy training of hypertexts, cited above, are useful to reflect on the educational benefit of the researched achievements:

- a) *Management of cognitive activities*. Relevant strategies elucidated during the research are listed below: 1) Coherence by analogy is the reading-writing basis of this management. 2) The implication of the reading intertext is key to meaningful cognition. 3) The realization of argumentative intertextual comments favors reasoned perspectivism, either by taking sides or by merging antithetical elements into an idea that finds analogy between them. 4) The connection between Victorian poetry and current education, as oriented by the missions of the assignment, can favor the abductive conjunction of original hypotheses. Interdisciplinary synergy with transmodalizing projection is especially recommended to boost creation by manipulative abduction. 5) The approach of argumentative commentary as curatorship for the development of students' critical spirit is also satisfactorily valued

because curatorship requires devising hypotheses that solve problems or issues of concern with alternatives centered on the resolving cause.

b) *Metacognitive control of activities*. The design of an activity evaluation plan from the communicative approach will address the contextual opportunity (when), the process (how), the cause (why), and the educational objective (what for). The fluxogram of this research shows the fulfillment of these requirements. One of its innovative features is the musement, defined by Peirce as “pure play” (CP 6458, 1908) and materialized as the students’ previous walk through the map of *The Victorian Web*, in which they consulted, associated, chose, and discarded readings. From this process, they were only asked to note in their portfolios the reason for their choice, expressed spontaneously as an explanatory conjecture of each teamwork, “useful for science” (CP 1.235, 1902). Moreover, it is noted that student self-evaluation reports in the portfolio serve little to educate in the exercise of counter-argumentation and reservations because they tend more to describe the fulfillment of instructions than to reflect on alternatives and shortcomings of their own ideas. This behaviorism lodged in the metacognitive reflection of the portfolio seems to be another widespread problem in university education (Tur & Urbina, 2016).

c) *Creation of semiotic and semantic networks*. The creation of hypertextual constellations in this research has contributed to visualizing the connections created by dynamic reading and its correlative contents. Promoting their elaboration by the students themselves would produce reinforced learning of intertextuality with multimodal expansion (Rovira-Collado et al., 2021). For example, Landow (2009, pp. 209-210) recommends using Google’s TouchGraph.com program to map *The Victorian Web* site in the lexias visited and linked in a predictable (the complementary ones indicated as hyperlinks) and unpredictable (the supplementary ones provided by each reader) way, although he regrets that this resource does not allow for assessing more idiosyncratic approaches to their information. In this study, we solved this problem by correlating the previous constellations and making personal critical comments.

d) *Regulate the interaction with the text*. The study of integrated cases has shown that a good summary of the selected hypertext paves the way to coherent and strategic hypotheses; then, it is recommended to start the commentary with the semantic summary, paying attention to the topics, the actions, and, above all, the arguments expressed in the hypertext. A good initiative could be to train in the interactions of its logical structure through digital programs that create argumentative trees (Doury, 2018). Without a doubt, the regulation in this, and in the rest of the discursive moments invested in the act of commenting comes from “advancing and rereading, discovering and relating, recreating and valuing the qualities of the new hypertext” (Mendoza, 2012, p. 20). This curatorship is infinite because the hypertext is open in the commentary on the curatorship *en abyme* and in the interpretation of intertextuality, which “has no other law than the infinity of its relations” (Barthes, 1980, p. 177). Thus, reading and writing are cognitive actions with hypotheses in perspective.

Corresponding to Landow (1997, p. 31) is the theoretical lucidity of associating hypertextuality with the reading capacity of adding links and comments, because the

commentary, as well as the link, is the medium that strengthens the critical power of the *wreader*. *The Victorian Web* is an ideal scenario for its formative training because it facilitates each reader's building their own reading itineraries by relating one lexia to another according to the coherence of their particular approach, so that in their reading there is no beginning and no end, no single voice, but a constellation of many voices open to the unpredictable. Such a website also facilitates an education prone to the Synectic of ideas and interdisciplinary convergence that disables the traditional monological and separatist dictation of knowledge. Thus, the teaching of canonical knowledge by the teacher does not prevail, but the learning of epistemic knowledge by the learner does. We have elucidated in this research that the indispensable strategy to achieve this in digital environments is the educational approach of the *wreader*, capable of reading analogical connections between disparate texts to generate hypotheses (causal knowledge about a case) susceptible to argumentative support. The commentator, being a mediator who reads in order to write with this critical power, abandons the habits of the glossator and the coryphaeus to play an investigative role when he/she interprets like a detective and transduces like a poet.

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