

From Economic Base to Value Shaping: The Generative Logic and Practical Path of Red Finance Digital Narrative

Yuxin Li¹, Yingmei Li², Feng Zhong^{3,*}

¹ School of Finance and Investment, Guangdong University of Finance, Guangzhou, China

² Qingyuan Campus, Guangdong University of Finance, Guangzhou, China

³ School of Credit Management, Guangdong University of Finance, Guangzhou, China

ABSTRACT

Against the backdrop of advancing the cultural digitization strategy and the construction of "Comprehensive Ideological and Political Education," Red Finance resources, as historical witnesses to the transformation of the economic base during the revolutionary wars led by the Communist Party of China (CPC), possess unique educational value. However, traditional historical material displays and linear narratives struggle to effectively transcend spatio-temporal barriers, leading to a transformation rupture between "economic facts" and "value beliefs." Grounded in Historical Materialism, this paper proposes that Red Finance digital narrative is not merely a technological application but an innovative practice of value transmission from the economic base to the superstructure. This article deeply analyzes the generative logic of Red Finance digital narratives, demonstrating how they reconstruct a historical "sense of presence" through multimodal symbols, activating college students' embodied cognition and emotional resonance. Furthermore, it reveals the cultivation mechanism of Family-Country Sentiment, progressing from "cognitive deconstruction" to "emotional identification" and finally to "belief establishment." Addressing current dilemmas such as the fragmentation of historical materials and the instrumentalization of technology, the paper proposes practical paths: constructing panoramic knowledge graphs, creating immersive interactive fields, and establishing intersubjective empathy mechanisms. These aim to provide a new paradigm for digital education in universities based on Historical Materialism.

KEYWORDS

Red Finance; Digital Narrative; Economic Base; Family-Country Sentiment; Value Shaping; Historical Materialism

1. INTRODUCTION

History is the best textbook and the best sobering agent. Red resources, the spiritual imprints left by the Chinese people under the leadership of the CPC during revolution, construction, and reform, serve as vivid teaching materials for ideological and political education in universities. Among the myriad red resources, Red Finance historical materials hold a unique position. Unlike general military or political history, they are the product of the CPC applying Marxist political economy principles to guide Chinese revolutionary practice under extremely difficult conditions, constituting a crucial part of the "economic base" during the New Democratic Revolution. From the "Gongzi Silver Dollar" in Jinggangshan to the "Border Currency" in the Shaanxi-Gansu-Ningxia Border Region, and then to the precursor of the "Renminbi" during the War of Liberation, these Red Finance currencies, bills, policies, and regulations not only record the economic miracle of the "money bag" supporting the

"gun barrel" but also deeply reflect the Party's political wisdom and Family-Country Sentiment in safeguarding people's interests and constructing an independent economic system.

However, in current ideological and political education practices, the educational value of Red Finance resources has not been fully excavated. On one hand, Red Finance materials are often highly specialized, dated, and scattered in form (mostly bills, ledgers, etc.). The revolutionary spirit carried by these "objects" is implicit, making it difficult for college students to see the trials of blood and fire behind mottled banknotes. On the other hand, with the digital and pictorial transformation of "Generation Z" students' information reception habits, traditional "display board + explanation" linear narratives struggle to evoke deep emotional resonance, leading to a phenomenon of "disembodiment" between historical cognition and value identification. How to solve this problem, bring the Red Finance artifacts sleeping in archives to "life," and transform the historical logic of the economic base into the value beliefs of the youth in the new era has become a theoretical and practical proposition urgently needing resolution.

Digital Storytelling, as a new mode of communication integrating digital technology and narrative art, provides a new ontological perspective and methodological path for solving the aforementioned problems. It no longer views technology merely as an auxiliary tool but as a medium for reconstructing historical contexts, connecting the past with the present, and bridging the object and the subject. This paper attempts to explore, from the perspective of Historical Materialism, how Red Finance digital narratives achieve the leap from the "economic base" (Red Finance practice) to the "superstructure" (Family-Country Sentiment values), deeply analyzing their inherent generative logic, mechanism of action, and practical paths, with the aim of providing theoretical support for the digital transformation of ideological and political education in universities in the new era.

2. UNITY OF HISTORY AND LOGIC: THE EDUCATIONAL DIMENSION AND VALUE CONFIRMATION OF RED FINANCE RESOURCES

2.1. The Revolutionary Nature of the Economic Base: An Ontological Interpretation of Red Finance

Marxism posits that the economic base determines the superstructure. The victory of the Chinese revolution was not only a military and political victory but also an economic and financial one. Red Finance was a great innovation by Chinese Communists to break the enemy's economic blockade and establish an independent monetary system upon the ruins of a semi-colonial and semi-feudal society. It possesses a dual nature:

First is the material attribute. Red Finance was the "blood transfusion artery" of the revolutionary war. In the base areas, finance not only undertook the functions of currency circulation and credit guarantees but also directly served wartime material procurement and livelihood security. Behind every flat piece of red currency lay not only a symbol of exchange value but also a material carrier of the revolutionary regime's credit. This credit was not built on gold and silver reserves but on the flesh-and-blood ties between the Party and the masses, and on a material standard (such as salt, grain, and cotton) [1].

Second is the spiritual attribute. Red Finance represents the high unity of Party spirit and people-centeredness. In the "currency war" against the Kuomintang's fiat currency and Japanese puppet currency, Red Finance demonstrated not only exquisite monetary struggle artistry but also the revolutionary spirit of "finance for the people," "independence and autonomy," "hard struggle," and "honesty and commitment." These spiritual characteristics are the specific manifestation of Family-Country Sentiment in the economic domain. Therefore, Red Finance resources are not only objects of economic history research but also unique carriers for patriotism and ideal-belief education. They demonstrate to students how our country established independent economic sovereignty from a state

of "poverty and blankness." This education based on "economic facts" is more persuasive and penetrating than mere slogan-based propaganda [2].

2.2. Concealment and Unconcealment from "Object" to "Human"

In traditional education models, Red Finance resources are often presented in a "reified" manner. A Soviet Bank banknote in a museum glass case may appear to the visitor as merely a static, old historical artifact. Heidegger argued that when an object exists as "equipment," its existence is often "ready-to-hand" and unnoticed; only when the equipment is broken or loses its function do we notice its existence. In history education, we face the opposite dilemma: artifacts, as "existence of the past," are completely detached from modern life, causing the "human activities" behind them—the struggles and sacrifices of revolutionary ancestors in designing, issuing, and circulating currency—to be concealed [3].

College students struggle to understand: Why is a rough banknote worth guarding with one's life? Why did the "Shoulder-Pole Bank" have to follow the marching troops? This "concealment of meaning" stems from the absence of historical context. The core task of Red Finance digital narrative is "unconcealment." Through digital technology, restoring the wartime environment of currency circulation and the game scenarios of financial policy-making allows "objects" to return to "human activities," enabling students to see the flowing hot blood and beating pulse behind the "objects." This is not only the popularization of historical knowledge but also the logical starting point for transforming the historical facts of the economic base into vivid materials for value education and achieving the goal of moral education [4].

2.3. Economic Origin and Modern Reconstruction of Family-Country Sentiment

Family-Country Sentiment is an organic combination of traditional Chinese culture and modern national identity. In the perspective of Red Finance, Family-Country Sentiment acquires specific economic connotations: it manifests as the defense of national economic sovereignty (Country) and the protection of the people's economic interests (Family).

For college students in the new era, who are immersed in the waves of the digital economy and globalized finance, their understanding of "financial security" and "monetary sovereignty" is intuitive but not profound. Red Finance digital narratives, by cross-temporally linking the "currency wars" of history with contemporary "financial security," can help students understand the economic origins of Chinese-style modernization. It tells students: today's status as a financial power did not come out of thin air; it is the result of continuing the bloodline of Red Finance. This value reconstruction based on historical logic can transform abstract patriotism into concrete identification with the socialist economic system with Chinese characteristics, thereby achieving a rational sublimation of Family-Country Sentiment [5].

3. TECHNICAL EMBODIMENT AND SPATIO-TEMPORAL RECONSTRUCTION: THE GENERATIVE LOGIC OF RED FINANCE DIGITAL NARRATIVE

3.1. Iteration of Narrative Media: From "Representation" to "Generation"

Traditional red narratives mainly rely on text and static images, operating on a logic of "Representation," which attempts to objectively describe history through symbols. However, this description is often unidirectional and planar, leaving the audience in the passive position of a "spectator."

Digital narrative introduces the logic of "Generation." Leveraging technologies such as Virtual Reality (VR), Augmented Reality (AR), holographic projection, and Artificial Intelligence (AI), Red Finance digital narrative is no longer just telling a story but creating an enterable, interactive "story world." In this world, history is no longer a solidified past but a "present" that is happening. For example, using digital twin technology to restore the site of the National Bank of the Chinese Soviet Republic allows students to "walk into" the bank from a first-person perspective and experience counter services and currency exchange; or through algorithmically generated interactive theater, students can play the role of a transporter for the "Red Shoulder-Pole Bank," experiencing the hardships of protecting national assets while evading enemy blockade lines [6].

This shift from "reading history" to "doing history" is essentially an epistemological leap. It breaks the binary opposition between subject and object, creating a field of experience characterized by "Intersubjectivity." Technology here is not a tool for showing off skills but an ontological bridge connecting historical spirit with modern consciousness [7].

3.2. Spatio-Temporal Folding: Fusion of Synchronic Experience and Diachronic Cognition

Red Finance history has significant diachronic characteristics, spanning multiple periods such as the Agrarian Revolution, the War of Resistance Against Japanese Aggression, and the War of Liberation, with a wide geographical distribution (from Ruijin to Yan'an, from Shandong to South China). Traditional linear narratives make it difficult for students to establish a macroscopic spatio-temporal concept in a short time.

Digital narrative achieves the juxtaposition of multi-dimensional space-time through "Spatio-Temporal Folding" technology. Using Geographic Information Systems (GIS) and digital timelines, scattered Red Finance sites, events, and figures can be aggregated onto a "digital map." Students can click on the map to instantly travel from Ruijin in 1931 to Shijiazhuang in 1948, comparing the evolution of financial policies in different periods.

More importantly, digital narrative can create "Synchronic Experience." Through AR technology, students can superimpose historical financial scenes (virtual space) onto their current campus (physical space), achieving a dialogue between the past and present. This virtual-real symbiotic spatio-temporal reconstruction greatly enhances the sense of historical presence. It makes "distant" Red Finance "tangible," effectively dissolving the alienation caused by historical nihilism and providing a solid "spatio-temporal anchor" for the cultivation of Family-Country Sentiment [8].

3.3. Embodied Cognition: Sensory Mobilization and Affective Computing

Embodied Cognition theory posits that cognition is not an independent computation of the brain but a product of the interaction between the body and the environment. Traditional ideological and political education often focuses on "disembodied" symbolic inculcation, ignoring the role of bodily perception in value formation.

Red Finance digital narrative emphasizes "Full Sensory Mobilization." Visually, high-fidelity 3D modeling restores the texture of banknotes and the smoke of the battlefield; aurally, spatial audio technology restores the clicking of abacuses and the roar of printing presses; haptically, force-feedback devices simulate the heavy sensation of carrying gold and silver. This multimodal sensory stimulation can directly activate students' emotional centers.

Furthermore, the introduction of "Affective Computing" technology represents a high-order manifestation of the generative logic of digital narrative. By capturing physiological data such as facial expressions, eye movement trajectories, and galvanic skin response during the experience, the system can analyze students' emotional states (e.g., focused, tense, moved) in real-time and dynamically adjust the narrative rhythm and content accordingly. For example, when the system

detects that a student feels sadness regarding a history of financial sacrifice, it can automatically present deeper background stories or stirring music to reinforce emotional resonance. This precise narrative based on data feedback makes the process of cultivating Family-Country Sentiment perceptible and controllable.

4. FROM COGNITION TO BELIEF: MECHANISM ANALYSIS OF RED FINANCE DIGITAL NARRATIVE EMPOWERING FAMILY-COUNTRY SENTIMENT CULTIVATION

Red Finance digital narrative empowering the cultivation of Family-Country Sentiment is not a simple input-output process but a complex psychodynamic process. It follows a progressive mechanism from "Cognitive Deconstruction and Reconstruction" to "Emotional Resonance and Empathy," and finally to "Value Internalization and Belief Establishment."

4.1. Cognitive Logic: Schema Reconstruction and the Establishment of Historical Rationality

College students' cognitive structures often contain "stereotypes" or "blind spots" regarding red history. Finance majors, in particular, are more exposed to Western economic principles and lack perceptual knowledge of the Sinicized practice of Marxist political economy.

Digital narrative first serves the function of "Cognitive Conflict and Deconstruction." When students discover in virtual simulation experiments that traditional Western financial theories cannot explain why the "Border Currency" remained stable amidst the encirclement of hyperinflated fiat currency, while the Communist Party achieved currency stability by controlling materials (salt, cotton), their original cognitive schemas are shaken.

This is followed by "Cognitive Reconstruction." Through digital interactive deduction—such as simulating a "currency war" game where students personally manipulate variables like currency issuance and material allocation—they gain a profound understanding of the necessity and scientific nature of the Party's control over economic leadership. This learning based on "trial and error" and "inquiry" concretizes the abstract concept of "Party leadership" into scientific economic decision-making capability. Students begin to confirm from a rational level: Red Finance is not only moral but also scientific. This cognitive establishment based on historical rationality is the solid foundation for cultivating Family-Country Sentiment, avoiding blind emotional catharsis.

4.2. Emotional Logic: Narrative Empathy and Cross-Temporal Resonance

Emotion is the catalyst for value internalization. Education can only enter the mind and heart when "reason" is transformed into "emotion." Red Finance digital narrative breaks the boundary between "self" and "other" through the mechanism of "Narrative Empathy."

In the design of digital narrative scripts, a micro-perspective is often adopted, focusing on the fate of specific characters. For example, telling the story of an ordinary bank porter who endured hunger and even sacrificed his life on the Long March to protect a few silver dollars. In an immersive VR experience, the student is no longer a bystander but becomes a "character in the play." The activation of the mirror neuron system allows students to "empathize" with the hardships and persistence of their ancestors.

This resonance is not generalized sympathy but a deep tremor based on common cultural genes. When a student, in a virtual scene, personally accepts a ledger stained with blood, a feeling of reverence for the ancestors and a sense of responsibility for the destiny of the nation and people arises spontaneously. Digital technology here acts as an emotional amplifier, elevating individual micro-

emotions to macro-emotions for the country and the nation, achieving the emotional sublimation of integrating the "small self" into the "greater self."

4.3. Value Logic: Meaning Construction and Consciousness of Belief

The establishment of cognition and the stimulation of emotion must ultimately resolve into the internalization of value beliefs and behavioral consciousness. This is the highest level of cultivating Family-Country Sentiment.

Red Finance digital narrative helps students complete self-confirmation of values through "Meaning Construction." At the end of the interactive experience, reflection and sublimation sessions are usually set up. For example, through a "Space-Time Dialogue," students are asked to consider: If I were a financial warrior back then, what would I do? Today, as a finance student in the new era, how should I safeguard national financial security?

In this process, digital narrative not only provides historical answers but also guides students to generate realistic answers. Students connect the spirit of Red Finance (such as integrity, incorruptibility, and serving the people) with core socialist values, transforming historical missions into contemporary responsibilities. This transformation is not imposed from the outside but is a meaning system autonomously constructed by students after deep immersive experience and rational reflection. At this point, Family-Country Sentiment is no longer a moral constraint external to the subject but becomes the subject's intrinsic spiritual pursuit and action guide, achieving a leap from "in-itself" to "for-itself."

5. REALISTIC SCRUTINY: PRACTICAL DILEMMAS FACED BY RED FINANCE DIGITAL NARRATIVE

Despite the immense educational potential of digital narrative, current practical explorations still face numerous challenges and misconceptions that constrain the effectiveness of cultivating Family-Country Sentiment.

5.1. "Data Silos" and Fragmented Presentation of Historical Materials

Currently, Red Finance historical materials are mainly scattered across various museums, archives, memorial halls, and university research institutions, lacking unified digitization standards and sharing platforms. Digital narrative development often proceeds in isolation, leading to low resource utilization.

More seriously, the digital presentation of historical materials tends to be "fragmented." Many projects merely perform high-definition scanning or simple modeling of individual bills or photos, lacking the excavation of the internal logical connections between materials. For example, displaying a certain version of currency without showing the data chain behind the background of its policy introduction, the economic conditions of the circulation area, and its struggle relationship with other currencies. This lack of "genealogical" data accumulation results in students seeing scattered knowledge points rather than a complete historical panorama, making it difficult to form systematic historical cognition and thereby affecting the grasp of the integrity of the Red Finance spirit.

5.2. "Technological Overreach" and the Risk of Content Hollowing

In the process of technological empowerment, there is a tendency toward "technological fetishism." Some projects excessively pursue visual impact and the coolness of interaction, ignoring the ideological nature and value orientation of the content. For example, overly rendering bloody scenes

of war or the entertainment value of games in VR scenes, while diluting the political and people-centered nature of Red Finance work.

This phenomenon of "form outweighing content" and "medium overwhelming message" leads to the "hollowing out" of narrative. During the experience, students may be attracted by dazzling technical effects and gain sensory pleasure, but neglect reflection on the historical spirit. Technology is meant to be a bridge to truth; if abused without restraint, it may become a barrier obscuring truth, reducing ideological and political education to a soulless technological exhibition.

5.3. "Shallow Interaction" and the Persistence of Subject Passivity

Although digital narrative emphasizes interactivity, many current applications remain at the stage of "click-feedback" shallow interaction. That is, students can only make limited choices according to a preset script and cannot truly participate in the construction of the narrative.

This "pseudo-interaction" does not truly change the passive status of the educated. Students are still passively consuming packaged historical stories, lacking deep thinking involvement and emotional investment. The cultivation of Family-Country Sentiment requires the subject to undergo profound self-reflection amidst conflict and choice. If interaction remains solely at the level of physical operation without touching upon psychological gaming, the effect of value shaping will be greatly discounted. Designing interactive mechanisms that are open, exploratory, and capable of triggering deep moral thinking is a difficulty that urgently needs to be overcome.

6. PATH AND APPROACH: CONSTRUCTING A NEW PARADIGM FOR RED FINANCE DIGITAL NARRATIVE EDUCATION

Addressing the above dilemmas, it is necessary to construct a scientifically reasonable path for cultivating Red Finance digital narratives based on systems theory and synergy theory, achieving a deep integration of technological logic and educational logic.

6.1. Resource Integration: Constructing a Panoramic Red Finance Knowledge Graph

To break "data silos," it is first necessary to establish a multimodal Red Finance thematic database. Utilizing big data technology and semantic analysis technology, scattered historical materials can be deeply excavated and correlated.

Constructing a "Red Finance Knowledge Graph" is a core measure. Taking time, place, person, event, and object as nodes, logical connections between them are established through digital means. For example, through the knowledge graph, clicking on "Shoulder-Pole Bank" allows students to see not only the model of the shoulder pole but also links to the relevant bank president (person), the Long March route (place), measures to resist inflation (event), and the currency issued at that time (object).

This panoramic knowledge graph provides a solid "data base" for digital narrative. It ensures the accuracy and systematicity of the narrative, allowing students to locate specific financial events within the macroscopic historical warp and weft, thereby understanding the integral power of Red Finance as an economic base more profoundly. Additionally, cross-boundary cooperation between universities, archives, and museums should be promoted to achieve resource co-construction and sharing, especially combining regional characteristics like the Guangdong-Hong Kong-Macao Greater Bay Area to deeply excavate Red Finance resources with local features (such as the South China Anti-Japanese Currency), enriching the regional color of the narrative.

6.2. Deep Content Cultivation: Creating an Embodied Interactive Field of "Historical Fact + Emotion"

Adhere to "Content is King" and avoid technological overreach. In the creation of narrative scripts, the principle of "being true to major events, not restricted by minor details" should be followed. On one hand, strictly verify historical facts to ensure the accuracy of financial policies and currency data; on the other hand, through artistic processing, excavate the glory of human nature behind historical materials.

Create an immersive "Embodied Interactive Field." Utilize VR/AR technology to build "high-fidelity" historical contexts. However, in context design, emphasize "problem orientation." For example, designing a simulation exercise of "Red Finance Trader," placing students in the Shaanxi-Gansu-Ningxia Border Region in the 1940s, facing the Kuomintang's economic blockade and fiat currency dumping. Students need to use their learned financial knowledge and political wisdom to formulate currency issuance strategies and conduct trade struggles.

In this deep role-playing, students must mobilize not only their senses but also their thinking and moral judgment. When the decisions they make help the military and civilians in the base area overcome difficulties, that sense of achievement will deeply implant the belief of "serving the country through finance" in their hearts. This "on-site" education realizes the role transformation from "bystander" to "participant" and then to "bearer of responsibility."

6.3. Mechanism Innovation: Establishing Intersubjective Empathy and Reflection Mechanisms

True education occurs in the collision of souls between subjects. Digital narrative should be dedicated to establishing a dialogue mechanism of "Intersubjectivity."

First is "Human-Machine Empathy." Utilize AI technology to endow virtual historical figures with "intelligence." Students can conduct natural language dialogues with a virtual "Old Bank President," asking about historical details and exchanging ideological confusions. Through deep learning, AI can give emotionally rich and philosophical answers, thereby achieving deep communication across time and space.

Second is "Human-Human Empathy." Build online communities and collaborative platforms. Red Finance digital narrative should not be a solitary experience for the individual but a reconstruction of collective memory for the group. Through multi-person online collaborative tasks (such as jointly escorting Red currency), students experience team spirit and revolutionary friendship in cooperation.

Third is "Reflective Evaluation." Establish a whole-process dynamic evaluation mechanism. Instead of using simple test scores as evaluation standards, analyze behavioral choices, decision logic, and emotional feedback data during the interaction process to generate a personalized "Family-Country Sentiment Literacy Portrait." Based on this, guide students to conduct post-class reflection and review, transforming online touches into offline conscious actions, such as participating in financial aid for agriculture and inclusive finance social practices, achieving a closed loop of educational effects.

7. CONCLUSION

Red Finance digital narrative is an important exploration in the reform of ideological and political education in universities in the new era. Guided by Historical Materialism and through the ontological intervention of digital technology, it transforms Red Finance history, which served as the economic base, into high-quality resources for shaping college students' Family-Country Sentiment. This is not only an awakening of sleeping historical materials but also a continuation of the revolutionary spirit in the new era.

From the perspective of generative logic, it achieves a leap from linear representation to generative presence; from the perspective of educational mechanism, it opens up the transformation channel of cognition, emotion, and value. Although facing challenges such as data fragmentation and technological instrumentalization, by constructing knowledge graphs, deeply cultivating embodied interaction, and innovating empathy mechanisms, we are fully capable of forging a new path for Red Finance education with Chinese characteristics and features of the times.

In the future, with the further development of frontier technologies such as the Metaverse and generative artificial intelligence, Red Finance digital narrative will become more intelligent and personalized. We should always adhere to the original intention of education, let technology serve values, and let red financial memories become the unfading spiritual wealth in the hearts of the youth in the new era, inspiring them to contribute their youthful strength to the great cause of building a strong country and national rejuvenation.

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