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Foregrounding agency in interactive-narrative based HIV interventions

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Abstract

The HIV epidemic has severely affected many parts of the world, especially Sub- Saharan Africa. There is clear evidence suggesting that computer-based HIV prevention interventions are efficient. Interactive-narrative is just beginning to be explored for Technology-Based Learning. I inspect the concept of agency afforded by interactivity and participation to determine the possibilities of interactive-narrative in HIV interventions. By scrutinising three noteworthy instances of interactive-narrative based HIV interventions, I extract evaluative criteria that this format facilitates, in the way that it can preference user choice. I conclude that while platform and content may form a significant element of a successful intervention, it is the elements of navigability, identification, co-creation, immersion and transformation that direct the agency. When these are interwoven successfully, interactive-narrative becomes a powerful tool for learning.