Vitor Tomé, Belinha de Abreu (CIAC – Universidade do Algarve, Portugal; Sacred Heart University, USA): Digital Citizenship Education with very young children in Portugal.

This paper focuses on the project «Digital Citizenship Education for Democratic Participation» (2015-2018), which centers on empowering children (aged 3 to 9) in three related contexts: family, school and community. The research project proposes to answer the following question: To what extent a local and replicable project, teachers and out-of-school contexts, including families can empower Preschool and Primary School age children in order to become active and effective citizens in the digital era? The project also aims to contribute to identify best practices in all contexts, to influence public policies, and to integrate digital citizenship education in the curricula. Finally, it is intended to be replicable in Portugal or abroad. At the field level, the project is organized in five phases: i) Production and validation of data collection instruments; ii) In-service teacher training course; iii) Longitudinal study with teachers who volunteered themselves after the training course; iv) Data collection from parents, children and out-of-school entities; v) Share results with participants and involve them on a digital citizenship education intervention plan. The methodological approach is founded on action research, and the study has undergone frequent improvements as we are following a prior research model developed by Sefton-Green et al. (2016). Results showed that through professional development training, teachers were able to develop digital literacy activities without deviating from their previous pedagogical plans.

Geane Alzamora, Lorena Tárcia, Luciana Andrade (Universidade Federal de Minas Gerais, Centro Universitario de Belo Horizonte, Brazil): Transmedia Education: students' connection and multiplatform communication projects in Brazil and East Timor.

In this description, we seek to contextualize and analyze our practices and methodologies related to transmedia education; to this end, we will consider school settings as well as different learning environments and distinct realities. In our understanding—and based on our experience applying multiplatform communication precepts in support of education in societies with low digital connectivity rates, such as the low-income communities of East Timor and Brazil—we propose to think in terms of transmediality, to look beyond digital environments, and to consider the possibilities of each audience and its available channels.

Álvaro Patricio Elgueta Ruiz, José Augusto Abreu Fernandes (University of Cape Verde, Cape Verde): KA TEN DOKUMENTU – An exploratory empirical research on students

generated content: the case of Communication and Multimedia students of the University of Cape Verde on criolo identity.

The present work seeks to present an exploratory case study of transmedia narratives in a formal university academic context in an African archipelago country (Cape Verde). The methodology of the work was the one of research-based in the scope of the discipline of Cyberculture, made with students of the third year of course of Communication and Multimedia. The narrative master line has been the expanded understanding of the legal status of the human person promoting non-discrimination based on this status. They worked with « life stories », using various digital platforms from undocumented Cape Verdean migrants living outside Cape Verde. Among its main results is the ease of use of certain platforms over other (mainly Facebook), as well as the diversity of narrative contents presented by the students. It is concluded that the transmedia narratives are efficient tools for the use of teaching-learning in complex contexts of migration, multiculturalism, and multilingualism.

Miquel Navarro (Warks, Spain): SCEDX- Smart City Educational Xperience.

SMART CITY EDX is an educational experience where 36 students from 6 schools from all over Catalunya will be getting together for finding smart solutions. The main objective of the educational experience is to promote empowering the Young Designers and Citizens to improve their society and living through the design and implementation of their own smart ideas. The EDX itself has three phases with specific challenges as it follows: designing a smart element for RRR (recharging-resting-recycling) and building it on site, redesigning the world wide known Ildefons Cerdà Superisle, and creating an audiovisual documentary from all the audiovisual contents captured and cut by the working teams themselves.

Valentina Moreno Zambrano (Universidad Complutense de Madrid, Spain): The interactive documentary as a project-based learning initiative to work on civic values

Project-based learning (PBL), the model on which some educational systems like the Finnish are based, has emerged as a reference methodology for teaching. The possibility of developing a real project, in which the student researches, performs actions, works collaboratively and interprets their environment, offers great possibilities for learning. In this framework, educommunication, a discipline that uses media as learning tools (Coslado,2012) , is emerging as an attractive field to develop PBL initiatives that allow the student to become a prosumer, a consumer of digital content that also produces it. Although young people constantly publish content on the web, these contents have usually a low quality and are related to leisure, so it is important to take advantage of those expressive skills in the school environment. In this project, our aim were to

develop short interactive documentaries in the classroom about the contents of civic values subject. We worked with Hight School students of 1st and 4th grade of the Gustavo Adolfo Bécquer school, at Algete, Madrid. The hypothesis that we propose is that the research of environmental problems, and the reinterpretation that involves designing the information structure, facilitates learning. To test our hypothesis, we have developed a qualitative study that evaluates the opinions of the students after the interactive documentary production. We have found that students like these types of initiatives, which allow them to learn collaboratively creating empathy for victims of social problems such as bullying, gender inequality, drugs or refugees. At the same time, students report having learned digital skills such as recording, editing videos or working with interactive design programs.