

### *IP3: Transmedia Education & Social Action II*

---

**José María Arenas, Henk Moerman, Stefania Recihelt, Thomas Sofias (Institut Joan Salvat Papasseit, Spain; Annuntiata Instituut, Belgium; Gymnasium Brede, Germany; General Lyceum of Vrachneyka, Greece): 4sUSTainable: A set of cooperative thinking design activities to actively engage students performance on sustainability in four European schools.**

The best learning always takes place when the students have a desire to learn, and this interest is related to how close the study is to their own lives. Our students are concerned about the future of the planet and ready to be actively engaged in sustainable development. Four schools from Spain, Belgium, Germany and Greece participated in a two years Erasmus+ project that taught students to work collaboratively, share globally and teach locally in order to be and act more sustainable. We mainly focused on four major issues: water usage, km-0 food, waste and renewable energy. Our students analyzed their own environmental behavior by designing and creating a set of CLIL activities in English using gamification techniques and transferring all the learning by teaching younger students and sharing globally by using ICT tools and social media.

**Alejandro Ángel Torres (Universidad Jorge Tadeo Lozano, Colombia): "The Center of the Memory": Transmedia documentary as a tool for the appropriation of the territory.**

"Downtown: Latin America" is a collaborative transmedia documentary in which the historic downtowns of various cities in Latin America are being mapped based on contents of various formats. The Workshop "The Center of the Memory" is one of its main components and takes that geographical space as a starting point to tell stories of the characters, architecture, heritage and jobs. The transmedia narratives are the main instance that allows, through collective work in the classroom, to find new ways of narrating and re-knowing the territory.

**Gemma Teso Alonso (IES Puerta Bonita de Madrid, Spain): Youngsters iDoc Makers (YIDOCM). Youngsters, New Technologies, Media & Vet in the European Audiovisual Context.**

YOUNGSTERS I.DOC MAKERS is an applied audiovisual innovation project developed by young students from professional education centers of Image and Sound, Graphic Arts and Informatics in Europe. YIDOCM culminates the evolution of the Project "The youngsters seen by the youngsters" towards interactive digital environments within the current communicative context. This project promotes the adaptation of schools and future professionals to current changes in the online audiovisual context. The main specific objectives of YIDOCM have been: Development of new formal and non-formal

skills of students in the Audiovisual, Graphic and information technology sectors, guarantee the access of the original discourse of young people to the Media Communication and promote the knowledge and critical capacity of young people around key issues for the future of Europe: Climate change & migration flows. The methodological principles that have guided the design of the project and the activities developed are diverse and complementary. General principles such as meaningful learning or experimentation as a teaching-learning process are inherent in the objectives and methodology of YIDOCM and have been applied through the activities carried out. The main results have been: The creation documentary "The Climate Puppets, cut the ropes", produced by the students of the participating schools, the documentary website [www.theclimatepuppets.eu](http://www.theclimatepuppets.eu), which includes the expanded version of this documentary as the central video and other audiovisual contents around the thematic lines raised in the documentary, the study on the professional skills developed by the students and a study on the social representation of immigration and climate change in young Europeans.

**María Luisa Zorrilla Abascal (Universidad Autónoma del Estado de Morelos, Mexico): The enriched reading circle: a transmedia educational experience.**

This paper presents an educational intervention designed around a transmedia novel, intended to improve reading and new literacies among secondary school children and to provide narrative detonators for reflecting about inclusion of people with disabilities. The results include the identification of readings practices and trajectories, aspects of transmedia production that generate different forms of consumption and ideas for designing and implementing transmedia educational experiences.

**María del Mar Grandío, Mònica Figueras-Maz, Fernando Tucho Fernández (Universidad de Murcia, Universitat Pompeu Fabra, Universidad Rey Juan Carlos, Spain): Transmedia Literacy, Technologies and Education in Values.**

This presentation will revolve around how to use transmedia storytelling techniques in the classroom to support values education among secondary school students. This presentation is framed within a holistic concept of transmedia teaching; it combines the development of technological competencies for students, along with the promotion of critical reasoning skills and long-term standards towards social issues. Both aspects are deemed fundamental to complete a Media Literacy curriculum in High-School.

The speakers will introduce real transmedia projects created by university students of degrees in Communications and Fine Arts in order to offer practical tools for secondary school teachers to implement transmedia strategies in their classroom as part of their

values program of study. The session will also provide a broad range of topics and projects related to social values that are aligned with the secondary school curriculum, such as ecology, sustainability or gender equality. Special emphasis will be placed on how to leverage emerging digital technologies (smartphones, tablets and laptops) for storytelling purposes. This session will be of special interest for secondary school teachers of courses like Cultura Audiovisual (Audiovisual Culture), as well as any other primary and secondary teachers and university lecturers/researcher interested in this approach.