

## *IP4: Tools & Methods*

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**Durgan A. Nallar (Universidad Maimónides, Argentina): Educate through games systems for creating gamified classes.**

Learning through game playing produces surprising results; a fact that everyday is confirmed by teachers and professors. In this proposal, we will describe a system that combines two techniques -gamified student profiles and role playing- to conceive classes and workshops where students feel motivated to research, creativity, problem solving and collaborative work. The main objective is for the students to learn on their own, always in a group and with the teacher's mentoring, motivated intrinsically and extrinsically by a gamified system, making learning fun. In the current socio-economic context of Latin America, a gamified system that does not require electronic technology would seem to be the most appropriate and easy to implement. This proposal is aimed at teachers from primary and secondary schools. It allows to prepare classes and workshops that use the psychological predisposition to gaming. It does not require any special knowledge and it doesn't replace teachers or traditional curricula.

**Maarja Ojaama, Alexandra Miyalkina, Tatjana Pilipovec (University of Tartu, Estonia): Literature on Screen: an online platform for teaching screen adaptations of literary texts.**

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.

**Miquel Cerdà, Gisela Cano Cuevas, Ana Elena Tejera (FilmClub, Spain): FilmClub Project.**

FilmClub is a media literacy project that has been developed during the last three years. It is a project which aim is to promote films to young audience. FilmClub is an online and offline program to learn about and through films. Initially, FilmClub was part of a European project where we created 3 pilots to replicate the successful program in the UK: FilmClub (now IntoFilm). After the good feedback and impact from the educational ecosystem in Spain, the project continues its expansion and adjustment to Spanish educative system reality and needs. More than 60 schools were participating during the pilot and beta phases, and this current year we are focusing to reach between 100 to 150 schools. Our mission is to empower teachers and families in order to reveal the educational and cultural value of films. We believe in the increasing educational commitment by giving value to the cinema. FilmClub works in three different lines of action: A) FilmLab is a program of face-to-face activities, a meeting point between the educational ecosystem and the world of cinema, which aims to promote audiovisual literacy with creative workshops, teacher trainings and contact with the film industry. B) Filmpedia is an online platform which includes a bank of audiovisual contents and didactic materials to use cinema as a pedagogic tool in the classroom, inside the curricular areas. Materials are based on the pedagogy of film excerpts, using clips to generate activities during the classes. We facilitate these excerpts and pedagogic suggestions to the teachers, and ask them to participate actively in the platform, making a collaborative tool of it. Teachers are able to provide feedback, make suggestions for new materials, etc. C) Filmoteca, included inside Filmpedia digital platform, is a selection of films with a high educational value. These films can be screened directly from the platform, since the exhibition rights have been acquired for educational purposes.

**María Ángeles Soletic, Silvia Alejandra Andreoli, Lucía Gladkoff (Centro para la Innovación en Tecnología y Pedagogía – CITEP, Argentina): 36 Coronas: a story of enigmas, love and revenge. Perspectives and foundations of an educational transmedia experience for the development of mathematical thinking.**

"36 Coronas. A story of enigmas, love and revenge "is a transmedia MOOC for developing mathematical thinking. It was designed by the Center for Innovation in Technology and Pedagogy (CITEP) of the University of Buenos Aires. Its purpose is to accompany the transition of young people who are finishing High School or taking their first steps in the university. Inspired by contemporary narrative phenomena, the course is based on a story that is developed through multiple media and technological platforms, and that includes various mathematical enigmas that participants must solve to access the scenarios the story invites them to explore. To do this, they navigate the story in a personal and collective way, multiply the possible dialogues with peers and with fictional characters, hypothesize about the enigmas and their possible resolution, build mathematical notions and share codes of participation. As part of this process, they engage in the game while becoming co-creators of the narrative universe of 36 Coronas. In its first edition that took place in 2016, the course had 2752 registered participants. The registration of the course included unexpected profiles of older participants and even teachers. For the Center, this course meant a leading position in the development of educational proposals that seek to innovate in the ways in which education is conceived, that alter traditional educational forms and take the phenomena of culture develop teaching proposals at the public university.

**Finlay Braithwaite, Max Cotter, Michael Murphy (Ryerson University, Canada): Developing a Transmediated Pedagogy to deliver a University Media Production Course: A Case Study.**

This Innovative Educational Practices proposal looks at the redevelopment of the mandatory first-year Introduction to Sound Production course at Ryerson University's RTA School of Media. In a reconstruction of the curriculum, this course has sought and continues to seek ways to engage students from diverse backgrounds, levels of skill, fields of study, and preferred modes of learning. Shifts in technology and industry-demands continually influence the shaping of the course's models of pedagogical dissemination and priorities of educational content, as the course team seeks to maintain a relevant, inclusive, dynamic pedagogical dissemination methodology.