IP5: Teaching different subjects through media

Josep Bofill Añaños (Universitat de Vic, Spain): Using digital literacy to promote physical activity among secondary education students.

Introduction: considering that Physical Education (PE) is one of the compulsory areas of the educational curriculum and considering the Digital Competence (DC) as one of the transversal competencies of the educational system; we present a PE educational experience interested in developing the DC in students. Objectives: a) to show and to spread a Secondary Physical Education educational experience that through PE attempt to promote DC, b) to discuss and revise the project intentions for future and further experience implementations. Description: it is shown an 8-week training unit that motivates the secondary students to do a physical activity outside the school context whilst using a physical activity registration app (Runtastic©) and a digital social network (Instagram©) in a proper manner. Through a blog, as a "virtual meeting room of the project", and a Google form as an activities recording system, the students can follow and analyse the impact of their activity. Conclusions: the results show student's interest in the activity thanks to digital context not only in the amount of physical activity developed but also in the digital literacy learnings.

Mario Fadda (Institut Doctor Puigvert , Spain): How Super Pi escaped the classroom and went back: teaching problem--solving in a CLIL elective course.

This article presents an ongoing experience of a CLIL elective course in a socioeconomically disadvantaged secondary school of Barcelona. It aims at reducing the participation gap of the academically heterogeneous group of students. The course is currently based on a comic, produced by the teacher, and pretends to be a ludic approach to a fundamental aspect of mathematics, namely problem-solving. The teaching techniques used include gamification strategies, performances, multimodality. A simulation of an escape room is planned for the following term. Students' evaluations at the end of the course are always very positive and during the year the appear to be motivated.

Kimberley McFarland (Bournemouth University, United Kingdom): The Marketing Challenge: Adopting Agency and Belonging as a Strategy for Promoting Participatory and Collaborative Experiential E-Learning for Business and Entrepreneurial Literacy.

There is a recognized gap in the Mexican education system with regards to entrepreneurial and business literacy (EBL). Transmedia skills have not been used to address these gaps (OECD, 2013). This research employs online performance-based

assessment to offer an alternative way of preparing secondary students (ages 16-18) with core competencies essential for the working world. Students participated in a Challenge using informal learning strategies to acquire knowledge that lies outside of the core curriculum. The goal of this research is to put abstract knowledge into action by using student´s transmedia literacy. More specifically the goal is to use the information observed during the performance-based assessment challenge to improve policies, programs and practice in Mexico in order to enhance the student´s learning experience. Secondary students used their transmedia literacy to work collaboratively on a Marketing Challenge to produce promotional videos. These videos became important because of the meaning that the students attributed to these artefacts. The videos became their voice. The research used an ethnographic approach, which included survey responses, interviews, participant observation, and the analysis of the digital artefacts. Students reported a heightened sensation of engagement, collaboration, belonging, and perception of learning in both hard and soft skills.

Carla Karina Montoya (Universidad Nacional de San Martín, Argentina): Towards a Transmedia Literacy approach. Preliminary views on synergistic transmedia components in an English Classroom.

The concept of transmedia has come into the spotlight among those who create and use media. Teachers are not far from this conception. Learning through transmedia can prove to be a valuable tool for teachers who need to face the challenges of this century in education. The objectives of the present paper are twofold: on the one hand, I would like to present the preliminary results of a transmedia educational practice carried out at UNSAM university, whose synergistic components seem to come to light. On the other hand, I want to mention the pedagogical value of Transmedia Literacy with university students in an English classroom as a new approach to exploit these synergistic components/new transmedia skills within these educational institutions.

Talvacy Chaves (Facultade Diocesana de Mossoró, Brazil): Tumblr and Whatsapp: Extensions of the Classroom.

This paper describes my innovative and educational practice that happed with the students from some courses such as pastoral communication, homiletic and ecumenism in the Diocesan College of Mossoró, RN from 2013 to 2016. The objective was to begin inserting the traditional structure of teaching and learning inside of digital culture student life through the use of platforms such as Tumblr and WhatsApp. The desire to answer some questions that accompanied me in teacher practice were so relevant to take the first steps: how to make the digital environment an interactive and horizontal space to share the topics studied in the classroom? How to create a pleasant, dynamic and dialogic atmosphere before, during and after the classroom, about the topics

covered in class. These and other questions were answered as soon that the students expanded the dialogue about the discipline beyond the class by reading, posting and commenting on the Tumblr platform, and above all by spontaneous and heartfelt chatting along the week in the WhatsApp group, through the questions and teasing that I introduced ever we tackled new issues. This experimental practice has taught us that we need to dare a lot more if we want to delight students with our academic proposal, because ignoring the digital platforms (social media) in the learning process is ignoring the favourite place of young people, where they happily spend most of their time.

Francisco Pérez García (Institut Pompeu Fabra -Barcelona/Universitat de Barcelona, España): Creative coding promotes transmedia literacy. Examples from Erasmus + projects.

Most of our students are passive technology users, that is, they are not capable to produce creative transmedia contents with current and innovative technologies. Nowadays coding or programming is a key literacy as important as reading or writing because it allows students to create innovative media contents by making use of open software programming languages. If open hardware is added the possibilities to create new devices are increased. Erasmus+ projects are excellent opportunities to start new innovative and educational practices. We will present the starting results of the two schools-only projects (2017-2019) involving five European schools "Visions of European cities" and six schools in the project "Poetry, drama and classics". As an example of the first project it will be shown the use of a block programming online software, MIT App Inventor in order to create mobile apps, namely apps about a European city about sustainability or migration with geolocation, games, animations, graphs, math calculus. As a second example of the latest project it will be discussed a voice chat bot capable to talk about poetry, drama and classics. This second project is based in JavaScript, p5.js, p5.speech and RiveScript.