P4: Experiences: Storytelling & Education

Jairo Antonio Pérez Rubio (Uniminuto University, Colombia): Using Madeja to "Transmedialize" Academic Content in an Educational Setting.

This text beings with a brief analysis on the changes that generate "tranmedialized" narratives within interpersonal relationships and among users, that once were observers and now are protagonists on the web. It proposes different didactic alternatives which "Transmedia Storytelling" offer, through the design of pedagogic guidelines which themselves expand the academy's enclosures. Madeja as a "edutransmedia" and how it was applied are further described step by step. The text concludes with some initial reflections on this same investigative process.

Sohail Dahdal (American University of Shardaj, United Arab Emirates): Educating Palestinian Youth About Their Culture Through Collaborative Transmedia Storytelling.

Youth are increasingly relying on social media content as their main source of media consumption. This high level of access to content presented an opportunity to increase their local cultural knowledge by involving them in the process of creating local digital content, especially when this content was distributed as digital memes. This paper examines the results of a pilot study conducted in 20 Palestinian villages where Palestinian youth were asked to record their village urban myths by video interviewing the village elders and then were given guidelines and training to publish an edited version of these interviews formatted as digital memes. The process was designed in a collaborative game-like environment to obtain maximum engagement by creating a state of flow as stipulated by Csikszentmihalyi's Flow theory. The study proposed that in order for the youth to attain maximum flow, the task of creating memes needs to be challenging and the youth should be pre-trained and able to perform the task, furthermore the memes created need to be promoted via the youths' own social network creating a local-global network. Based on surveys conducted at the beginning and end of the study and on ethnographic action research documenting the level of interest at each phase, the paper concludes that by creating a multi-phase program that includes training, creation and distribution phases with clear rules, challenges and rewards (not unlike a game), the process can be immersive and engaging such that the

youths' level of interest in the creation of the memes attains a state of flow. Further more, once this content is distributed online it is more likely to be consumed by youth that are part of the extended network of the youth engaged in creating the content, thus increasing the likelihood of those memes going viral.

Andrea Cristina Versuti, Vicente Gosciola, Daniel David Alves Da Silva (University of Brasilia University Anhembi Morumbi, Brazil; University Mauritius of Nassau): Transmedia Storytelling and Collaborative Culture in Higher Education.

This research aims the study of ICT innovation in higher education based on the transmedia process and open collaborative learning. To this end, a predominantly qualitative research was conducted through bibliographical research and a brief case study that served as a contribution to the practical section this held in the forum of Virtual Learning Environment of online subject. We consider that the connectivity presents a new way of learning and teaching, as learning and knowledge building are based on the diversity of opinions and performing multiple tasks simultaneously. Increasingly, learning action includes connecting different information sources. We assumed that although the transmedia storytelling collective production of meaning through interaction is normally associated with entertainment purposes, we believe it is possible to use these capabilities to build OER. The fictional character Superman mediated the subject content. It was chosen for having a 77-year history in the media (with radio programs, series, animation and video games), thus making up a product of the culture industry able to meet the claims of this research. Among the research discussions are the use of playful learning, the student's profile of the studied subject and the use of Open Educational Resources by higher private education institutions.

Nohemí Lugo Rodríguez, María José Vázquez de la Mora (Tecnológico de Monterrey, Mexico): Digital storytelling: individual and collective procedures and discoveries.

This paper presents a retrospective review of the design, development and distribution Of Digital storytelling projects as a learning exercise in a university level subject regarding digital and classical narrative structures. The authors have assigned and mentored this exercise over sixteen semesters in total. The research explores which personal processes and learnings stand out when students produce personal life stories, share them online and the strategies they have developed towards the design of the activity. The article means to contribute in media education areas. The methodology includes the analysis of content and design of over thirty personal stories created between 2010 and 2017, the review of available testimonies and learning outcomes and

the author's review of their own experiences and observations. Findings show that this practice results in most cases around identity and self-discovery, and has a potential to promote transliteracy and encourage a personal voice, in addition to enhancing the student's narrative and production abilities. It also influences the process of transforming the classroom into a community and contributes to the student's validation of personal stories online, which teaches them to moderate and co-create civic media and collective narratives.

Núria Molas Castells, José Luis Rodríguez-Illeras (Universidat Autònoma de Barcelona, Spain): The Ancestral Letter: a transmedia storytelling proposal for Compulsory Secondary Education.

This paper addresses certain issues that have arisen from the "Educational uses of transmedia storytelling" project and from the PhD thesis entitled "Transmedia storytelling in education: a case study in Compulsory Secondary Education", aimed at understanding the pedagogical benefits of a type of transmedia storytelling applied in a formal education setting. Transmedia storytelling has emerged as a vehicle for putting into practice new forms of communication and culture characterised by new models of production, distribution, consumption and participation, with particular emphasis on the complex and critical use of multimodal codes, related to advanced digital literacy. Transmedia storytelling refers to the creation of narrative worlds involving several asynchronous media platforms (analogical and digital) that integrate to give coherence to the story. The proposal presented below consists of the application of a purpose-designed transmedia story, entitled The Ancestral Letter, in two compulsory secondary education schools with the participation of 161 students. A qualitative research model has been adopted on the basis of a multiple case study. Different data-gathering instruments have been used: sessions and research diary, analysis of artefacts and in-depth interviews. The results indicate that this type of storytelling is useful for improving the understanding of learning contexts, for the exploration of new forms of cognitive, social and emotional engagement, and for the development of certain competencies related to digital literacy and those of a social or cultural nature.

Patrícia Rodrigues, José Bidarra, Ioanna Vrentzou (Universidade Aberta, Portugal; National and Kapodistrian University of Athens, Panteion University of Social and Political Sciences, Greece): Facilitating English as Second Language Learning through a Transmedia Storyworld.

This paper seeks to provide a valid contribution towards the development of learning frameworks that meet 21st Century learners' needs. We propose to do so by giving an account of a transmedia learning storyworld targeted to English as Second Language

(ESL) learners. We argue that language learning shouldn't be dissociated from the learners' social and cultural context. ESL educators need to address, in their instructional spaces, the hows, and whys of living and communicating in a technology-mediated ecosystem, in present times. Acting as media ecosystems, transmedia storyworlds can become a multimodal sandbox within which learners can gain a higher agency to produce language through digital formats. Part of an ongoing research project, we describe the design and implementation of a transmedia learning storyworld. Through the report and discussion of the first deployment of a prototype version and a transmedia learning experience based on the storyworld, we explore challenges inherent to the application of a transmedia storyworld in formal learning environments and indicate a set of issues that need to be addressed in the future.