

## *P5: Approaches on New Literacies*

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**Aída Martori Muntasant (Universitat Autònoma de Barcelona, Spain): From hyperlocal television to transmedia. A case study on betevé.**

Barcelona Televisió was born out of the desire of a group of neighbourhood television stations to broadcast over a shared channel. However, over the years, what started out as a television project has developed into a multiplatform medium and, more recently, a transmedia system. The channel's commitment to moving in this direction is reflected in its recent change of name to Betevé. In comparison with other local television channels in Catalonia, Betevé has experienced the most development, particularly in terms of innovation, as it has benefitted from a far higher budget. The aim of this work is to analyse how Betevé has developed and examine how it has adapted to the digital era and become a transmedia system. The research has been carried out using qualitative methodology, consisting of reviewing documents and conducting in-depth interviews. The results conclude that the channel has evolved from being a loose conglomerate of hyperlocal community-oriented amateur media to being a professional, metropolitan and transmedia system. Betevé's transformation into a transmedia system is due to a number of key factors, such as its wide range of broadcasting platforms, its constant effort to innovate in technology and its broadcasting of content adapted to the unique potential of each different platform. Nevertheless, it still has some way to go in this respect. In addition to describing the channel's transmedia elements, this work will also outline the challenges faced and to face, such as how to move project design away from a television-centred approach. This work has taken a novel approach as it sets out the challenges and opportunities which transmedia represent for local media, not only with regard to content and storytelling, but also in relation to the overall structure of the media.

**Jarret Julián Woodside Woods (Universidad Nacional Autónoma de México, Mexico): Transmedial Rethoric. An introduction.**

This paper offers a set of key aspects to define the notion of transmedial rhetoric, understood as an elocutive and intermedial practice that arises after the identification of rhetorical situations materialized across different media texts. It focuses on how certain medial traits and specificities can be used for rhetorical purposes either on the modal, generic or framing scale of a media text. Based on the media literacies latent on a certain moment in history, and the respective spectrum of available media, transmedial rhetoric will help scholars to establish cognitive and theoretical frameworks for the study of transliteracies: the ability to read, write and interact across a range of platforms, tools and media (Thomas et al., 2007), as well as the collective domain of social, historical and rhetorical connotations of different media conventions. Starting from the idea that transmedial rhetoric is a fact, the paper follows a series of

argumentations to conceptualize its functioning and reach as a complementary methodology for analyzing and/or creating media texts. Based on the idea that “mediality” –the elements that define and differentiate one medium from another– is expressed through semiotic modes, genericity and framing, the paper analyzes how each level of mediality implies a rhetorical dynamic that can be materialized across different media texts. Finally, after illustrating each dynamic with specific examples, the text closes with the idea that studying transmedial rhetoric can help understand how we use medialities as a cognitive resource for developing communicative and learning skills through transliteracies.

**Javier Díaz Noci (Universitat Pompeu Fabra – Barcelona, Spain): Intellectual property and transmedia informative products: A comparative, transnational and legal analysis.**

We intend in this paper to make a legal, comparative and transnational approach to the legal implications of intellectual property, especially copyright, laws to transmedia products. More concretely, we will focus on news and information production. Participative or citizen journalism, fan fictions, which appeared in several media, has developed the so called transmedia narratives, and the law necessarily faces some problems derived from their particularities. Since the international trend of copyright is rather aligned with a strong approach which presumes that authors should be remunerated, or receive any compensation, for the successive exploitations of their works, it is our intention to try to explain which is the impact of copyright (and, in general terms, intellectual property) in the distribution of both moral and exploitation rights when facing transmedia products, and more specifically, transformation rights (which can be both considered moral and exploitation rights) and derivative works. The legal trends towards digital single market in Europe, copyright law reforms in the United States and the particular situation of the United Kingdom in this respect will be analyzed.

**Julio César Mateus, Maria-Jose Masanet, Joan Ferrés (Universitat Pompeu Fabra – Barcelona, Spain): Critical approach to educational technology in Spanish universities.**

Spanish universities are not alien to technological innovations, but their approach to them is basically instrumental. Neuroscience's contributions about the functioning of the minds that interact with these technologies give new perspectives to the academic world; perspectives that are necessary for optimizing teaching-learning processes. This article analyses the recent scientific production on ICT and innovation in Spanish higher education, as well as the Spanish university teaching guides of education degree subjects related to technologies. This critical analysis is organized around three concepts: information, rationality and critical sense. Comparing the analysis results with the discoveries of neuroscience during the last decades reveals limits and contradictions in those areas that tend to be considered strongest in the technology-education

relationship. We draw conclusions for revising the parameters for the approach to ICT in university education.

**Pedro Moura, Joana Fillol, Sara Pereira (Universidade do Minho, Portugal): The informal meets the formal: Portuguese outcomes of the Transliteracy research project.**

This communication aims to present the main results coming from the Portuguese research conducted as part of the Transliteracy - Transmedia Literacy (645238/Horizon 2020 – Research and Innovation actions) project. Findings come from questionnaires, interviews and workshops completed by 78 teenagers (12-17 years old), from an urban and a non-urban portuguese school. Project general objectives were to know transmedia practices and learning strategies in non-formal educational contexts of teenagers in 8 countries. Considering the impossibility of focusing on all results, this communication will focus specifically the way Generation Z learns to use new media, what motivates them and how their media practices contribute to the acquisition of skills and competences useful for their lives, inside and outside school. It also aims to understand how teenagers consume media and how it interferes in their socialization processes. The dissonance between what teenagers learn in classrooms and their everyday lives isn't a recent phenomenon (Ito et al., 2013), but it seems to be widening lately (Boyd, 2014), with the school system apparently being unable to follow society's and digital evolution (Castells, 2007) and seemingly concerned just with the "protection" of young people from "inappropriate content and online predators" (Hartley, 2009: 130). A lot of studies testify (European Commission, 2015, Lenhart, 2015, Pereira et al., 2015) that the digital world and the Internet are crucial to teens born between 1995 and 2012, those called Generation Z (Schroer, 2008). The research confirms the existence of a gap between formal and non-formal education. The last one is mainly motivated by teens' needs and peers' influence. Colleagues and family, along with Internet and self-discovery, are important sources of knowledge. It also arises that non-formal apprenticeship are essential to teenagers social lives, in which new media assume a key role, but they also contribute to the development of skills and competences useful from a school point of view.