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D5.7 International Conference on Transmedia Literacy

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The TRANSLITERACY project consortium is composed of:

UPF	Universitat Pompeu Fabra	Spain
UOC	Fundació per a la Universitat Oberta de Catalunya	Spain
UOXF	The Chancellor, Masters and Scholars of the University of Oxford	UK
JYU	Jyväskylän Yliopisto	Finland
UMINHO	Universidade do Minho	Portugal
UdelaR	Universidad de la República	Uruguay
PUJ	Pontificia Universidad Javeriana	Colombia
UNITO	Università degli Studi di Torino	Italy
ARS MEDIA	Ars Media SRL	Italy

RMIT University (Australia) participates in the research but is not a beneficiary of the TRANSLITERACY Project.

Transmedia Literacy
International Conference

According to the DoA, the TRANSLITERACY Project would generate a series of general (website, bulletin), scientific (papers, white papers, book, international seminar, international conference, etc.) and educational outputs (Teacher's Kit). This Deliverable focuses on one of the outputs: the **Transmedia Literacy International Conference**. Beyond presenting the outputs of the TRANSLITERACY Project, one of the main objectives of the Conference was to create an open and conversational environment for analysing and exchanging research and action strategies in the field of media literacy, teens, new digital interactive media and collaborative cultures.

This document includes the information regarding the Conference, since the original planning to the dissemination, development and final conclusions.

1. Objectives and planning of activities

The definition of the Conference's objectives, possible keynotes and scientific structure started almost one year before the event (April, 2017). The UPF team, in interaction with the other members of the Consortium, defined the dates, contents and dynamics of the event. The Organization Team decided to work on the design of an open and conversational environment; at the same time, the dissemination of the research outputs and the revindication of specific issues directly connected to the philosophy of "transmedia literacy" –like the promotion of youth-generated contents or the active role of the teacher as a translator between collaborative and educational cultures– were deemed strategical for the Conference.

In this context, the team decided to open the **Transmedia Literacy International Conference** with a specific event called **EDUxperience**, a format inspired by the TED conferences, with the participation of teens and professors.

Regarding the keynotes, the original idea –to invite 6 international speakers and hold six individual interventions during the Conference– was modified in order to generate a more dialogical environment. Thus, the interventions of the six speakers were transformed into three thematic dialogues to facilitate the exchange of ideas and perspectives.

Finally, the Conference also included the traditional paper sessions; in this case the **Transmedia Literacy International Conference** also contained specific sessions for presenting innovative experiences in education and a series of workshops oriented to high-school professors. To ensure the scientific level of the Conference it was created a Scientific Committee integrated by the PI and the local PI of the TRANSLITERACY action. At the same time, it was created an Organization Committee with the participation of researchers from the Universitat Pompeu Fabra and the Universitat Oberta de Catalunya. One researcher from the Universitat de Vic was included in the Committte.
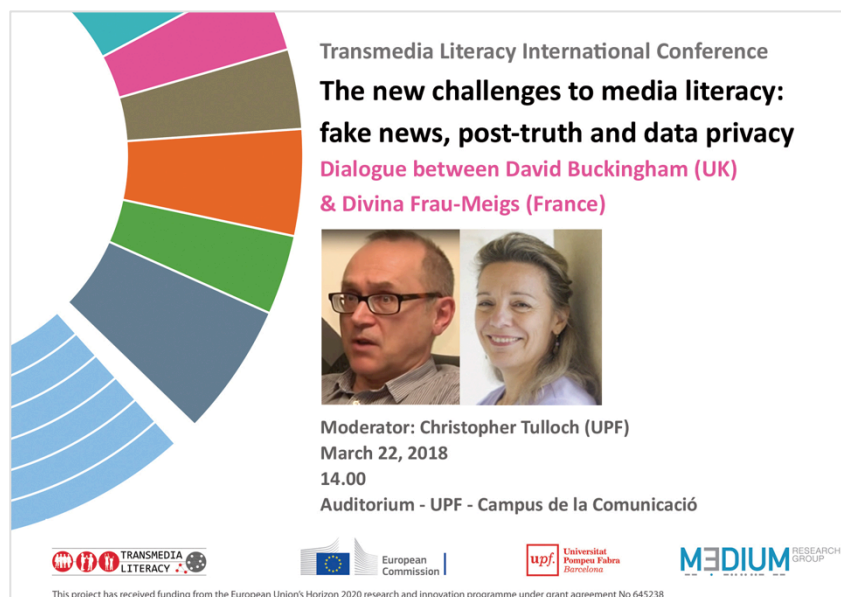
As it can be seen through this document, the **Transmedia Literacy International Conference** integrated different events and spaces that appealed to different publics: the **EDUxperience** opening session and the dialogues were designed for a broader public integrated by teachers, researchers, scholars, practitioners and students; the paper sessions were oriented to researchers, while the innovative experiences sessions congregated researchers, teachers and educational innovators. Finally, the workshops were designed for high school teachers interested in applying the transmedia literacy principles in the classroom.

2. Promotion of the Conference

Regarding the promotion of the **Transmedia Literacy International Conference**, it was an extension of the dissemination strategy of the whole action. The promotion was based on the following media and platforms:

- **Website:** in the website www.transmedialiteracy.org, active since the beginning of the research (April, 2015), it was created a specific page for the diffusion of the **Transmedia Literacy International Conference**. This page included all the information regarding the registration, venues, transport, etc. (see Fig. 1).

Fig. 1. The Transmedia Literacy International Conference webpage and Program

When the Conference Program was defined, a second webpage included the information regarding sessions, dialogues, workshops, etc. (see Fig. 1).

● **Social media:** Twitter and Facebook were the main platforms employed for the diffusion of the research and the **Transmedia Literacy International Conference**. In the specific case of Twitter, the handle **@Trans_Literacy** was the main space for the dissemination of the information regarding the Conference. A series of images were created for this objective (see Fig. 2).

Fig. 2. Images for diffusion in Twitter and other social media

- **Poster:** a poster in A2 format was printed for the diffusion of the **Transmedia Literacy International Conference** in local schools and universities. The partners of the Consortium could download the poster and printed for the diffusion of the Conference in their countries (see Fig. 3).

Fig. 3. Poster

- **Postcards:** two series of postcards were printed. The first series included general information in English about the Conference, the second series also included information about the workshops in Catalan / Spanish for local diffusion in Catalonian high-schools (see Fig. 4). A significant part of this second series of postcards was also sent to the 'Saló d'Ensenyament', the Teaching & Education event that took place in Barcelona between 14th and 18th March, 2018 (http://www.ensenyament.com/ca/). In total, about 400 postcards were distributed among the pedagogical counselors from the Catalan high-schools that participated in the event.

Fig 4. Postcards (both sides)

- **Contact with educational and youth institutions:** The Organization Team of the Conference also contacted different educational and youth institutions from

Catalonia for collaboration in the dissemination of the Conference. In this sense, the Catalan Youth Agency and the Education Department of the Government of Catalonia were contacted. The Catalan Youth Agency distributed publicity materials for the Conference among the educational centers of Catalonia in order to target Youth specialists. On its part, the Education Department disseminated the event through its website, where all teachers of the public high schools of Catalonia (see Fig. 5). In order to forster teachers' interest in the Conference, the Organization Team agreed with the department of education on the recognition of a 15-hours of training course for those high school teachers who participated in at least 12 hours of Conference activities.

Fig. 5. The Department of Education of Catalonia website

- **Mailing lists:** Different international organizations from the fields of education and communication were contacted to promote the Conference through their mailing lists (see Call for Papers section below).

3. Call for papers

On 28th July 2017, a Call For Papers (CFP) was announced through different communication channels, chiefly the project's official Twitter account website, partners personal social media, and specialized mailing lists such as ICA, MECCSA, ECREA, ECREA's Temporary

Working Groups 'Children, Youth and Media' and 'Advertising Research', the Fans Studies Network, the Spanish Bulletin 'Revista Latina de Comunicación Social' and the Spanish mailing list 'Comunicación'. The following table contains an edited version of the original CFP containing a comprehensive description of the scope of the Conference, the key deadlines and accepted formats for submission:

Join us on **March 22-24,** *2018, for the* **Transmedia Literacy International Conference***. This event brings together a vibrant and global community of media and education researchers and innovators. The Conference is organized as a part of the dissemination activities of the TRANSLITERACY H2020 action, a project that involves researchers from Europe, Latin America and Australia. Beyond the paper sessions and the keynotes the* **Transmedia Literacy International Conference** *will include workshops and short presentations by education innovation leaders. The main objective of the Conference is to share research outputs and practices around the following topics:*

- *Transmedia literacy*
- *Transmedia education*
- *Transmedia skills and informal learning strategies*
- *Media literacy*
- *Educommunication*
- *Student-generated contents*
- *Collaborative cultures and education*
- *Fan cultures and education*

Transmedia Literacy International Conference *will be held at the* **Universitat Pompeu Fabra – Barcelona,** *and will feature a series of workshops for teachers as well as two days of paper sessions and a special event around Transmedia Literacy. We hope you can join us!*

This event has received funding from the European Union's Horizon 2020 research and

innovation programme under grant agreement No 645238

Deadlines

- *Proposals submission: **October 31, 2017***
- *Notifications: **December 15, 2017***

Proposals

*The **Transmedia Literacy Conference** will accept the following formats:*

Research Papers:** participants must send research papers (**extension:** 6,000 -8,000 words) before October 31, 2017. The **Transmedia Literacy International Conference** will accept proposals tailored to the diverse forms of research in the field of transmedia literacy, transmedia education, transmedia skills and informal learning strategies, media literacy, educommunication, student-generated contents, collaborative cultures and education, and fan cultures and education. Paper parallel sessions will be held on March 22 (afternoon) and March 23 (morning & afternoon). If you are interested in presenting a Research Paper, please fill and **submit a proposal in English** (download the Paper Guidelines) to the following email: transliteracyconference@upf.edu, clearly indicating that is a Research Paper proposal in the subject. Please send a MS Word file (.doc, or .docx); **do not send PDF documents. Authors are free to submit their full papers to other publications.

Innovative Educational Practices:** participants must send before October 31, 2017 an extended abstract (**extension**: 1,200-1,500 words) describing a real educational experience in primary/secondary schools involving transmedia storytelling, collaborative practices in social media, student-generated contents or any other educommunicational activity. If you are interested in presenting an Innovative Educational Practice, please fill and **submit a proposal in English** (download the specific guidelines here) to the following email: transliteracyconference@upf.edu, clearly indicating that is an Innovative Educational Practice proposal in the subject. Please send a MS Word file (.doc, or .docx); **do not send

PDF documents.

*Workshops: the Transmedia Literacy International Conference will accept a short number of workshops oriented to high-school teachers/professors. The workshops should be designed for short groups (no more than 20 people) and the duration should be 4 hours (240 minutes including a break); they could explore different uses and experiences around transmedia storytelling and collaborative cultures in the classroom. **Workshops can be in English, Spanish or Catalan (Los talleres pueden ser en inglés, castellano o catalán / Els tallers poden ser en anglès, castellà o català).** If you are interested in organizing a Workshop, please fill the following Workshop proposal (**extension: 1,500-2,000 words**) (download the specific guidelines here) and submit it to: transliteracyconference@upf.edu, clearly indicating that is a Workshop proposal in the subject. Please send a MS Word file (.doc, or .docx); **do not send PDF documents.***

As mentioned above, the CFP was closed on 31th October 2017 and through the following week, submissions were arranged to be sent to referees for double-blind peer review. A total of n. 81 submissions divided in. 42 papers, n. 23 innovative educational practices (IEP) and n. 16 workshops from n. 22 countries (Table 1) were received and reviewed by an international group of n. 46 referees, formed by the members of the Scientific Committee and other experts from the media education field. Referees had 10th of December 2017 as a deadline to report their decisions.

Countries	Papers	Innovative Educational Practices	Workshops	Total
Spain	15	10	7	**32**
Argentina	2	3	1	**6**
Brazil	4	2		**6**
Mexico	3	1	2	**6**

Colombia	3		2	**5**
Portugal	2	1	1	**4**
UK	3			**3**
Estonia		2	1	**3**
USA	2	1		**3**
Peru	1			**1**
UAE	1			**1**
Hungary	1			**1**
Kyrgyzstan	1			**1**
Canada		1		**1**
Cape Verde		1		**1**
Ecuador		1		**1**
Israel			1	**1**
Italy	1			**1**
Australia	1			**1**
Uruguay	1			**1**
France			1	**1**
China	1			**1**

Table 1. Submissions for the Transmedia Literacy International Conference

On 15th December 2017 authors were informed of acceptance, rejection, or revision (e.g., one author was suggested to change their research paper into IEPs whereas n. 5 workshops were transformed into IEPs according to viability criteria). Finally, n. 37 papers, n. 27 innovative educational practices, and n. 10 workshops originating from n. 21 countries were set to be included in the Conference program.
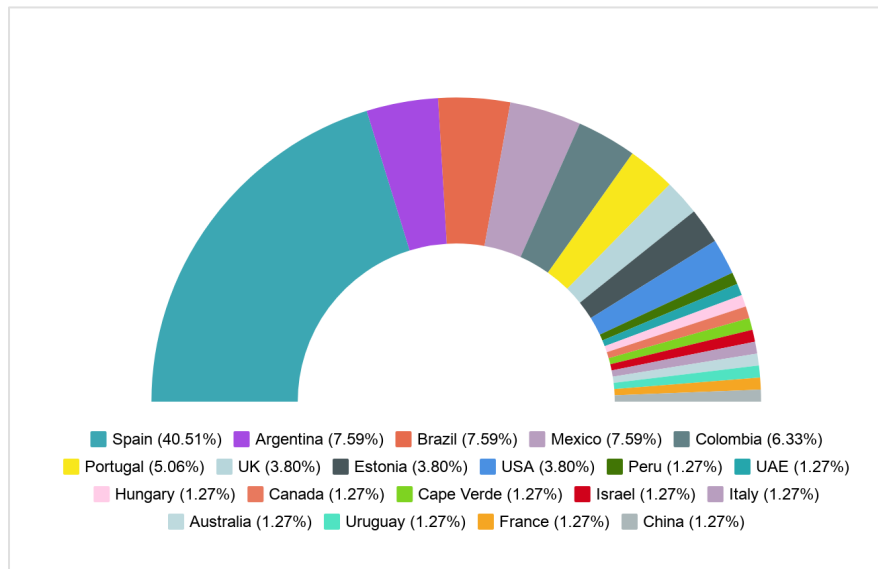

Fig. 6. Contributions to the Conference program per country.

However, a few weeks prior to the inauguration of the Conference, two IEP authors asked to be removed from the program due to personal inconveniences, reducing the number of IEPs and countries to n. 25 and n. 20 respectively. At the end **n. 72 contributions were included in the program.**
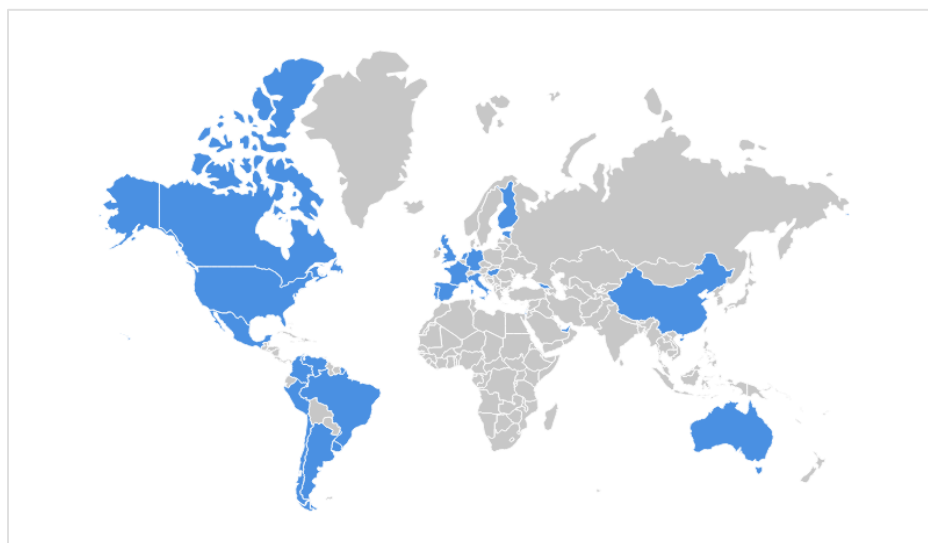

Fig. 7. Countries represented in the Conference's attendance.

In addition to these n. 20 countries, other areas of the world were represented if we look at the total composition of the Conference's attendance such as Georgia, Chile, Venezuela, Germany, and the Netherlands (Fig. 7).

4. EDUxperience

Instead of the traditional opening the **Transmedia Literacy International Conference** incorporated a special event destined to promote transmedia literacy, innovative educational practices and youth-generated contents. In this context the Organization Team selected a group of teachers and young people that are developing creative projects inside and outside the formal educational system. The EDUxperience was organized around 6 presentations: three by adolescents and young people, two by high school teachers and one by an video game expert and designer (see Fig. 8). The videos of the Teacher's Kit created by the Transmedia Literacy Project were presented in between the different interventions.

- Maria Sabiote – Professora de ciències socials especialitzada a fer propostes de ludificació (gamification) a tercer d'ESO.
- Carla Sevillano – Estudiant del grau universitari de Videojocs-Developers de l'Escola de Noves Tecnologies Interactives (ENTI-Universitat de Barcelona), especialista en jocs aplicats i d'entreteniment temàtic (ENTI).
- Txema Arenas – Cap d'estudis i professor de l'Institut Joan Salvat-Papasseit de Barcelona amb experiència en disseny, realització i coordinació de projectes educatius.
- Marta Botet – Estudiant de secundària i booktuber al canal "Recomanacions de llibres".
- Gonzalo Frasca – Chief design officer a l'estudi de videojocs DragonBox i catedràtic de Jocs a la Universitat ORT (Uruguai)
- Solo K.OS – Jove raper de dinou anys conegut al circuit de 'batalles de galls' de Barcelona.
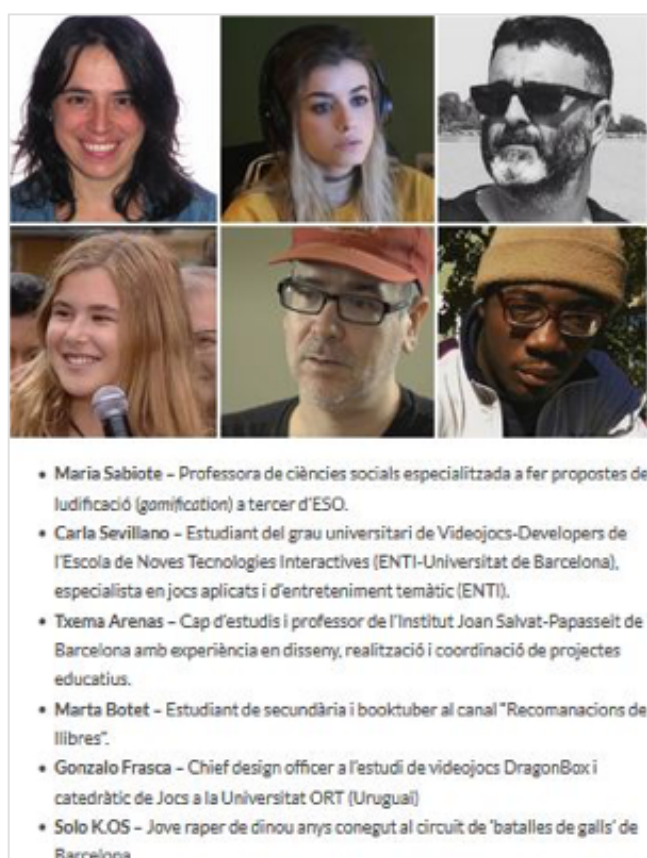
Fig. 8. EDUxperience participants

The event was presented by a young host, Cristina Abelló, who had previously participated in a research project at UPF in which young people were empowered by presenting themselves through audiovisual means. Abelló was in charge of guiding the event and presenting the different interventions. Information about the six participants and their presentations is included below:

- **Maria Sabiote** is a high school teacher of social sciences specialized in gamification and augmented reality. She has also carried out activities for the development of the educational field (https://mariasabiote.wixsite.com/maria/sobre-mi). Sabiote presented her experiences in historical gamification 'Aprenents de Miquel Àngel' and 'El Ministeri de Caravaggio'. Through these experiences, she has linked history and art and reproduced the Sixtine Chapel and Baroque paintings.

- **Carla Sevillano** is student of the bachelor in video game-developer of the School of New Interactive Technologies (ENTI-University of Barcelona). She is specialist in applied games and themed entertainment (ENTI). She started playing video games at age 5 and turned her passion into her profession. Sevillano explained that video games do not have to be educational in order to encourage learning and elaborated on the different abilities adolescents and young people can develop through video gaming.

- **Txema Arenas Peiró** is head of studies and teacher at the high school Joan Salvat Papasseit of Barcelona. He has experience in design, realization and coordination of educational projects and strategic networks and in the design of pedagogical activities. He is currently the coordinator of the European project KA219 Erasmus + "like/dislike me: click here to find out more". Arenas explained different experiences carried out within the European project KA219 Erasmus +. He presented some activities he has done with teenagers as 'The Hackathon' and 'The escape room'.

- **Marta Botet** is a Senior high school student at Virolai School. At 11 years old she created her own blog (http://recomanacionsdellibres.blogspot.com.es/) and YouTube channel (https://www.youtube.com/user/RecomationsL), which made her the first Catalan-speaking booktuber. At 15 she took part in the TED Youth event in New York City where she lectured on her passion for books:

https://www.youtube.com/watch?v=p-7zk4BwGmA. Botet presented the lecture 'Teens in network: 2.0 readers', focused on her own experiences as a booktuber and reflecting on her learning process in the digital environment.

- **Gonzalo Frasca** is a renowned game developer, researcher, entrepreneur and Chair of the Videogame Program at ORT University (Uruguay). He has created games for Pixar, Cartoon Network, Lucasfilm and Warner Bros. Currently, he develops DragonBox School, a new method to learn maths playing in pilot phase in Finland, Norway and France. In his talk, Frasca reflected on the use of video games in school. Frasca postulates that we do not play video games because they are fun, but because they are challenging. Fun is a consequence. And he added that today there are 1,300 schoolc hildren in Norway, Finland and France learning maths by playing and reading books.

- **Solomon Yeboah Pinamang Koranteng** is a young 19-year-old rapper from the city of Vic (Barcelona). He has been rapping for 11 years and he is known by the stage name of K.OS within rapper circles. He is currently one of the visible faces in the rap scene of Barcelona. K.OS' talk revolved around losing interest in studying at high-school and proposed alternative options related to music in order to motivate students. Through different examples, such as the study of irregular verbs in English through rap, K.OS suggested other teaching models. At the end of his presentation, K.OS improvised a rap with different words prompts by the audience.

The EDUxperience event was a successful initiative with the participation of more than n.147 people in the Auditorium. The event was aired in streaming. Each intervention was also registered with a multi-camera system and will be included in the Transmedia Literacy Youtube channel in April 2018.

5. Dialogues

The original idea –to invite 6 keynotes speakers and hold six individual interventions during the Conference– was modified to create a more dialogical, dynamic environment.

Fig. 9. Keynote speakers

The interventions of the six keynote speakers were organized in three thematic dialogues:

- Dialogue n. 1 (Thursday 22, March) - *The new challenges to media literacy: fake news, post-truth and data privacy*
  - **David Buckingham** (University of Loughbrough, United Kingdom). He is a scholar, writer and consultant specialising in young people, media and education. He is an Emeritus Professor at Loughborough University, and a Visiting Professor at King's College, London University. He has taught about media at all levels, from primary and secondary schools through to PhD, and has trained hundreds of Media Studies teachers. He has also been a visiting professor at universities in the USA, Australia, Norway, South Africa, Italy and Hong Kong. David has directed a great many research projects on young people's interactions with media, and on media literacy education, and has been a consultant for bodies such as UNESCO, the United Nations, Unicef, Ofcom (the UK media regulator),

and the UK government, as well as several grassroots media education organizations. Buckingham is the author, co-author or editor of 30 books, and more than 240 scholarly articles and book chapters and his work has been translated into 15 languages. His most recent books are *The Material Child: Growing Up in Consumer Culture*; *The Civic Web: Young People, the Internet and Civic Participation;* and *Youth Cultures in the Age of Global Media*.

○ **Divina Frau-Meigs** (Université Sorbonne Nouvelle, France). She specialises in content and risk behaviors, as well as questions of reception and use of information and communication technologies. She is currently working on issues of cultural diversity, e-learning, media education and media co-regulation (audiovisual, internet). Frau-Meigs leads the ANR TRANSLIT research project, which reflects on the epistemology of transliteracy and observes the practices of young people. In addition to numerous articles in national and international journals, she has published or coordinated some twenty books. Frau-Meigs is author of *Intercreativity and Interculturality in the Virtual Learning Environments of the ECO MOOC Project* (Springer Berlin Heidelberg, 2017), *Transliteracy: Sense-making Mechanisms for Establishing E-presence* (Nordicom Clearinghouse, 2013), and *Media Matters in the Cultural Contradictions of the "Information Society": Towards a Human Rights-based Governance* (Council of Europe, 2011). Additionally, she presented the Global Monitoring Report of the World Summit on the Information Society (WSIS), the Priority Action Line C8 "Cultural Diversity," drafted the "Emerging Trends" report for WSIS+10 (2013), and a critical glossary on *Cultural Diversity in the Digital Age* (2014).

○ Moderator: **Christopher Tulloch** (Universitat Pompeu Fabra, Spain). He is Lecturer in the Department of Communication at Universitat Pompeu Fabra in Barcelona. He has Ph.D. in Journalism from the same university. Tulloch has been a visiting lecturer at the United Nations in Geneva, the

University of the Basque Country, Southampton, New Haven (USA) and El Salvador. He is Director of the M.A. Program in International Political Journalism at the UPF-IDEC. As a journalist, he is co-editor of the Catalan News Agency and has worked for various national and international media and has been editor for Spain and Portugal of the US-based European Press Survey.

○ This dialogue was held in the Auditorium of the Universitat Pompeu Fabra (Campus of Communication) with an audience of n. 127 people. **Divina Frau-Meigs** based her presentation of the evolution from traditional media literacies to new literacies. After mapping that transformation, she introduced the trends and new issues in media and information literacy in the European context. Finally, Divina Frau-Meigs developed a complete overview of how to enable media and information literacy, especially from the perspective of policies, curricula and training. **David Buckingham**, on his side, developed a complete overview of the situation of media literacy in the new media ecology. Starting from the transition from counterculture to cyberculture (Turner), he introduced issues like techno-determinism and utopian discourses. According to Buckingham, 2017 was key year in public debate as themes like democracy and mental health were included on the conversations about social media, democracy and society. In this context issues like fake-news, post-truth, radicalization, privacy and data-mining were introduced and analyzed by the speaker. As a final conclusion, Buckingham recommended to go beyond cyber-hysteria for developing a serious and deeper analysis of the situation. At the same time, he recommended to improve "media literacy education" in formal environments, based on a comprehensive and coherent approach far away from the sometimes simplistic or defensive visions.

● Dialogue n. 2 (Friday 23, March) - ***How to research media literacies? Long-term and short-term studies***

○ **Sonia Livingstone** (London School of Economics and Political Science, United Kingdom). She is Professor of Social Psychology in the Department of Media and Communications at LSE. Taking a comparative, critical and contextual approach, her research examines how the changing conditions of mediation are reshaping everyday practices and possibilities for action. She has published twenty books on media audiences, media literacy and media regulation, with a particular focus on the opportunities and risks of digital media use in the everyday lives of children and young people. Her most recent book is *The class: living and learning in the digital age* (2016, with Julian Sefton-Green). Sonia has advised the UK government, European Commission, European Parliament, Council of Europe and other national and international organizations on children's rights, risks and safety in the digital age. She was awarded the title of Officer of the Order of the British Empire (OBE) in 2014 'for services to children and child internet safety.' Livingstone is also a fellow of the Academy of Social Sciences, the British Psychological Society, the Royal Society for the Arts and fellow and past President of the International Communication Association (ICA).

○ **Heather Horst** (University of Sydney, Australia). She is Professor in the Department of Media in Communications at the University of Sydney. Prior to this she was Professor in the School of Media and Communication and the Co-Founder of the Digital Ethnography Research Centre at RMIT University. She is a sociocultural anthropologist whose research focuses upon understanding how digital media, technology and other forms of material culture mediate relationships, communication, learning, mobility and our sense of being human. Her current research explores transformations in the telecommunications industry and the emergence of new mobile media practices across the Asia-Pacific region. Her books examining these themes include *The Cell Phone: An Anthropology of Communication* (Horst and Miller, Berg, 2006), *Kids Living and Learning with Digital Media: Findings from the Digital Youth Project* (Ito, Horst, et

al., 2009, MIT Press), *Hanging Out, Messing Around and Geeking Out: Kids Living and Learning with Digital Media* (Ito, et al. 2010, MIT Press), *Digital Anthropology* (Horst and Miller, Eds., 2012, Berg) and *Digital Ethnography* (Pink, Horst, et al. 2016, Sage). Horst has been a guest editor for special issues of the *International Journal of Communication, Journal of Material Culture, International Journal of Cultural Studies, New Media and Society, Media International Australia* and *Home Cultures*.

○ Moderator: **Carlos A. Scolari** (Universitat Pompeu Fabra, Spain). Associate Professor at the Department of Communication of Universitat Pompeu Fabra - Barcelona (Spain). Researcher specialized in transmedia storytelling, and semiotics of new media, he is the Principal Investigator of the Transliteracy H2020 Research and Innovation Action.

○ This dialogue was held in the Auditorium of the Universitat Pompeu Fabra (Campus of Communication) with an audience of n. 119 people. During the event, **Sonia Livingstone** provided an overview of her co-authored book with Dr. Julian Sefton-Green, *The Class: Leaving and Learning in the Digital Age*, which shows the connections and disconnections of three intersecting universes in young people's lives: the household; digital infrastructure; and youth-generated digital worlds. On her part, **Heather Horst** discussed her past and current projects on the field such as *Digital Youth Research: Kid's Informal Learning with Digital Media*. After the presentation of the research objectives and fieldwork prof. Horst reflected on the challenges of conducting ethnographic research with young people.

● Dialogue n. 3 (Friday 23, March) - ***Rediseñar las interfaces educativas: entre la cultura maker y los videojuegos***

○ **Alejandro Piscitelli** (Universidad de Buenos Aires, Argentina). As a Philosophy student, he was mentored by Michel Foucault, Jacques Ranciere, Alain Badiou and Francisco Varela. For 22 years he has been the

head of a Pedagogical Innovation Laboratory in the Degree of Communication Sciences at the University of Buenos Aires. He published his first book *Science in movement* in 1991, and was always interested in the interplay between the symbolic plays with the material, the infostructure with the infrastructure. He dedicated another 9 volumes to that intersection, among them *Internet, 21st Century Printing*, *Nativos Digitales* and *El Paréntesis de Gutenberg*. He was the mastermind behind the portal educ.ar between 2003 and 2008. Since 2012, he has been creating arts / science laboratories starting with ConexiónLab in Buenos Aires, going through TadeoLab in Bogotá and Digital Culture in Mexico 2014/17. Piscitelli was also scientific advisor to the ILCE director and designer of the Digital Culture project at the Maguen David CHMD Hebrew School in Vista Hermosa, Mexico DF. He has worked as an advisor to the director of Centro Diseño, a university that professionalizes creativity.

○ **Gonzalo Frasca** (DragonBox/Universidad ORT, Uruguay). He is a game designer and academic researcher focusing on serious and political video games. He is Chief Design Officer at DragonBox, a Norwegian pedagogy studio which produces math-learning video games. Frasca is also Chair of the Videogame Program at ORT University. His most famous game is the art game, September 12, a response to the September 11 attacks. It is based on the political argument that a direct military response will only increase the likelihood of further terrorist attacks on the West. In spite of being controversial at its launch, it is now recognized as a notable early example of both political video game and newsgame (a term Frasca is credited with coining to refer to a video game based on real, newsworthy events). In 2009 he received a Lifetime Achievement Award by the Knight Foundation. Frasca's game studies are influenced by the work of Norwegian game academic Espen J. Aarseth. Beginning in December 2004, Frasca has studied games at the Center for Computer Games

Research at the IT University of Copenhagen. He received his PhD in Video Games Studies on August 2007.

○ Moderator: **Jordi Torrent** - (United Nations Alliance of Civilisations-UNAOC). He was Media Educator Consultant for the Department of Education of New York City from 1990 to 2007, where he developed Media Literacy Education programs for students, educators and parents. In 2004, he co-founded Overseas Conversations, an annual series of international conferences in New York focusing on youth, media and education. He has co-edited, among other publications, *Mapping Media Education Policies in the World* and *Youth Media Visions: Conversations Across Cultures*. Since 2007, Mr. Torrent is Project Manager of Media and Information Literacy initiatives at UNAOC.

○ This dialogue was held in the Ateneu Barcelonès with an audience of n. 78 people. During the dialogue **Gonzalo Frasca**, after explaining the logic of video games from and educational perspective, described how the Dragonbox interactive products work. He focused on the video games oriented to mathematics learning. **Alejandro Piscitelli** developed a complete overview of the different learning experiences where he participated in the last decade, from the Facebook Project in the University of Buenos Aires to the *Sarmiento 1to1* project with high-school students. He also described the organization of makers-labs in Buenos Aires (ConectarLab), Bogotá (TadeoLab) and Mexico (Magen School, Centro Design School, etc.). At the same time, Piscitelli stressed the necessity of developing new learning spaces based on the philosophy of DIY and edupunk movements.

6. Round table

The **Transmedia Literacy International Conference** hosted a round table to present the main research outputs of the project. This round table took place on Friday 23, March at the Auditorium of the Universitat Pompeu Fabra (Campus of Communication-Poblenou) and attracted n. 93 attendees approximately. The following speakers participated in the round table moderated by Jordi Torrent (UNAOC, see short bio data above):

- **Carlos Scolari** is the Principal Investigator of the Transmedia Literacy project. He is Associate Professor at the University Pompeu Fabra. Researcher specialized in transmedia storytelling, collaborative culture, user-generated contents, narratology, and semiotics of new media.

- **Silvia Amici** is Co-founder and Head at Ars Media and teaches Visual Communication at the Università degli Studi di Torino (Italy).

- **Elisenda Ardèvol** is Associate Professor in the Department of Arts and Humanities at the Open University of Catalonia (Spain) where she teaches Social and Cultural Anthropology and Qualitative Methods in the Social Sciences.

- **Carlos Barreneche** is Assistant Professor in the Department of Communications at Universidad Javeriana (Colombia) Communication. He received his PhD at CAMRI, University of Westminster (UK) in 2012.

- **Heather Horst** is Professor in the Department of Media in Communications at the University of Sydney. She is an expert in material culture, mobility and mediation of social relations.

- **Raine Koskimaa** is Professor of contemporary Culture at the University of Jyväskylä (Finland). He conducts research in the fields of digital textuality, programmable media, and game studies.

- **Sara Pereira** is Assistant Professor in the Department of Communication Sciences at the University of Minho (Braga, Portugal) and researcher at the Society and Communication Research Centre.

- **Gabriella Taddeo** is researcher at INDIRE (Instituto Nazionale Documentazione Innovazione Ricerca Educativa) and she teaches Social

Networking: Technologies and Applications in the Course of Cinema and Media Engineering at the Politecnico di Torino (Italy).

- **Simona Tirocchi** is Assistant Professor in the Department of Philosophy and Educational Sciences at the Università degli Studi di Torino (Italy), where she currently teaches Sociology of Education.

- **Rosalía Winocur** is Researcher Professor in the Department of Education and Communication (Universidad Autónoma Metropolitana, México) and Visiting Professor in the Faculty of Communication at Universidad de la República (Uruguay).

- **Huw Davies** is Researcher at the Oxford Internet Institute, University of Oxford (UK). Huw is currently working with Rebecca Eynon to support young people as they explore the Web's affordances.

- The round table was focused on the Transmedia Literacy Project. The objectives, methodology and main results of each country were explained at the table. A researcher from each country of the Consortium participated and had five minutes to summarize their main breakthroughs. Among other topics, the importance of media consumption among adolescents was highlighted as well as their intense use of social media and the role of YouTube as a source of information and learning. After the presentations, the audience was given the chance to ask some questions to the participants.

Fig. 10. The round table

7. Research paper sessions

As indicated above, during the **Transmedia Literacy International Conference** a total of n. 37 papers coming from n. 15 countries were accepted. These papers were distributed in n. 7 sessions along three days. A total of n. 117 people attended them.

The following researchers were in charge of coordinating the different paper sessions:

- **luke gaspard** (RMIT University, Australia) - *Paper Session P1: Transmedia Skills & Participatory Cultures.*
- **Ruth Contreras** (Universitat de Vic, Spain) - *Paper Session P2: Experiences: Production & Education,*
- **Elisenda Ardèvol** (Universitat Oberta de Catalunya, Spain) - *Paper Session P3: Methodologies & Interventions,*
- **Óliver Pérez** (Universitat Pompeu Fabra, Spain) - *Paper Session P4: Experiences Storytelling and Education,*
- **Gabriella Taddeo** (INDIRE, Italy) - *Paper Session P5: Approaches on New Literacies.*
- **Raine Koskimaa** (University of Jyväsjylä, Finland) - *Paper Session P6: Skills I.*
- **Rosario Radakovich** (Universidad de la República, Uruguay) - *Paper Session P7: Skills II.*

Each session had a duration of 120 minutes and included up to n. 6 papers. Each speaker had 15 minutes for presenting their research. Once all the speakers had finished their presentations, a slot of 30 minutes was dedicated to discussion.

8. Innovative educational practices

During the **Transmedia Literacy International Conference** a total of n. 25 innovative educational practices experiences originating from n. 10 countries were held in n. 5 sessions. A total of n. 69 people attended them.

The following researchers were in charge of coordinating the different IEP sessions:

- **Pedro Moura** (Universidade do Minho, Portugal) - *Innovative Practices Session IP1: Transmedia Education and Social Action I.*

- **Julio César Mateus** (Universitat Pompeu Fabra, Spain) - *Innovative Practices Session IP2: Learning about Media.*

- **Huw Davies** (University of Oxford, United Kingdom) - *Innovative Practices Session IP3: Transmedia Education & Social Action II.*

- **Mercè Oliva** (Universitat Pompeu Fabra, Spain) - *Innovative Practices Session IP4: Tools and Methods.*

- **Maddalena Fedele** (Universitat Ramon Llull, Spain) - *Innovative Practices Session IP5: Teaching different subjects through media.*

Each session had a duration of 120 minutes and included up to n. 6 innovative educational practices. Each speaker had 15 minutes' for presenting their practices. Once all the speakers had finished their presentations, a slot of 30 minutes was dedicated to discussion.

9. Workshops

A total of n. 8 workshops[1] in Spanish, Catalan and English were conducted during the **Transmedia Literacy International Conference** and n. 75 people attended these sessions. Researchers and practitioners from n. 5 countries conducted the following sessions covering a variety of topics related to the use of and production with media.

- *En busca de la competencia crítica en el aula. Narrativa transmedia de origen literario/ Searching for the critical competence in the classroom. Literary-based transmedia storytelling* by **Marcela Fritzler** (Instituto Cervantes de Tel Aviv, Israel).

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[1] Of the 10 workshops included in the Conference program, the workshop titled *Los sistemas intertextuales transmedia como estrategia pedagógica en el interior del aula/Transmedia intertextual systems as pedagogical strategy in the classroom* and the workshop title *Construcción del personaje transmedia/Building transmedia characters* could not be conducted due to personal reasons alleged by each instructor.

- *Booktube para todos: ¿cómo potenciar la lectura creativa a través de los videoblogs literarios/Booktube for all: how to boost creative reading through literary vlogs?* by **José Miguel Tomasena** (Universitat Pompeu Fabra, Spain).

- *Diseño cooperativo de Didactic Cards 1.0/ Cooperative design of Didactic Cards 1.0* by **Nuria Hernández Sellés** (Centro Superior de Estudios Universitarios La Salle, Spain) and **María-José Establés** (Universitat Pompeu Fabra, Spain).

- *Ciberactivismo, culturas participativas y pedagogía feminista: claves para una educación transmediática/ Ciberactivism, participatory cultures and feminist pedagogy: keys for a transmedia education* by **Aquilina Fueyo** (Universidad de Oviedo, Spain).

- *Zeus de juguete. Estrategias de game design para crear universos narrativos transmedia/ Toy Zeus. Game design strategies to create transmedia narrative universes* by **Durgan A. Nallar, Sofía B. Álamo, Valeria Drelichman, and Facundo Colantonio** (Universidad Maimónides, Argentina).

- *Disseny de continguts educatius específics per a smartphone basats en els principis formatius del disseny gràfic i la percepció/ Design of educative contents targeted to smartphones drawing on principles from graphic design and perception* by **Miquel Navarro** (Warks, Spain).

- *Digital Literacy and Gender Violence on the Internet* by **Inês Amaral, Patrícia Silveira** (Universidade do Minho, Portugal).

- *Juegos de Realidad Alternativa/Alternate Reality Games* by **Nohemí Lugo** (Tecnológico de Monterrey, México).

Each session had a duration of 240 minutes with a 15-20-minute break.

10. Distribution of printed materials

During the **Transmedia Literacy International Conference** each attendee received a printed copy of the Book and the White Paper (in English or Spanish). The Book (see Deliverable 5.6) is a textual production that aims to explain the main outputs of the TRANSLITERACY Project

and, at the same time, to present a set of learning cards taken from the online Teacher's Kit. The White Paper presents a summary of the research (objectives, methodology, and main outputs) through simple texts and graphic elements. Participants appreciated both productions and supported the online dissemination of the documents (both the Book and White Paper can be downloaded from the *e-Repositori* of the Universitat Pompeu Fabra – Barcelona)– the Book is available in two languages (English and Spanish) while the White Paper can be downloaded in five languages (English, Spanish, Portuguese, Italian, and Finnish).

Fig. 11. Book covers.
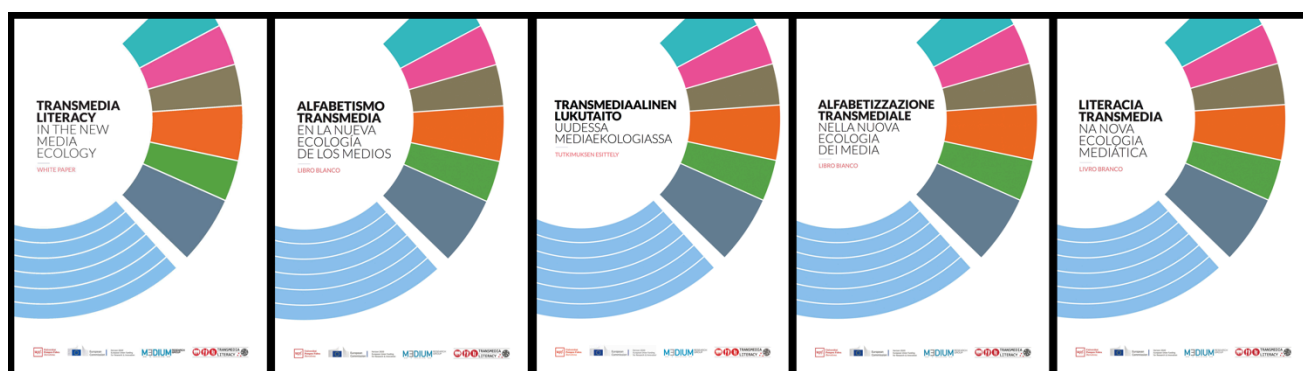
Fig. 12. White paper covers.

11. Conference impact

In the DoA (2.2.2.Measures to maximise impact) the **Transmedia Literacy International Conference** was described in the following terms:

> *Final conferences: the team will organize a two-day final conference in Barcelona to present the findings of the research. The conference committee will accept a maximum of 20 papers about transmedia literacy after a peer-review process; two keynotes will be invited to participate in the conference. A seminar will be held in Latin America (place to be defined).*

> *Achievement and quantitative indicator: to receive 60 papers and select the best 20 (acceptance rate: 33%). To register more than 50 participants.*

Taking into account the interest for the TRANSLITERACY project between researchers and practitioners, the team decided to expand the number of papers sessions, include innovative educational practices and workshops, invite more keynotes, and to organize the opening event (**EDUxperience**) with the objectives of 1) increasing the impact of the Conference, and 2) expanding the dissemination of the research outputs.

The participation largely exceeded the best forecasts of the Organization Team. In total, n. 231 participants attended the Conference, and n. 70 contributions (37 research papers, 25 innovative educational practices, and 8 workshops) were presented or conducted. A team of 20 volunteers from the Bachelor degree in Communication and the Master's and PhD Program in Communication of the Universitat Pompeu Fabra-Barcelona provided support to the Organization Team of the Conference.

Twitter Reach of the Conference

Regarding the Conference hashtag #transliteracy2018, data has been collected through *Keyhole,* a Twitter analysis tool. The tweets were tracked from 22 March to 24 March 2018.

During the Conference the total number of tweets was the following: 702 posts contained the hashtag #transliteracy2018 and a total of 227 users tweeted this hashtag. The reach of

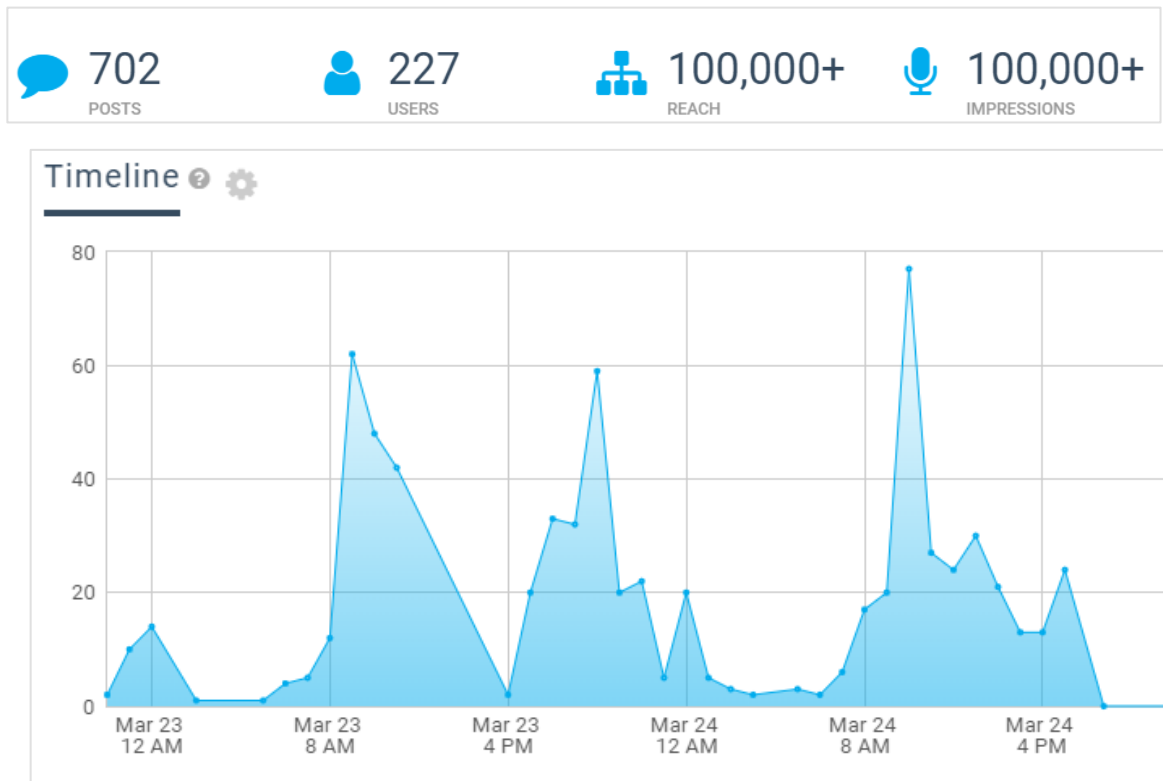#transliteracy2018 was above 100,000 users, and there were also more than 100,000 impressions.

Fig. 13. Peaks in use of the hashtag #transliteracy2018 between 23rd and 24th March.

The main peaks of tweets took place at 9.00 a.m. on the 23rd March (62 posts), at 08.00 p.m. on the 23rd March (59 posts) and at 10.00 a.m. on the 24th March (77 posts).

The main locations of the tweets containing #transliteracy2018 were:

- Spain (46.72%).
- Argentina (22.66%).
- United Kingdom (7.75%)
- Mexico (6.56%).
- Brazil (1.79%).
- Italy (1.59%).
- United States (1.39%).
- Ireland (0.80%).
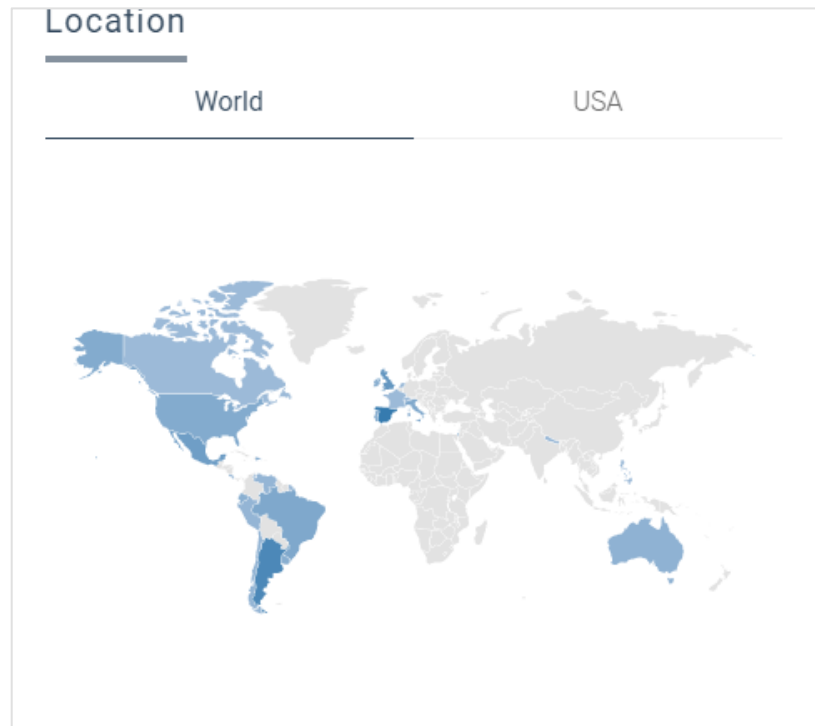- France (0.20%).
- Netherlands (0.20%).

Fig. 14. Images of the main locations of the tweets containing #transliteracy2018

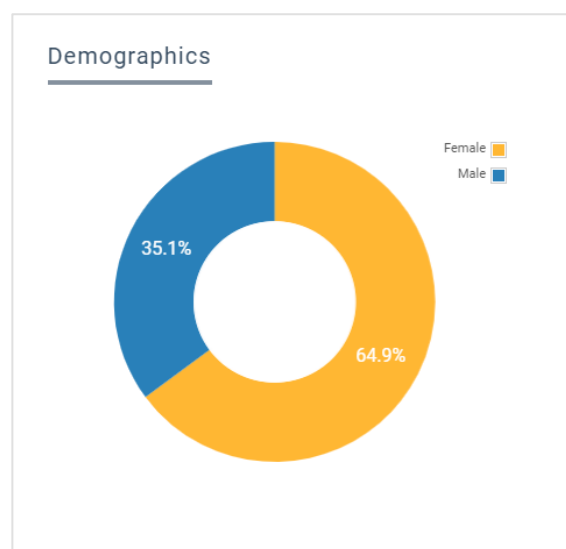The 64,9 % of the tweets using the #transliteracy2018 hashtag were sent by women and the 35.1 % by men.

Fig. 15. Gender usage of the #transliteracy2018 hashtag

Some of the related topics around the hashtag #transliteracy2018 were *transliteracy, transmedia play, transmedia, medialiteracy, eduxperience, gamedesign, barcelona, arson80, media, aprender, sharing, learning, storytelling, transmediaele, dragonbox, booktube, etc.*

Fig. 16. Image of the topics around the hashtag #transliteracy2018

Both hashtags #Transliteracy2018 and #EDUxperience were trending topics on Twitter in the Barcelona area on the 22 March 2018.

Regarding the official Twitter account of the project (@trans_literacy), the impact of the social audience on Twitter was significant from the 22nd March 2018 until the end of the Conference on the 24th March 2018. In particular, the account experienced an important increase of users. On the 21st March 2018, the account had 777 followers; on the 22nd March 2018 it got 845 followers and, finally, it reached 924 followers on the 23th. Overall, during the month leading up to the Conference, @trans_literacy gained a total of 431 followers, marking a steep increase of 46,5% in followers.

The final conclusion is that the **Transmedia Literacy International Conference** met the original objectives and contributed to the international dissemination of the action outputs both in academic, scientific and educational fields.