Universidad de Valladolid

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Social Transmedia Storytelling. A University Media Literacy Project

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University of Valladolid (Spain)

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CIUDADANÍA, ECOLOGÍAS DEL APRENDIZAJE Y EDUCACIÓN EXPANDIDA

ECER 2024

THEORETICAL FRAMEWORK

Transmedia storytelling refers to stories told across multiple media. From the consumers' perspective, transmedia practices promote multi-literacy, that is, the ability to comprehensively interpret discourses coming from different media and languages. It is a matter of understanding how young people are acquiring transmedia skills and incorporating these processes into the educational sphere so that learning is a collateral effect of creative production and community collaboration, which is called connected learning

The use of digital technologies has provided an opportunity for the exercise of new forms of social interaction that are currently transforming the functioning and role of formal learning institutions, especially schools and universities Digital media, then, opens the door to a new educational paradigm in which learning can take place "anytime, anywhere", a cultural dynamic that has been described in the literature as ubiquitous and that reminds us that everyday life becomes a space for new pedagogies and new learning practices.

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Objective

The objective of the research is to deepen the analysis of the design and creation of transmedia narratives elaborated by young university students within the framework of participatory network cultures that combine the creation of multimedia content with educational proposals oriented to social and community development.

Promote the development of digital competences among university students in an environment of learning ecologies as part of their training in the contexts of expanded education.

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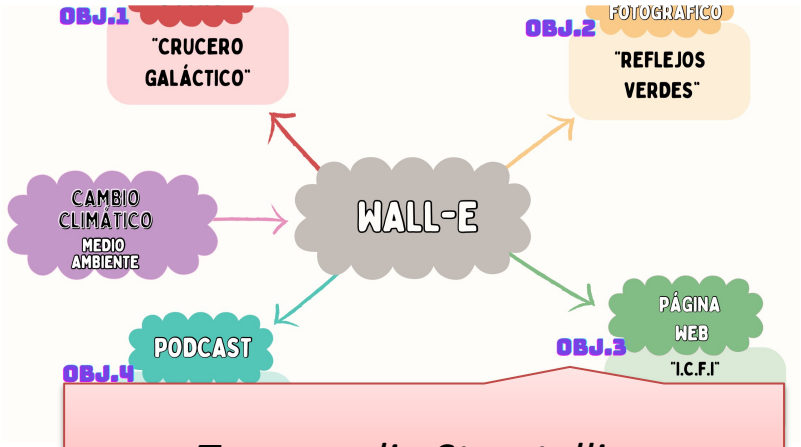
Methodology



Transmedia Storytelling

Classroom observations

Comments and recommendations made in the Groupware

Video recordings

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In order to codify and categorize the data we have followed three systematic procedures in which we will gradually seek to generate understandings about the object of study

1.- A data codification and classification process to understand the research objective gradually.

2.- The conceptual mapping of graphic and audio-visual representations to proceed to the representation of knowledge in a visual form.

3.- The analysis of Transmedia Storytelling to share the meaning of the experience with the participants in the selected cases.

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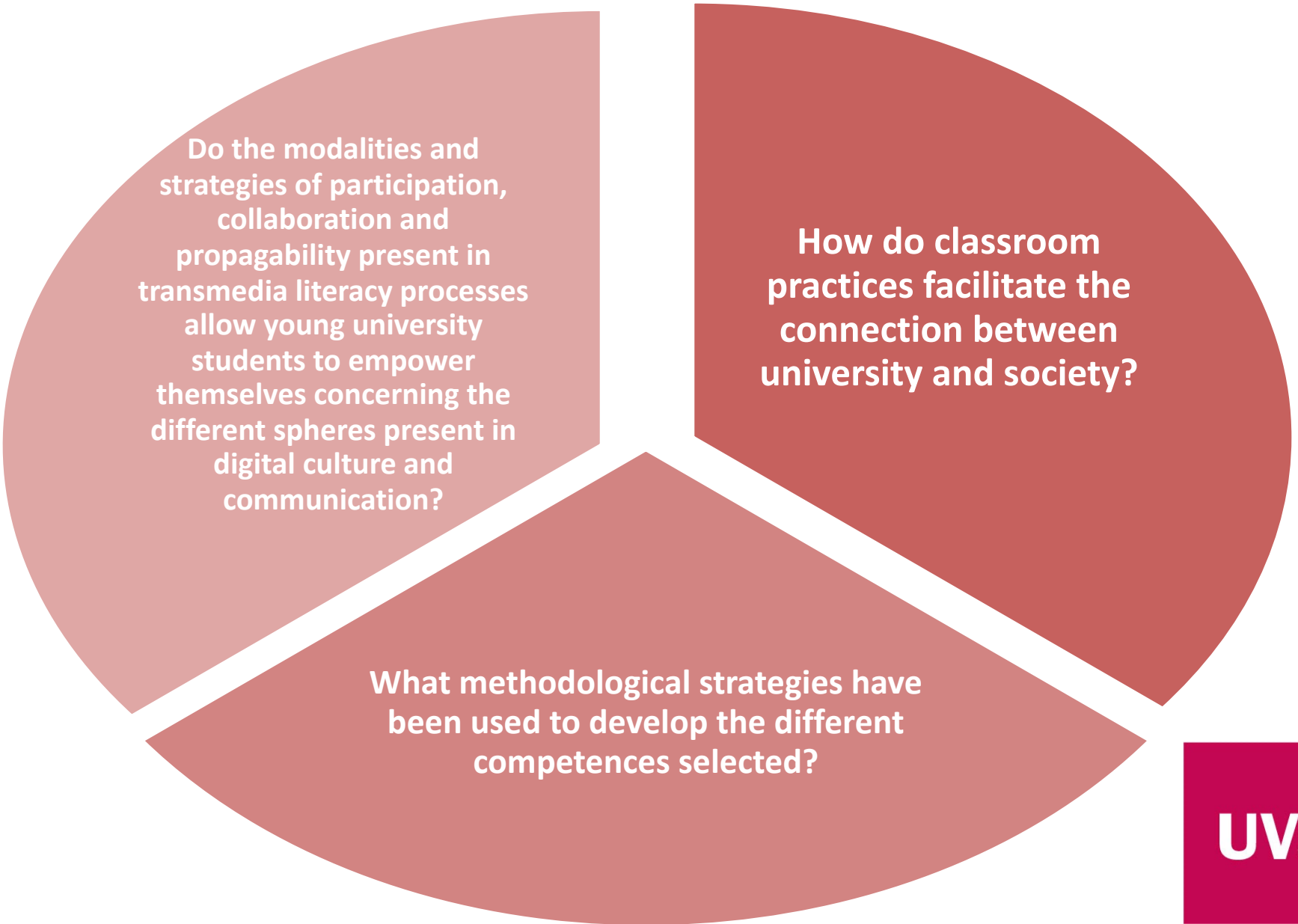
Topics


Do the modalities and strategies of participation, collaboration and propagability present in transmedia literacy processes allow young university students to empower themselves concerning the different spheres present in digital culture and communication?
How do classroom practices facilitate the connection between university and society?
What methodological strategies have been used to develop the different competences selected?

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Conclusions

The design and creation of transmedia educational projects allow the configuration of a new educational ecology in the university classroom. Agents with diverse roles throughout the process in the classroom initiate open and participatory processes of production and distribution.

The educational design around narratives tries to explore how young university students involved in collaborative and participatory activities of design, creation, presentation and dissemination through the network of their own techno-media experiences.

Educational designs from a transmedia perspective such as the one we have studied allow us to help redefine the active role that social media and media culture can play as instruments of social and citizen empowerment.

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