

Transmedia narratives in everyday lives

Description This activity intends to foster the youngsters' understanding of the different dimensions of transmedia narratives. The students should interpret and analyse a couple of different contents (and their production and reception contexts) from the same transmedia narrative. They should critically examine their similarities and differences, framing them within a wider context: the function of the media industries. This critical evaluation should lead to the creation of a brief essay, using any media available (written texts, photos, video, drawings, etc.)

- Tag**
- Audio
 - Coding
 - Cosplay
 - Design
 - Photo
 - Video
 - Videogames
 - Writing

- Skills**
- PRODUCTION**
- To create and modify written productions
 - To create and modify audio productions
 - To create and modify drawings and designs
 - To create and modify photographic productions
 - To create and modify audiovisual productions
 - To code software and build hardware
 - To create and modify videogames
 - To create cosplay and costumes
- NARRATIVE AND AESTHETIC**
- To interpret
- MEDIA AND TECHNOLOGY**
- To recognize and describe
- IDEOLOGY AND ETHICS**
- To evaluate and reflect

- Learning areas**
- Arts
 - Foreign Languages
 - Learning Support Teacher
 - Mathematics
 - Physical Education
 - Professional Competences
 - Religion and Ethics
 - Sciences
 - Social Sciences
 - Technologies

- Card language**
- English
 - Spanish
 - Italian
 - Portuguese

Structure

Sessions	2
Duration	50' (Variable)
Number of participants	10-20 (maximum)
Age	<ul style="list-style-type: none">• 14-16• 17-18
Materials	<ul style="list-style-type: none">• Pen, paper, pencils• Computers, tablets and/or smartphones• Internet connection• Content creation software and apps• Five pairs of elements from transmedia narratives (the pairs should be different among them, the narratives can be different or the same)• Quiz creator (e.g.: https://www.onlinequizcreator.com/pt/)

Process

Key questions

- Who are the publishers/producers/editors of the contents?
- When were the contents produced?
- Who are the authors of the stories?
- Who are the characters? Are they the same? If so, how are they portrayed?
- What media are used to tell the stories?

Development

This activity starts with a brief introduction by the teacher. Its aims and steps are presented. At least five pairs of elements from transmedia narratives are introduced. Each group should choose one pair. The concept of transmedia narrative is also briefly introduced.

The next job is reflection: students are invited to research about the chosen pair (its contents & contexts). The general questions presented above are projected so that everyone can see them while they carry out their research. It is stressed that more than right or wrong answers, the students should develop meaningful interpretations. **(10')**

This is the most relevant stage of the activity. For 20 minutes, students research and develop critical insights about their groups' pair. They are guided by the questions projected in the room and by the teacher, who helps each group to focus their work on the activity's aims. Students can use any kind of element to carry out the research: their smartphones or computers, the school library, etc. **(20')**

The production of the essay should be based in the conclusions that arose from the previous stage. The production stage is a challenge: students should create something - using one or more media - that translates the groups' opinions. The essay can be something handmade - a written text, a drawing, etc. - or digitally created - a podcast, a video, a photo gallery - or both. **(20')**

Each group is invited to present their creations, justifying their choices. Classmates can ask questions and give different perspectives. The teacher is the moderator of the discussion, re-centring the discussion within the objectives of the activity and promoting a healthy debate. The teacher should also encourage the students to reflect on their own practices, keeping in mind the concept of transmedia narratives/storytelling. **(40')**

At the end, the students are invited to play a game: a quiz about transmedia storytelling made by the teacher. This last activity will help to evaluate the students' knowledge.

The quiz is not another test, it is a game used to assess traces of knowledge, but also to end the activity in a fun way. **(10')**

Evaluation

The quiz is the evaluation tool, as it can be used to assess the students' knowledge about, for instance, the concept of transmedia storytelling. However, the teacher can also consider the contents created, evaluating how successful the students were in developing an essay.

References for professors

- Wikipédia: Narrativa Transmídia (https://pt.wikipedia.org/wiki/Narrativa_transm%C3%ADdia)
- *Media Education Guidance* by S. Pereira et al., DGE, 2014 (http://www.dge.mec.pt/sites/default/files/ECidadania/Referenciais/media_education_guidance_dge_pt.pdf)

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