

LEARNING CARD

Transmedia generation... transmedia narratives...

Description Students practice analysis, creation, oral and written communication skills, generating their own transmedia project through their own narrative, chosen by them.

Tag

- Blog
- Design
- Photo
- Social Media
- Video
- Web
- Writing

Skills

PRODUCTION

- To create and modify written productions -
- To use writing software and apps
- To create and modify drawings and designs
- To use drawing and design tools
- To create and modify photographic productions
- To use photographic and editing tools
- To create and modify audiovisual productions
- To use filming and editing tools

CONTENT MANAGEMENT

- To search, select and download
- To manage content archives
- To manage content dissemination and sharing

NARRATIVE AND AESTHETICS

- To interpret
- To recognize and describe
- To compare - To evaluate and reflect
- To take action and to apply

MEDIA AND TECHNOLOGY

- To recognize and describe
- To take action and to apply
- To compare
- To evaluate and reflect

INDIVIDUAL MANAGEMENT

- To self-manage

SOCIAL MANAGEMENT

- To participate in social media
- To collaborate
- To coordinate and lead

IDEOLOGY AND ETHICS

- To recognize and describe
- To evaluate and reflect
- To take action and to apply

Learning areas

- Language
- Social Sciences

Card language

- English
- Spanish
- Italian

Structure

Sessions	4 (variable*)
Duration	60' (variable*)
Number of participants	25
Age	<ul style="list-style-type: none">• 14-16• 17-18
Materials	<ul style="list-style-type: none">• Computer and smartphone• Photo editing app

Process

Key questions	<ul style="list-style-type: none">• What do I usually use social networks for?• What other uses of social networks are there?• What is transmedia communication?• What do human beings tell stories about?• Why do we need to tell and listen to stories?
Development	<p>SESSION 1 The students choose a story that interests them. Preferably a story they have thought of or written before or they are given time to decide on the story outside the classroom. Presentation in class for a few minutes, prior to the start of the project in the next session.</p> <p>SESSION 2 Brainstorming to define the purpose of the story:</p> <ul style="list-style-type: none">• What are we going to tell?• Why can we contribute in this story personally?• Who are the audience of the story?• What media or social networks could we use?• How can we involve the audience, so they get hooked on the story? <p>The teacher guides the session and presents different media or networks in which the story can be presented: YouTube, Twitter, Instagram, etc.) (Duration: 60').</p> <p>SESSION 3 Students generate a working document with the following headings: Lead thread of the Transmedia Narrative:</p> <ul style="list-style-type: none">• We define the thread of the Transmedia Narrative, the main theme that will connect the messages in different media.• We write a sentence that contains the idea of force and we keep it in mind in all the following steps. <p>Audience involvement:</p> <ul style="list-style-type: none">• How does this message connect with the audience? How are you going to continue? <p>Media in which the story unfolds:</p> <ul style="list-style-type: none">• The students choose the media and the messages that they will display in each of the different media. <p>They write what each medium will contribute to the message and how the message will be different in each one. At the same time they write how they will maintain the common thread of the story. (Duration: 60 ').</p> <p>SESSION 4 Continuation of the work in the previous session: Following the recommendations that can be found on different web pages about how to write on the Internet, students display their story in the chosen media. It is enough to leave just a basic outline in the media so that people can understand how the story is going to unfold. (Duration: 60').</p>
Evaluation	<p>The teacher evaluates the two work products:</p> <ul style="list-style-type: none">• The project documentation• The story displayed in the media <p>Students evaluate the projects of at least two other students. They can use a rubric based on the items included in the project, and assess the adequacy and quality of the product.</p> <ul style="list-style-type: none">• Transmedia narrative thread• Involvement of the recipients• Means in which the story unfolds <p>Final product (transmedia story)</p>
References for professors	<ul style="list-style-type: none">• https://www.youtube.com/watch?v=5O2Atq2PqZw• http://www.socialmediaycontenidos.com/como-escribir-para-internet• https://www.maxcf.es/escribir-para-internet/• https://www.youtube.com/watch?v=5Mtw0rnE_D0
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