Adolescentes, medios de comunicación y culturas colaborativas. Aprovechando las competencias transmedia de los jóvenes en el aula

Engl. transl.: Adolescents, media and collaborative cultures. Taking advantage of young people's transmedia competences in the classroom.

# Keywords

* transmedia competences
* transmedia literacy
* informal learning strategies

# Details

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## Language

Spanish

## Start Page

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## Editors

Scolari C.

## Authors

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## Type

Book

## Book title

Adolescentes, medios de comunicación y culturas colaborativas. Aprovechando las competencias transmedia de los jóvenes en el aula

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Ce.Ge

## Place

Barcelona

## Topics

* Literacy and skills
* Internet usage, practices and engagement
* Digital and socio-cultural environment
* Access, inequalities and vulnerabilities
* Other
* Learning

## Sample

Each of the eight countries participating in the research selected at least two schools according to specific socio-cultural dichotomous attributes (socio-cultural variation) and the sample population was divided into two age groups of 12-14 and 15-18 years (age variation), taking into account a gender balance. At the end of the research, the transnational team carried out a total of 1,633 questionnaires, 58 workshops, and 311 interviews; in addition to the description of the activity of 8 online communities.

## Implications For Parents About

* Parental practices / parental mediation
* Parental digital literacy
* Parenting guidance / support

## Implications For Educators About

* Digital citizenship
* STEM Education
* School innovation
* Professional development
* Other

## Implications For Policy Makers About

## Implications For Stakeholders About

# Abstract

The book is divided into two parts. In the first, there are three sections. Section 1 focuses on the main results of the Transmedia Literacy research project: the mapping of transmedia competences and informal learning strategies identified by the research team during the fieldwork. Each sub-section presents a concrete set of transmedia competences (linked to production, content management, risk prevention, performative, etc.) or informal learning strategies. Section 2 presents the analysis of four social networks or platforms which, according to the researchers, occupy a central place in the digital life of adolescents: YouTube, Wattpad, Instagram, and Facebook. Finally, "Section 3" introduces two important areas: transmedia literacy as a research agenda and as an action agenda. The first chapter of this section explains how to analyse adolescents' transmedia competences and informal learning strategies; the second chapter proposes how to exploit adolescents' transmedia competences in the classroom. In this context, transmedia literacy is presented as both a complement and an extension of traditional media literacy research and action programmes.
The second part of the book presents a collection of teaching sheets. This is just a small sample of the sheets that can be accessed on the project's website (www.transmedialiteracy.org).
This book is one component of a comprehensive research dissemination strategy. The main objective of the book, and that of the other productions, is to bridge the gap between the lives of teenagers and educational institutions by incorporating transmedia competences, cultural practices, and personal passions developed away from formal learning environments into the classroom.
[Text extracted and translated by the coder from the original work Scolari (2018:12)]

# Outcome

The book presents the main findings of the Transmedia Literacy research project: the map of transmedia competences and informal learning strategies identified by the research team during the fieldwork. The different subsections offer a concrete set of transmedia competences linked to production, content management, risk prevention, performative, etc., or informal learning strategies. It also offers an analysis of four social networks or platforms that are central to the digital life of adolescents. It also introduces two important areas: transmedia literacy as a research program and as an action program. It explains how to analyse adolescents' transmedia competences and informal learning strategies and how to make use of adolescents' transmedia competences in the classroom. In this context, transmedia literacy is presented as both a complement and an extension of traditional media literacy research and action programs. The second part of the book presents a collection of teaching sheets.
"Although secondary educational institutions have made great efforts to adapt to the new socio-technological conditions over the last two decades, the general perception is that the new social life of adolescents is built around a series of digital technologies - from social networks to mobile phones - and new practices that are often very different from the educational protocols of schools". (Scolari, 2018: 9)
[Text translated and adapted by the coder from the original text (Scolari, 2018)]