



LAUREATE INTERNATIONAL UNIVERSITIES*

Transmedia Education



Transmedia Education

What is Transmedia

Why Transmedia Education

Framework for designing Transmedia Education

Role-Play Experience Design

Transmedia Education Research

How you can use Transmedia principles

Transmedia Education



“...narratives that simultaneously develop on multiple media.” (Giovagnoli, 2011)

“A transmedia story unfolds across multiple media platforms with each new text making a distinctive and valuable contribution to the whole.” (Jenkins 2006)

Transmedia Education



The student should develop the following talents:

- Resourcefulness- critical thinking to solve problems;
- Sociability- communication through media/technology;
- Mobility- multiple platform development through mobile devices;
- Accessibility- action through different touch points;
- Language- improve English through Storytelling.

Transmedia

Transmedia Storytelling is the process of communication that reveal a narrative experience through multiple media platforms, emotionally connecting with learners by involving them personally.

Transmedia Learning is the sustained experience that results in measurable behavior change. The behavior can be intellectual, attitudinal, or a combination of both.



Channel: a method of communication such as video, audio, live event, text.

Media: such as a text file, an mp4 file, a poster, a banner.

Platform: supports the channel & media such as YouTube, a museum, a website.

Format: the arrangement of platforms and channels that create participation.

Device: allows access to the platforms such as a PC, a tablet, a mobile phone.

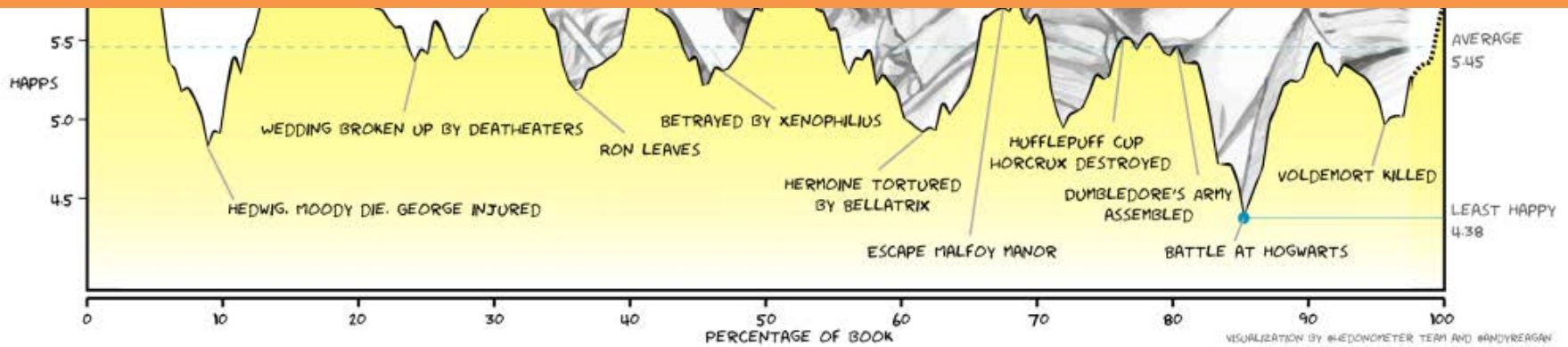
Storytelling

What is a story?

Harry Potter and the Deathly Hallows

by J.K. Rowling

TRANSFORMATION



Transmedia Storytelling

Man in Hole



The main character gets into trouble then gets out of it again and ends up better off for the experience.



Arsenic and Old Lace



Harold & Kumar Go To White Castle

Boy Meets Girl



The main character comes across something wonderful, gets it, loses it, then gets it back forever.



Jane Eyre



Eternal Sunshine of the Spotless Mind

From Bad to Worse



The main character starts off poorly then gets continually worse with no hope for improvement.



The Metamorphosis



The Twilight Zone

Which Way Is Up?



The story has a lifelike ambiguity that keeps us from knowing if new developments are good or bad.

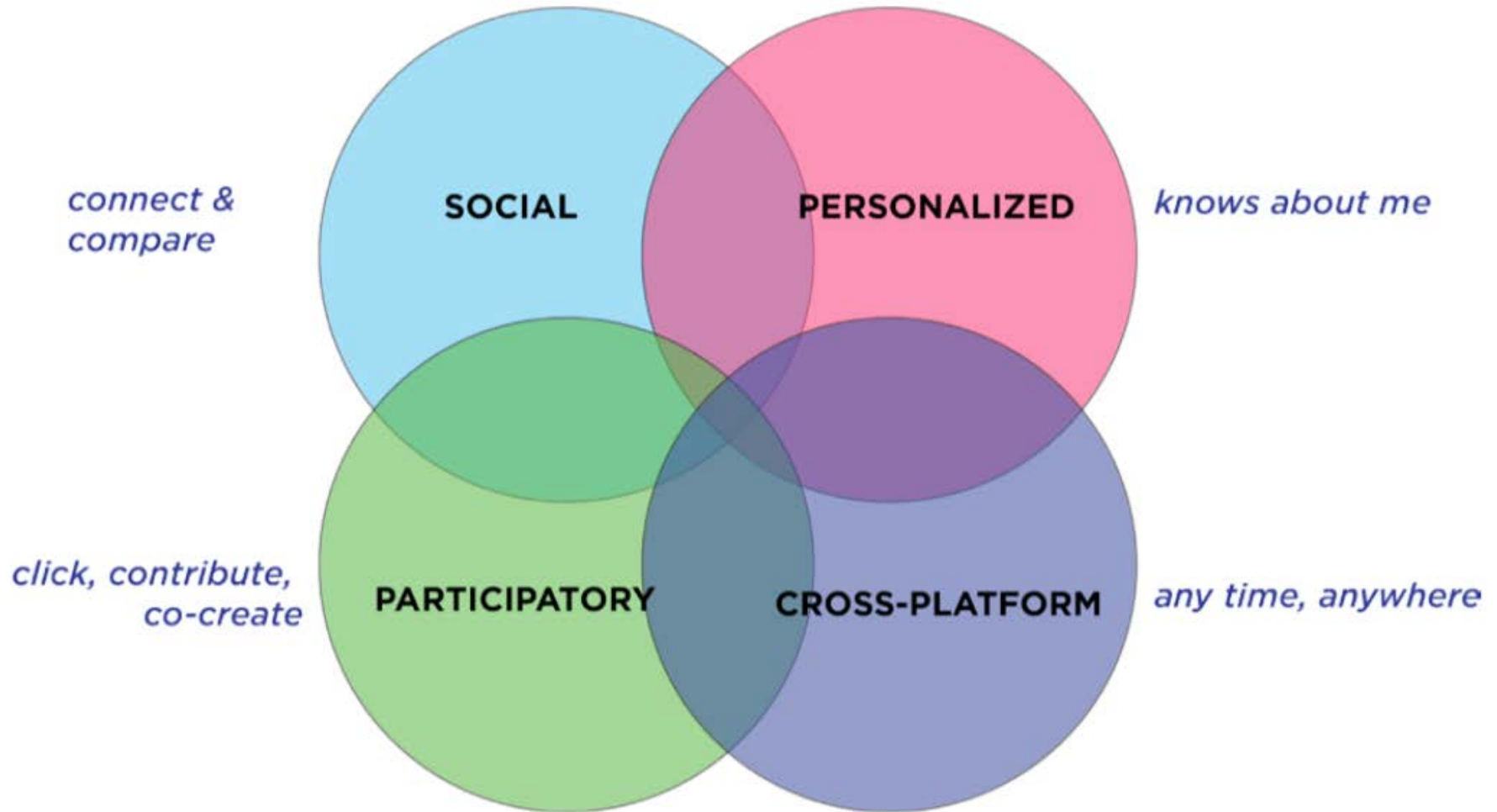


Hamlet

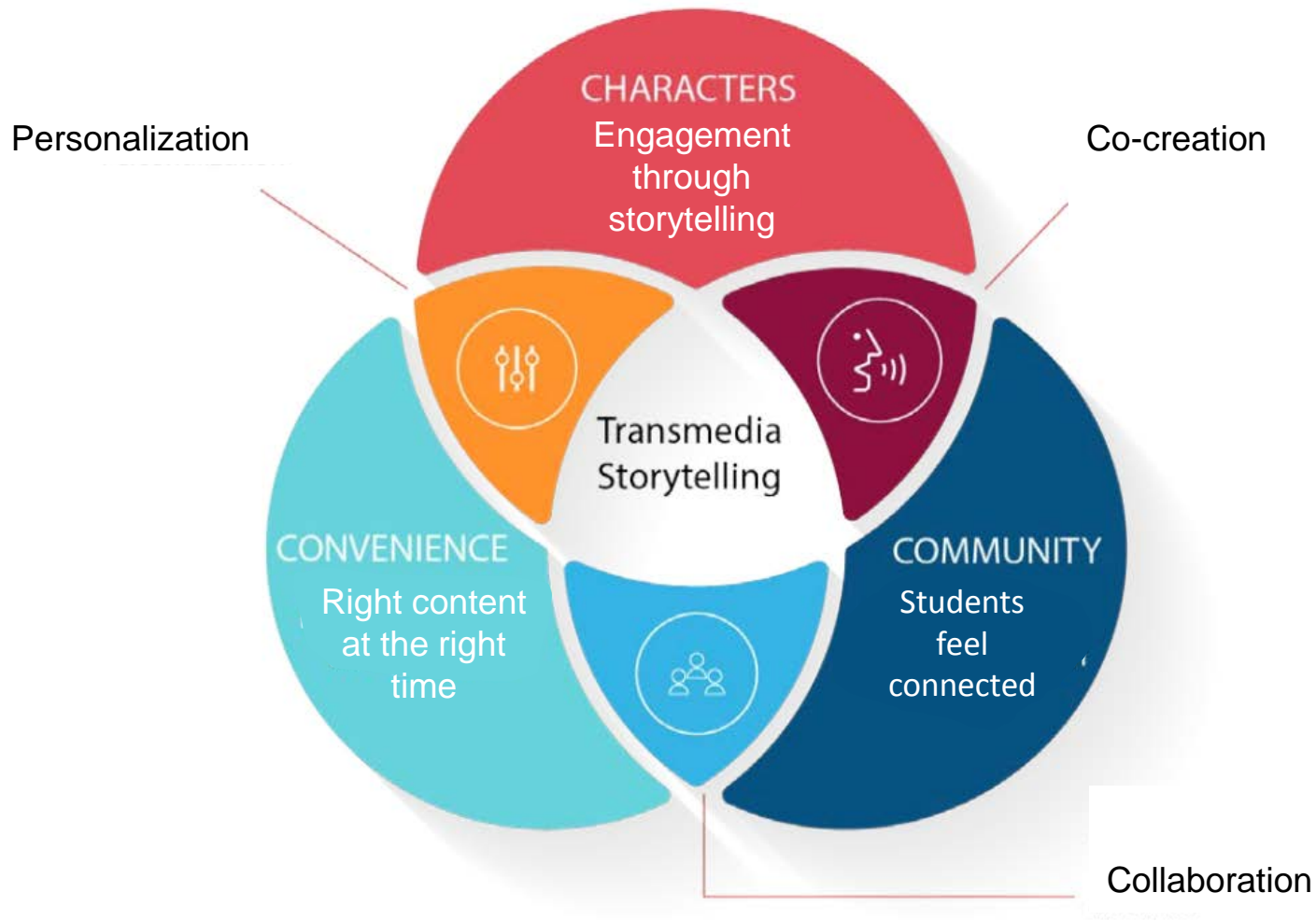


The Sopranos

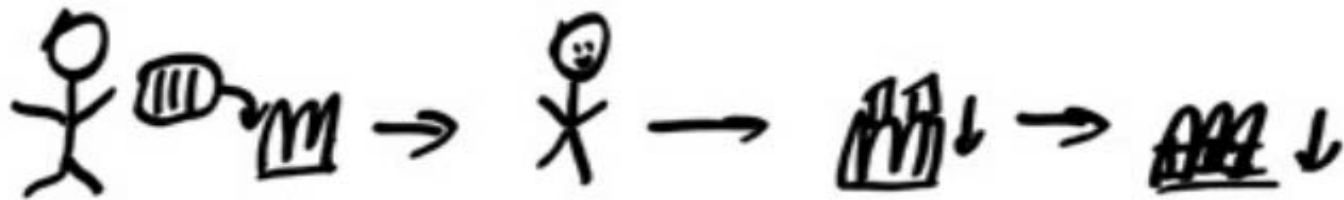
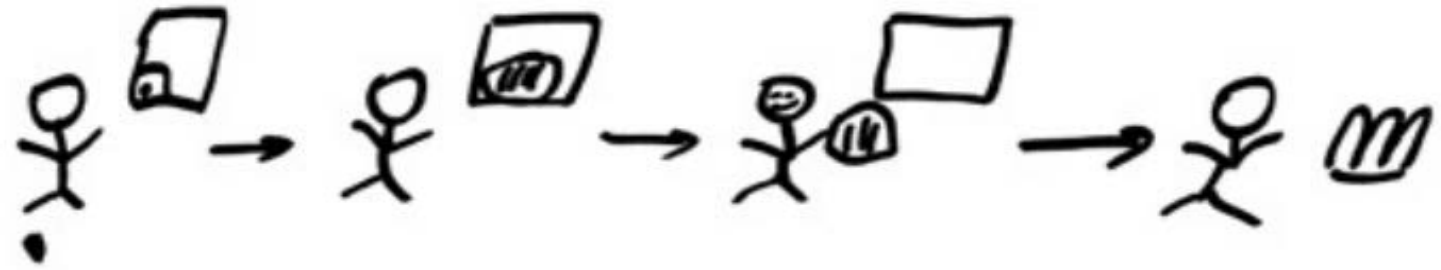
Transmedia Storytelling



Why tell stories?



How to make Toast



Complex System

Nodes: each drawing represents part of the whole, mental objects or containers that describe the story.

Links: between the nodes represent connections and can illustrate relationships, flows of information or knowledge.

Nodes & links: create complex system models that scaffold learning.

How to Teach Writing



Making The Story



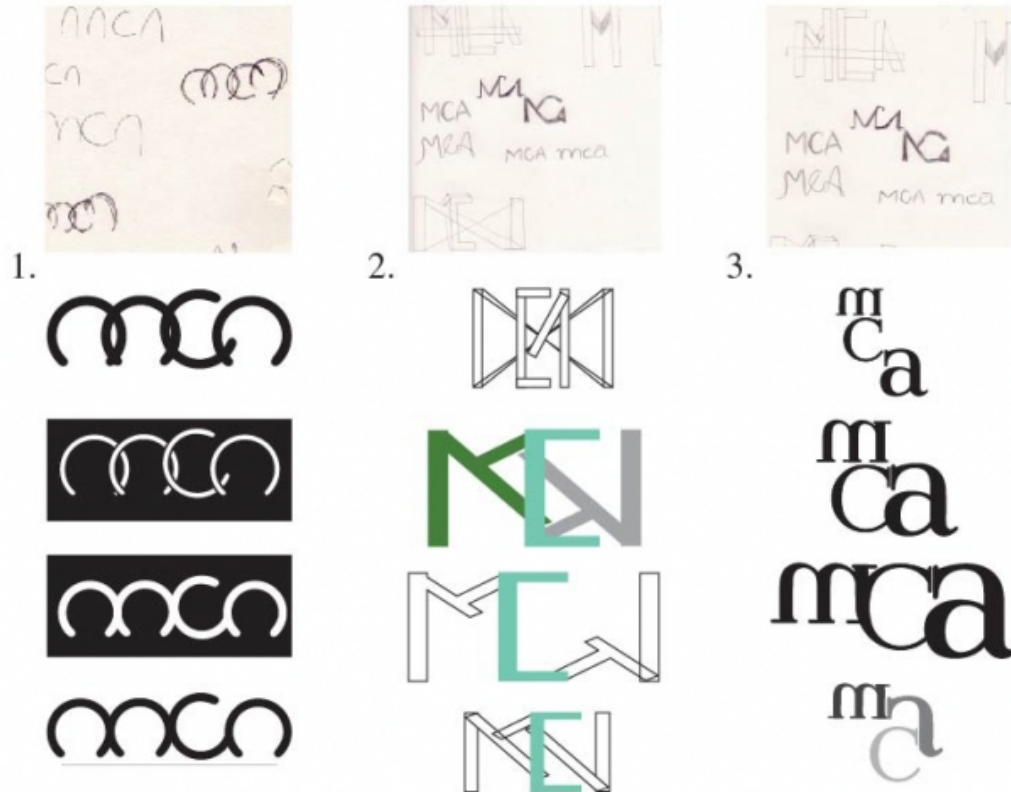
The Students

Mixed group of Chinese,
Vietnamese, Thai and Brazilian



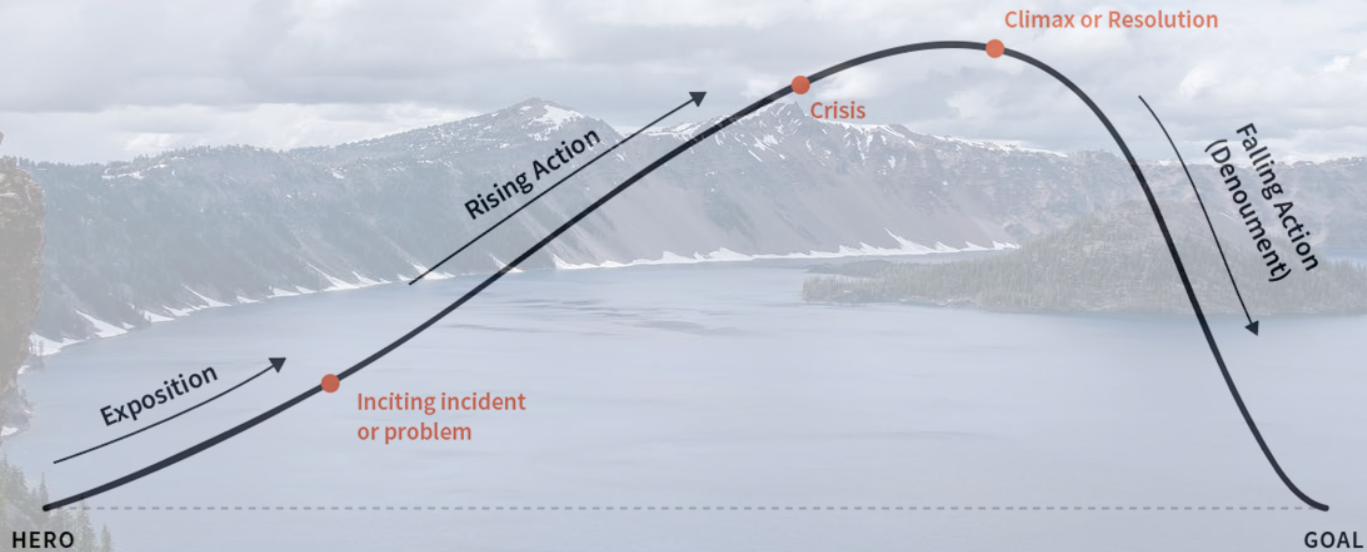
The Assignment

Re-Branding the MCA



The Story

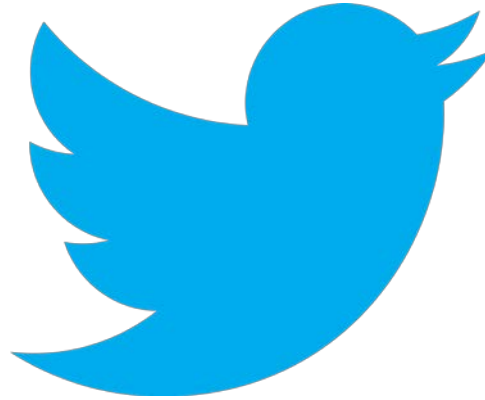
The hero's journey



The Story Arc

| Hero's Journey | Re-branding the MCA |
|-----------------------------|---|
| 1 Ordinary world → | Self-reflection what skills does a designer require? |
| 2 Call to adventure → | Role play brief and deconstruction of actions required |
| 3 Refusal of the call → | Identify the challenges in Re-branding the MCA |
| 4 Meeting with the mentor → | Teacher/guest speaker provides the details of the Re-Branding through a web quest |
| 5 Crossing the threshold → | Mind mapping knowledge and research direction |
| 6 The test, allies → | Students have a 3 minute presentation defending their idea |
| 7 The approach → | Research their ideas and note taking strategies |
| 8 The ordeal → | The creation of a first draft |
| 9 Reward → | 1 st feedback Positive/ solution based |
| 10 Road back → | 2 nd presentation of ideas around the re-branding |
| 11 Resurrection → | Collaborative peer feedback, group of individual |
| 12 Transformation → | Reflection on the Re-branding |

Platforms



Referencing: The Story Arc 1/2

The overall story arc of Referencing could be something like this:

Exposition:

This is where we lay the groundwork for the student. What is referencing, why we reference, how we reference. Think of it as an introduction that helps the student settle into the story.

Rising action:

This is where we begin to move the story forward and where we introduce conflict, such as problems and challenges that students must overcome. This could be separated into four elements:

- the trigger - the problem with referencing that the student encounters;
- the quest - how the student deals with this problem through the resources available;
- the surprise - unexpected situations such as how to reference a twitter feed, and
- the critical choice - the decisions that the student makes that leads to the climax of the story.

Referencing: The Story Arc 2/2

Climax:

This is the tipping point where the student starts to understand what's happening. The climax is usually where the most exciting or important actions occur. Why and how do I reference;

Falling action:

This is where the student begins to practice and understand what referencing is and how it becomes part of their student experience.

Resolution:

This is where major problems are solved and loose ends are tied up.

This story is told through various media channels whose affordances lend themselves to certain communication types.

Referencing: The Heroes Journey

Exposition:

Video - an outline of the problems associated with academic writing through the eyes of a student. This is the activation channel.

Rising Action:

Power-point delivery that incorporates a voice over, going through an authentic task.

- Introduction of the **AWG** template
- Examples of referencing **anomalies**
- Referencing **quiz** this could be via BB

Climax:

Student feedback from LAS staff via **online Zoom** lecture

Falling action:

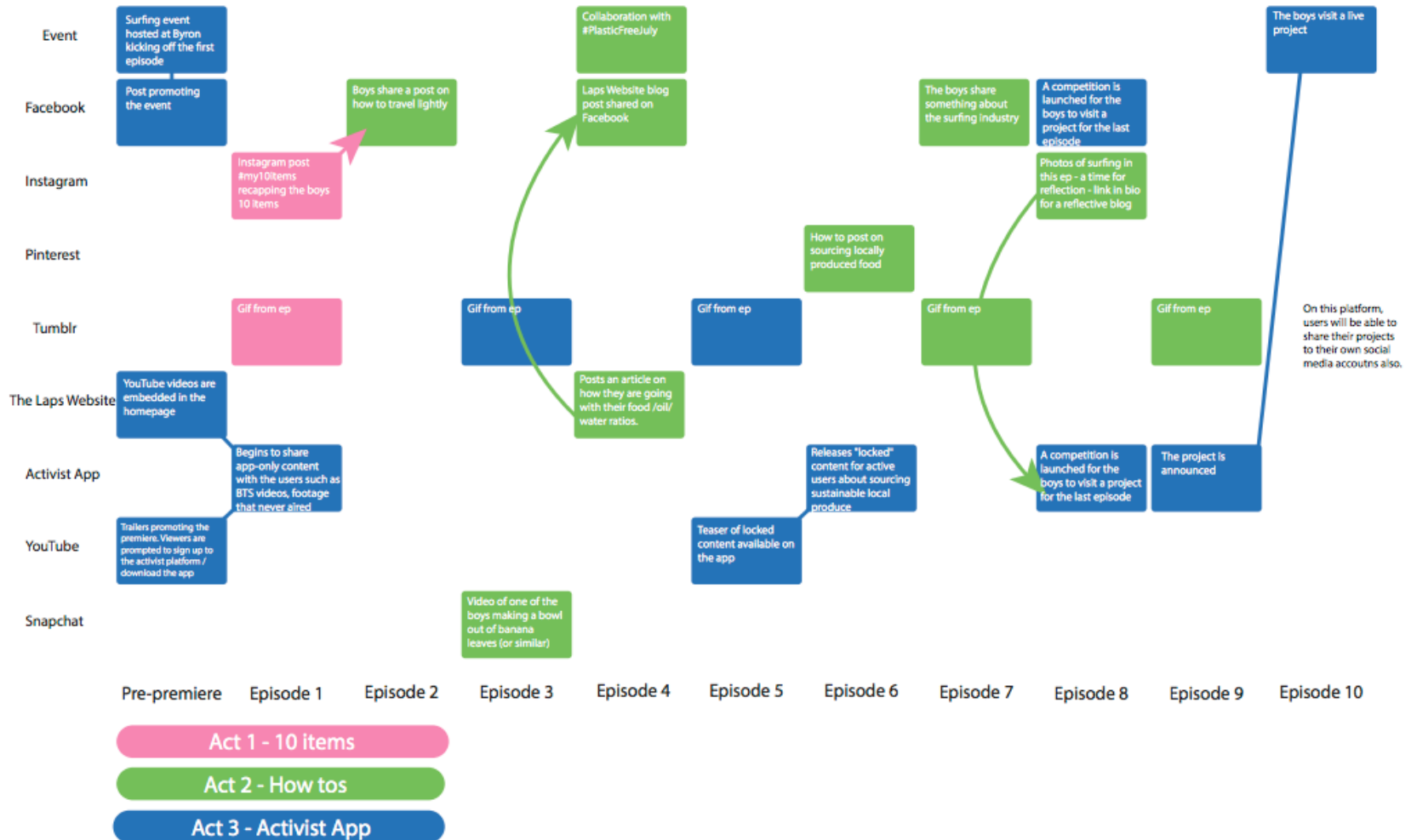
Facebook discussion with peers concerning referencing

Resolution:

Student starts to work on their own assignments seeking clarification through an FAQ channel (attempted a **smart bot through Slack Channel**)

Transmedia Bible

User journey map



This blue storyline is dominant because it's the one with the most potential for social behavioural change. We see this storyline as act 3 which the other two storylines lead up towards

Transmedia Education

Grab opportunities to explore broader storyline in different ways to enrich the core learning outcomes.

Go beyond each individual element to tell the learning narrative.

Use a narrative framework of media elements that invite the learner co-create their knowledge.

Use Role-Play to explore the story in the real world.

Leverage synchronous and asynchronous, private, and public communication.

Referencing: The Heroes Journey

21st Century education requires
transformational strategies. Transmedia
Education goes beyond individual solutions
toward more connected, persistent, and
unforgettable experiences.

References

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