

DIGITAL CULTURE

Creative media

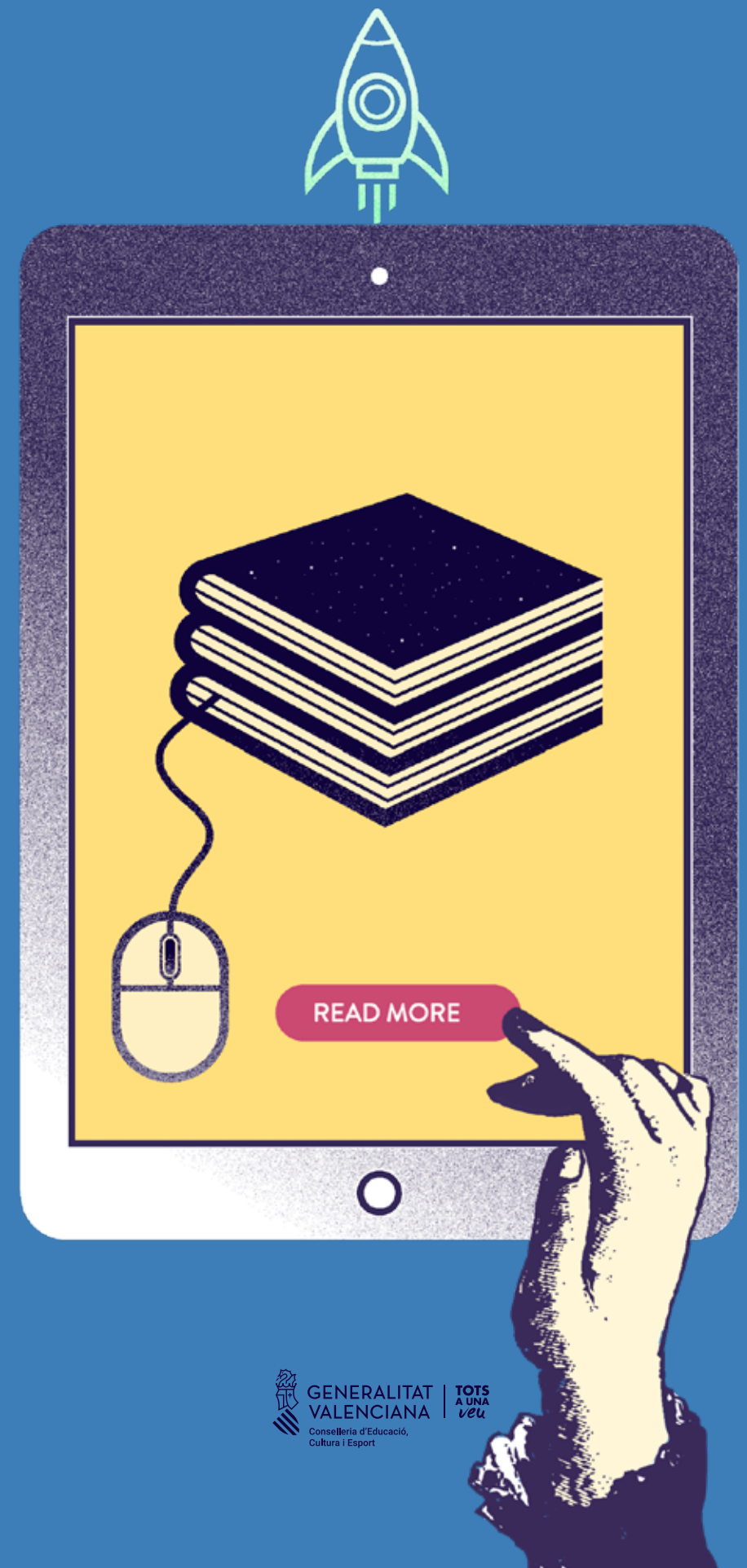
Have we become
more creative people?

UNIT_6

*“Innovation is the only bridge
to mind digital gaps”.*

Pearl Zhu

(Innovative Corporate Global Executive)



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TOTS
A UNA
VELA

1 AIMS

- > To learn about, design and develop a transmedia project
- > To use digital resources, creativity techniques and co-creation strategies as sources of learning
- > To foster learning to learn competence through individual creativity

2 CONTENTS



- > Transmedia narratives. Definition and successful projects
- > Creativity techniques to build a project. Co-creation
- > Search and management of digital resources for the development of a transmedia project
- > Identifying own strengths and weaknesses in a creation process

3 CLIL CONTENTS



CONTENTS / COGNITION / COMMUNICATION / CULTURE

- > Definition of transmedia narratives
- > Development of an original transmedia project
- > Analysing use of media past and present
- > Developing creativity through everyday objects



3 CLIL CONTENTS



COGNITION / COMMUNICATION / CULTURE / CONTENTS

- > Identifying the benefits of creative environments
- > Analysing information on media usage from different sources
- > Understanding the difficulties with a creative process entail

3 CLIL CONTENTS



COMMUNICATION / CULTURE / CONTENTS / COGNITION

- > Asking for information and presenting it in an engaging way
- > Using ICTs to communicate messages effectively
- > Key vocabulary: brainstorming, hashtag, transmedia, social impact

3 CLIL CONTENTS



CULTURE / CONTENTS / COGNITION / COMMUNICATION

- > Appreciating the evolution of media in the last two generations
- > Understanding the influence of social media in our lives
- > Appreciating established media projects as a source of knowledge and entertainment



4 ASSESSMENT



ASSESSMENT CRITERIA / ASSESSMENT TOOLS

Teachers will assess the students' ability to:

- > Understand the evolution of media and the concept of transmedia
- > Create original presentations with the help of models
- > Develop positive attitudes in group works with different roles
- > Use ICTs to create and present their own ideas in an engaging way



4 ASSESSMENT



ASSESSMENT TOOLS / ASSESSMENT CRITERIA

- > Teacher's rubrics
- > Assessment of cooperative learning group work
- > Assessment of transmedia projects
- > Online documents and projects on different platforms or websites
- > Peer assessment and co-assessment

5 GRADED RESOURCES



5.1. ACTIVITIES FOR 1st and 2nd ESO

LESSON 1

1st ESO What is your relationship with mobile phones like?

Choose your favourite entertainment product (series, video game, movie, YouTube channel etc.). Draw an iceberg and in the part that is above sea level place the name of the screen, platform or device on which you usually consume that movie, series or video game. In the part of the iceberg that is below sea level, write the ways you have to get in touch with that product through other means (Instagram, Spotify, YouTube etc.). Present and compare your iceberg with your classmates' icebergs.

2nd ESO Watch the [video](#). After that, prepare a one-minute presentation in groups of 3 people in which you answer the following questions:

Are we dependent on mobile phones? Why?

Do you think we can do something to change this? Give an example.

Before LESSON 2 for 1st and 2nd ESO

Ask students to interview (video or audio) their grandparents or older close relatives and ask them about their relationship with the media (cinema, tv, radio...) in the 20th century.

LESSON 4 and 5

In groups, make up a story and create a comic using **Storyboardthat**. You can use the **Storyboardthat tutorial** if you need help. Use a maximum of 6 strips to explain the story you wrote with images and dialogues.

2nd ESO In groups of 4 and using the Chat Story Maker app, simulate a WhatsApp conversation between two writers who try to convince a Netflix producer to finance a documentary, a series or a movie based on a story you have made up.

Use the [Video Chat Maker Tutorial](#) if you need help. You can also see an example [here](#).



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 1

3rd ESO What is transmedia? Learn about the concept and then choose your favourite transmedia project. Here are some examples: Star Wars, Matrix, El Ministerio del Tiempo, 13 reasons why.

Use one of these examples or another one you know to draw a target. In the centre, write the three main platforms of the project (cinema, television, video game, etc.). In the following circle write three platforms in which the project is also present but which have less impact. In the furthest circle write the name of three platforms through which users (fandom) interact with the project and can create stories around them (on Twitter, for example, fans post content with the hashtag #StarWars).

EL
CANONAZO

TRANSMEDIA
(En Serie)_
EL CAÑONAZO ORIGINAL SERIES



POR TRECE RAZONES / 13 REASONS WHY:
ANÁLISIS TRANSMEDIA



5 GRADED RESOURCES**5.2. ACTIVITIES FOR 3rd and 4th ESO****LESSON 1**

4th ESO In groups of 3, prepare a one-minute presentation that answers the following questions:

- a) Are we so dependent on our habits? Why?
- b) Do you think that our media diet defines who we are? Give an example

After that, find a podcast in which you talk about a movie, series or video game that you are passionate about and post a comment on the network in which you have listened to it (YouTube, Ivoox, iTunes, Spotify ...) and explain why that podcast is interesting. Do you think whoever performs the program will find your comment useful? Why?

5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 2

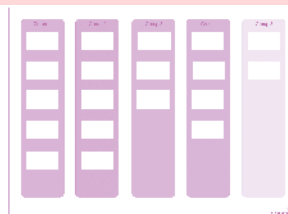
3rd ESO The whole class brainstorm together about the following question:

Who do you think are the main enemies holding back your individual creativity?

With the participation of the entire class, create an **affinity diagram** of the ideas from the brainstorming process.

4th ESO In groups of three, prepare an Instagram story using the tips in **How to improve a story on Instagram**. With a photo, and using labels, identify the enemies of creativity. Present your story to your classmates.

Then, in small groups, explain: 'Why do you think the notifications from our devices are so harmful for our creativity?' Give an example of how you can reduce the number of notifications you receive.



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 3 and 4

3rd and 4th ESO Bring an object to class that symbolises the last time you were happy doing a creative project.

In class present it to your classmates in a tweet (maximum 280 characters) in which you must use at least three tags or hashtags.

Next, the class is arranged in a circle to make the presentation and the name of the object and its story are written on a piece of paper. The paper is made into a ball and thrown into a wastepaper bin in the centre. A paper ball is chosen at random and that object and the story behind it are taken as “creative inspiration” for the next activity.

5 GRADED RESOURCES**5.2. ACTIVITIES FOR 3rd and 4th ESO****LESSON 3 and 4**

3rd ESO In groups, write a story, on paper or **AULES**, about the chosen object.
.....
When you finish read your story to the class.

4th ESO Starting from the object of the previous activity, and the story behind it, brainstorm to look for ideas on how to create a project in your school that contains the value behind the chosen object (friendship, love, childhood, game, fun etc.)

The discussion will be done by means of the **6 thinking hats**.
.....

The final feedback can be done on the board or on the screen through the application **<https://awwapp.com/>**.
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5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 5 and 6

3rd ESO Discover the **Ikigai** of the project. Indicate the source of value in one's life or the things that make one's life worthwhile. Your Ikigai, is at the intersection of what you are good at and what you love.

Use **Socrative** software to ask students about the project's relationship to their strengths, tastes, social impact, and practical benefits. Collectively debate whether the project needs to be modified to better connect it to one of those four categories. [>](#)



EL VASO
MEDIO LLENO



5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 5 and 6

3rd ESO Using **AULES** suggest 3 things that the project cannot achieve: E.g. it is not going to take us to the Moon, it is not going to end hunger in the world, it is not going to make us rich. Choose the best proposals.

In groups of three, change the formulation and create a question: ex. What if it ended world hunger? From there, try to explain what your project consists of and how, although it may not end world hunger, it can give us those aspects that we have identified through the Ikigai technique beforehand. The goal is to create a three-line description that summarises the spirit of the project and can be used as an emotional bait to stimulate interest. [➤](#)



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Aules

5 GRADED RESOURCES



5.2. ACTIVITIES FOR 3rd and 4th ESO

LESSON 5 and 6

4th ESO In groups of three, using **Biteable**, create a video of less than a minute, in which you present the project. Talk about its characteristics, summary, images and transmedia map.

Check out the **Biteable Tutorial** if necessary.

Present it in groups of three through a **pitch** bearing in mind your use of **non-verbal language** and the **10 pitching commandments**.



TUTORIAL

Create a video
from photos



¿QUE ES UN PITCH?



6 INCLUSION



RESOURCES FOR SPECIAL NEEDS STUDENTS



Videos

Past and present technology

What is Ikigai?

A transmedia example: Harry Potter

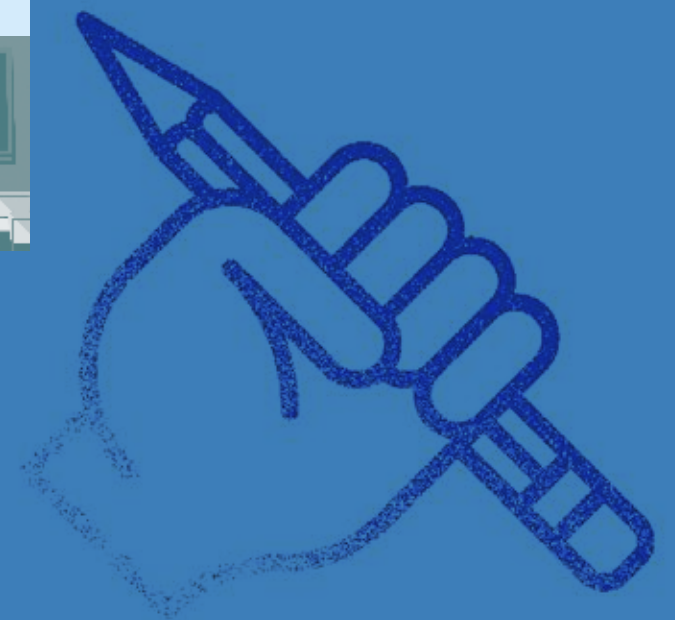


Websites

Iceberg clipart samples

Mock Instagram for students with no account

CLIPART 



7 OTHER LEARNING RESOURCES



1st and 2nd ESO



Videos

[Paper i Píxels](#)

[Transmedia Storytelling](#)

[Elevator pitch](#)

[Elevator Pitch](#)



Websites

[Edutopia: Social Media in Education](#)

[Co-creation tools](#)

[Free resources and images online](#)

[Escriure un còmic](#)



7 OTHER LEARNING RESOURCES



3rd and 4th ESO



Videos

6 thinking hats

Tutorial Aww board

Socrative Tutorial



Websites

Narrativas transmedia y comunicación.

How television used to be made in the 20thC

Resources for learning new skills

Co-Creation Class

Transmedia for teens in education

Teens, Media And Collaborative Cultures.
Exploiting Teens' Transmedia Skills In The Classroom.
Autor: Carlos A. Scolari



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