

Transmedia Skills

Education and Learning in the Age of Emerging Competencies

Introduction

Diadora Bardi ¹, Matteo Ciastellardi ²,
and Giovanna Di Rosario ³

¹ *Centro Studi Imparadigitale, Italy*

² *Politecnico di Milano, Italy*

³ *Université catholique de Louvain, Belgium*

DOI: <https://doi.org/10.7358/ijtl-2017-000-intr>

dianorab@gmail.com
matteo.ciastellardi@polimi.it
giodiros@gmail.com

Today, with the ever-growing role of technology in everyday life, education and learning are highly reliant on processes that depend not on isolated sources or specific environment, but on a blurring and overlapping dimension related to several sources, practices, interactions, and collaborations, defined by different languages, social groups and media, favouring the emergence of transmedia skills competencies.

‘Educate’ comes from Latin *educatus*, past participle of *educare* ‘bring up, rear’ which is a frequentative of or otherwise related to *educere* ‘bring out, lead forth’, from *ex-* plus *ducere* ‘to lead’. Educate meaning ‘provide schooling’ is first attested 1580s.

Education and learning, as well as the competences gained, have been changing over the centuries but nowadays they are particularly changing because of or thanks to the transmedia environment we live in. The use of collaborative media engages people in a continuous process of learning and exchange, favouring the emergence of new skills and competencies that no longer belong only to the traditional assets of literacy, such as schools and families. Every generation develops blended competences under the influ-

ence of new tools and communication frameworks. On the one hand, most people have started to define their own social life-streams using the Internet, social networks, and personal (wearable) devices in different environments: at school, at work, at home, for leisure and spare time. On the other hand, technologies and digital-based learning represent just one side of the education process. The comfort that (the uses of) technologies offer often creates a false sense of successful education if technologies are not adopted in a transversal way to properly support learning activities and the growth of transdisciplinary competencies.

This issue of the IJTL observes, describes, and analyses how education, in both formal and informal learning environments, can rethink, reconsider, and reinvent technologies, social practices, traditional environments and collaborative media, in order to offer transversal learning strategies favouring emerging competences and transmedia skills. Six articles approach education and transmedia skills from different points of view offering the reader a vast vision of the object, considering that they relate experiences, case studies, and practices in Europe, South America, and Asia.

The first paper, *"Now I Do Academic Fast Food": Grad Students in the ICT's Era* by Joaquín Linne, explores the transformation in learning, processing habits among students at the School of Philosophy and Literature and Social Sciences at Buenos Aires University. Interviews with both students and professors are realized. The research also observes and studies onsite behaviour at universities libraries, as well as it observes activities on social network sites and university websites.

Julián de la Fuente Prieto, María Ruth García-Pernía, Sara Cortés-Gómez, Rut Martínez-Borda, and Pilar Lacasa investigate the new transmedia release of one the most popular TV cartoons all over Spain and Latin America: *La Familia Telerín: Connected Learning through Transmedia*. They analyse how the cartoon was re-valued by the production company Anima Kitchen, and study the role that transmedia storytelling plays out in this regard. They adopt a digital anthropology approach, their findings come from big data, a focus group and through a virtual ethnography.

The third article by Filippo Gilardi, Melissa S. Brown, Clifton Evers, David H. Fleming, and James Reid relates us about project, habitus, and know-how in British University in China: *Transmedial Projects, Scholarly Habitus, and Critical Know-How in a British University in China*. The article offers experiences of group discussions with teaching staff, which were

collected through direct participant observation (between 2014 and 2016). A cultural specificity of ‘scholarly habitus’ is analysed and discussed, as well as ‘critical know-how’ which represent the conceptual starting points at the base of the transmedia approach the research relied upon. Afterward, positive and negative aspects deriving from their implementation of this transmedia approach are explored and discussed.

From China to Brazil: the fourth article by Ana Elisa Ribeiro and Carla Viana Coscarelli offers in fact *A brief overview of Literacy Studies and Education in Brazil*. Here, the authors propose an overview of literacy and multiliteracies studies in Brazil, in particular they focus on the relationships among reading, text production, multimodality, media, and education. They also examine comments on the results of recent research on literacy skills of the Brazilian population, such as the National Indicator of Functional Literacy and the National Examination of Secondary Education.

The fifth article brings the reader to Europe. Paola Pezzoni, Daniela Castellano, and Stefania Villari presents here their onsite didactic experience: *The Didactics of ‘Being With’*. This paper focuses on the relationship between schools and students’ families and between schools/teachers and students. The aim is to relate the experience and practice of pioneering and innovative approaches to education and learning in Italian high schools. New figures, as ‘the liquid teacher’ and new spaces are proposed and suggested.

This issue also presents a section called *Experiences*. Here we publish Lucia Amorós’ article *MOSEM in Teaching Sciences. Processes and Results from Media Studies*, where she tells about her personal transmedia experience. The paper relates about MOSEM project offering participating schools and teachers a collection of thought-provoking tabletop physics experiments.