PRINCIPLES FOR TRANSMEDIA EDUCATIONAL PRACTICES UNDER THE ACADEMIC LITERACY MODE[1]

PRINCÍPIOS PARA PRÁTICAS EDUCATIVAS TRANSMÍDIA SOB A PERSPECTIVA DO MODELO DOS LETRAMENTOS ACADÊMICOS

PRINCIPIOS PARA LAS PRÁCTICAS EDUCATIVAS TRANSMEDIA DESDE LA PERSPECTIVA DEL MODELO DE ALFABETIZACIONES ACADÉMICAS

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ABSTRACT: This article seeks to discuss principles for transmedia literacy practices from the perspective of the academic literacy model. How can literacy practices involving multiple languages (multimodal) contribute to reading and writing development for students in Higher Education? Thus, a qualitative meta-analysis of 20 articles from the Web of Science database was performed. On the platform, the criteria of publication date between 2017 and 2021, articles available in the main collection, which have open access, and the terms transmedia and education were used in the search for subjects for the selection of the research corpus. The data showed that in order to produce educational practices with transmedia, it is necessary to create didactic materials that support teachers, activities that provide dialogue with different voices, and discursive genres directed to academic literacy. Thus, it is considered that continuing education for teachers and the production of didactic material is necessary, envisioning pedagogical activities with technologies, transmedia, and media platforms, among others, in formal teaching contexts.

KEYWORDS: Literacy Practices. Transmedia and Education. Academic Literacies.

RESUMO: Este artigo busca discutir princípios para práticas de letramentos com transmídia sob a perspectiva do modelo dos letramentos acadêmicos. Como práticas de letramentos envolvendo múltiplas linguagens (multimodais) podem contribuir com o desenvolvimento da leitura e da escrita de estudantes no Ensino Superior? Deste modo, realizou-se uma metanálise qualitativa de 20 artigos da base de dados Web of Science. Na plataforma, foram utilizados os seguintes critérios: data de publicação entre 2017 e 2021, artigos disponíveis na coleção principal, com acesso aberto, e os termos transmedia e education na busca dos assuntos para a seleção do corpus da pesquisa. Os dados demonstraram que para produzir práticas educativas com transmídia é necessário criar materiais didáticos que deem suporte aos professores, atividades que propiciem o diálogo com diferentes vozes e gêneros discursivos direcionados para o letramento acadêmico. Assim, considera-se que são necessárias formações continuadas para professores e produção de material didático, vislumbrando atividades pedagógicas com tecnologias, transmídia, plataformas de mídia, dentre outros, em contextos formais de ensino.

PALAVRAS-CHAVE: Práticas de Letramentos. Transmídia e Educação. Letramentos Acadêmicos.

RESUMEN: Este artículo busca discutir los principios para las prácticas de alfabetización transmedia desde la perspectiva del modelo de alfabetizaciones académicas. ¿Cómo pueden contribuir las prácticas de lectoescritura multilingüística (multimodal) al desarrollo de la lectura y la escritura de los estudiantes de Educación Superior? Así se realizó un metaanálisis cualitativo de 20 artículos de la base de datos Web of Science. En la plataforma, en la búsqueda de temas para la selección del corpus de investigación se utilizaron los criterios de fecha de publicación entre 2017 y 2021, los artículos disponibles en la colección principal, que tienen acceso abierto, y los términos transmedia y educación. Los datos mostraron que para producir prácticas educativas con transmedia es necesario crear materiales didácticos que apoyen a los docentes, actividades que brinden diálogo con diferentes voces y géneros discursivos dirigidos a la alfabetización académica. Así, se considera necesaria la formación continua de los docentes y la producción de material didáctico, visualizando actividades pedagógicas con tecnologías, transmedia, plataformas mediáticas, entre otros, en contextos formales de enseñanza.

PALABRAS CLAVE: Prácticas de alfabetización. Transmedia y Educación. Alfabetizaciones académicas.

Introduction

The concept of transmedia is defined by Jenkins (2022) as a fictional universe that requires the active participation of viewers, who collaborate with understanding this universe by seeking out and sharing the references that the producers place in the stories with other viewers. For Bona *et al.* (2022), transmedia storytelling contributes to teaching when it is used in the field of education as a way of producing content, so that teaching becomes playful and uses entertainment.

For Bona *et al.* (2022) and Jenkins (2022), transmedia techniques are essential for engaging students living in this age of convergence, in which the internet enables interaction and the appropriation of knowledge. Based on this initial contextualization, this article aims to discuss principles for transmedia literacy practices from the perspective of the academic literacy model.

This theme emerges from our experience as students and teachers in higher education, considering the new scenario that has arisen regarding the use of digital technologies by students entering university and how these tools can dialog with reading and writing practices in academic discourse genres. This is because we understand that transmedia has been gaining more and more ground in the 21st century due to its flexibility in spreading different narratives across a variety of media platforms. In addition, transmedia has promoted experiences with authorial practices and engagement, contributing to situated reading and writing practices in different social spheres (family, work, academic), which can contribute to enhancing the identities of higher education students.

In this sense, we question: how can literacy practices involving multiple (multimodal) languages contribute to the development of reading and writing skills of students in higher education?

A qualitative meta-analysis was carried out to carry out the research (Fiorentini; Lorenzato, 2006; Pinto, 2015). The *corpus* of analysis was made up of 20 high-impact articles from the *Web of Science* database. In order to achieve our goal, we used the principles of multi learning pedagogy proposed by Lea (2004), as well as the principles recently presented in the Academic Manifesto (Miranda *et al.*, 2022), within a work (Laranjeira; Miranda; Paris, 2022) in honor of Raquel S. Fiad, a Brazilian researcher and representative of academic literacy.

These principles are supported by the model of academic literacies, which is related to the production of meaning, identity, power, and authority (Lea; Street, 2006)[5]. This model, which underpins our research, considers practices to be more complex, dynamic, and situated processes involving social issues. According to Zavala (2010), literacy cannot be taught through mere knowledge transfer, but must be developed through interactions with the subjects and texts that make up the environment.

This research integrates studies taking place in the context of a Postgraduate Program in Education at a university located in Santa Catarina, affiliated with the Observatory for the Internationalization of Basic Education: Public Policies for Bilingual Education and Digital Technologies[6], funded by the Santa Catarina Research and Innovation Foundation. The observatory aims to analyze public policies for bilingual education, produce knowledge about the processes of internationalization of basic education, and present proposals for literacy practices.

"In addition to the introductory section, the article is organized with the methodology section, followed by sections "*Academic literacies and transmedia*" and "*The universe of the academic manifesto and academic literacies*", in which we discuss the theoretical basis and data analysis. In closing, we present our final considerations.

Methodology

Meta-analysis is a method that brings together several studies and carries out a new analysis of the results found. Initially, it was used as a quantitative approach, but with the increase in scientific studies, we noticed the need for a method that reviewed these productions and identified the distinctions between them, unlike the literature review, which only summarizes the contents of the research (Pinto, 2015).

Glass (1976) proposed the term meta-analysis considering that there is primary analysis, secondary analysis, and meta-analysis, with primary analysis being the original analysis of the research, secondary analysis being a new analysis in order to improve the techniques used, and meta-analysis is the analysis of the research analyses. The choice of this method is justified because it "[...] carries out a critical evaluation of them and/or produces new results or syntheses

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[5] Translation of the original manuscript (Lea; Street, 2006) by Komesu and Fischer (2014).
[6] FAPESC Public Call No. 15/2021 - Science, Technology and Innovation Program to Support the Research Groups of the Catarinense Association of Educational Foundations - ACAFE, which is coordinated by Professor Dr. Márcia Regina Selpa Heinzle, professor of the Postgraduate Program in Education at the Regional University of Blumenau (PPGE/FURB).

from the confrontation of these studies, transcending those previously obtained [...]" (Fiorentini; Lorenzato, 2006, p. 103, our translation). In this way, we gathered scientific articles from different areas to identify theoretical-methodological conceptions, as well as propositions with and around transmedia in different educational contexts.

On January 18, 2022, we chose to select data from the *Web of Science* (WoS) database, as it has bibliographic tools that provide citation reports, quantifying the scientific impact index of articles. The Coordination for the Improvement of Higher Education Personnel (CAPES) is debating the process of evaluating scientific production, suggesting that internationally established metrics be followed, with support for impact.

According to the *Clarivate Report* (2018), WoS is a database for the global scientific community, bringing together more than 12 million articles whose impact is measured by the number of citations received. The platform incorporates scientific articles from more than 12,000 journals from all over the world and indicates research trends, researchers, universities, and journals that stand out in certain fields. Considering that the portal *Scientific Electronic Library Online* (SciELO) has the functionality to track the impact of citations linked to WoS, we disregarded this database for the selection of the corpus. We chose not to use Google Scholar because it does not offer search filters related to the impact of articles. WoS was accessed through the Federated Academic Community (CAFe), available on the CAPES/MEC Periodicals Portal.

On the WoS platform, we used as search criteria articles available in the main collection and with open access, as well as the terms *transmedia and education* and the publication period of the last CAPES quadrennium, between 2017 and 2020. The first search, carried out on March 14, 2022, with these filters, resulted in 54 articles. From these, we selected the 20 articles with the highest citation index.

The article "*A Transmedia Storytelling Intervention With Interactive Elements to Benefit Latinas' Mental Health: Feasibility, Acceptability, and Efficacy*" was not selected for analysis because it presented the same study published in the article "*A Mental Health Storytelling Intervention Using Transmedia to Engage Latinas:" Grounded Theory Analysis of Participants' Perceptions of the Story's Main Character*", by the same author. Considering that we sought to understand how transmedia constitutes literacy practices in different educational contexts from the point of view of authors of high-impact scientific articles, two articles with the same practice would not have added to our research, since they had the same theoretical basis and the same

development context. To replace this article, we have selected the 21st most cited: "*Interactive Education through Transmedia Narratives: Possibilities at School*".

After selecting the scientific articles, we looked for regularities to categorize them in order to relate them for analysis. The classification of articles by areas of knowledge contributed to the coding and categorization stages. From the first reading of the corpus of analysis, we established three regularities of analysis. The regularities were delineated by bringing together the articles that have common theoretical conceptions and literacy practices. The first regularity of analysis comprises articles that present and analyze educational practices related to the theoretical concept of transmedia based on Jenkins (2022), considering practices that expand from one media to another. The second regularity brings together articles that present transmedia practices from different theoretical conceptualizations: Entertainment education and transmedia identity management. The third regularity of analysis is made up of articles that relate literacy practices to the transmedia concept coined by Jenkins (2022) in a divergent way, presenting practices crossmedia, multimedia, among others.

Based on the data analyzed and the regularities found in these articles, we present the principles for academic literacy practices advocated by Lea (2004).

Academic literacies and transmedia

We began the debate on the principles that govern our research universe from the perspective of Lea (2004, p. 744), who sought to outline and explain, based on research, principles for implementing academic literacies in practice in Higher Education, namely:

> -Takes account of students' present and previous literacy practices.
> - Acknowledges that texts do more than represent knowledge.
> - Recognizes the relationship between epistemology and the construction of knowledge through writing and reading practices, using both written and multimodal texts.
> - Recognizes the gaps between students' and tutors' expectations and understanding of the texts involved in learning.
> - Involves thinking about all texts of the course, written and multimodal, and not just assessed texts.
> - Attempts to create spaces for all course participants to explore different meanings and understandings.
> - Does not create a dichotomy between other literacies and academic literacies.
> - Recognizes and builds upon issues of identity and how these are implicated in the creation of texts.
> - Acknowledges the power dimensions of institutional structures and procedures and the ways that these are implicated in text production.

- Rather than trying to acculturate students into a discipline, attempts to see students as engaged participants in the practices and texts that they encounter during their study of the course.
- Sees the course as mediated by different participants. Allows spaces for this and embeds this in both the course content and the course design.
- Recognizes the integral nature of the relationship between literacies and Technologies.

The first principle, which considers current literacy practices and understanding the place from which the student speaks/enunciates (previous practices)[7], argues that such actions involving reading, writing and orality in the school sphere should look at the student's constitution, thus negating the discourse of deficit. This discourse ends up ignoring the trajectory of these subjects' school/academic lives and places knowledge of reading and writing as transferable from one context to another. This is because when a student enters higher education, as teachers, we need to know their previous literacy practices so that we can understand their current practices and then introduce them to academic literacy and/or expand on what they already know.

Article data (hereafter AR) AR2: "*Gamification and transmedia for scientific promotion and for encouraging scientific careers in adolescents*" (Pérez-Manzano; Almela-Baeza, 2018) show that by considering students' previous literacy, it is possible to involve the public and increase their participation by using elements close to them or discursive genres in which they use language in different social spheres of human activity (family, school, media, among others). According to the authors, from Excerpt 1, "It is essential to have an attractive storyline and, above all, to have protagonists the participants can easily identify with regarding likes, hobbies, and preferences. The use of messaging and publications on the protagonists' social networks has greatly helped to increase the participants' immersion and make the plot realistic", as well as "The use of messages and publications on the protagonists' social networks has helped a lot to increase the immersion of the participants and to make the storyline realistic" (Pérez-Manzano; Almela-Baeza, 2018, p. 102, our translation).

In this sense, it can be inferred that, when used in undergraduate courses, texts can be understood as repositories of knowledge. However, academic literacies recognize that texts transcend this conception, going beyond merely representing knowledge. This is because, from the perspective of Literacy Studies (Kalantzis; Cope; Pinheiro, 2020; Street, 2003), the process of building knowledge is mediated in, by, and with personal and collective readings carried out

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[7] From now on, we will not use direct quotation to refer to the principles, since they have already been duly cited the first time we refer to them, in order to make reading more fluid for the reader.

in different contexts of use. This process goes beyond simply understanding the materials made available in these courses, as it is related to a subject constituted by and through language, situated chronotypically.

In this sense, academic literacy assumes a relationship between epistemological-theoretical postulates and the construction of knowledge in/through the mediation of written and multimodal text (which involves speech, moving images, and sound), encompassing reading, writing, and speaking practices. This is because it is no longer possible to consider the contents of undergraduate courses merely as deposits of knowledge, breaking with the conception of a study skills model (Lea; Street, 2006) contextualized to the reality of this subject in the face of teaching and learning processes in Higher Education. In the academic literacy model (Lea, 2004), we discard the idea that there is only one form of knowledge; on the contrary, we understand that there are several contrasting ways of producing it. Given this diversity, the teaching staff must define the textual/discursive practices that govern the course, making their construction explicit to the student, taking into account their prior knowledge and their place of speech/enunciation.

On the other hand, we understand that when planning the content and teaching materials used in a higher education course, the teacher may find it difficult to know the students' familiarities, the texts they have read/read, written/write in different social spheres. It is essential, as Lea (2004) points out, to look at where, when, and which textual/discursive genre is being approached by the teacher and, in between, not to create expectations for the learner on the part of the teacher for academic texts that they are not used to, that they do not know when they start an undergraduate course. This requires discussions of concepts prior to reading and writing this text. Teachers need to identify which texts students might find difficult and prepare them for this with a study guide, for example.

In view of this, we realize that reading and writing practices should not be restricted to written text, since academic literacy broadens the experience with the most varied multimodal texts (reviews, reports, articles, *podcasts*, *videocasts*, among others) in the academic sphere involving teaching, research, and extension. In this respect, Lea (2004) postulates that digital technologies can show different ways of teaching the content of literacy practices, such as through PowerPoint presentations, feedback, and summaries, texts that are also required in academic circles for registration for events, presentations, and continuing teacher training.

In this way, if we think about education and academic literacy practices, transmedia storytelling, which expands in terms of language (verbal, textual, iconic, among others) and

develops in different media (radio, television, internet, comics, games, among others), contributes to the work of multiple linguistic elements and different discursive genres. "Another important potential of transmedia in education is the digital hypertext that enables mediation between users of the platforms" (Bona *et al.*, 2022, p. 91, our translation). In addition, "The use of digital technologies in the educational context strengthens authorial production, helping to transform the content learned into something creative and not just a reproduction of content" (Bona *et al.*, 2022, p. 91, our translation).

This can be seen in Excerpt 2 of AR9: "*Multimodal Engagement through a Transmedia Storytelling Project for Undergraduate Students*" (Perry, 2020), in which short films, social networks, and books were used to develop a literacy practice with university students. They "[...] "[...] were able to engage with visual and spatial, linguistic, gestural, audio and technical and digital modes through the different tasks they conducted as part of their TSC project " (Perry, 2020, p. 36).

In this way, when promoting the learning of academic literacies, the teacher seeks to create in/through dialog the production of meanings and senses in the learners (Lea, 2004) mediated by the texts. Mediations that help familiarize academics with unfamiliar terms and concepts. As Lea (2004) points out, one possibility for meaningful learning is asynchronous discussions in computer conferences. There, students can find alternative views of published works, valuing the voices of themselves and others as their linguistic and cultural identities. In addition to digital media, scientific journals can help students in the teaching and learning process, aiding reflexivity and understanding of the content.

Considering that higher education students have gone through different learning experiences before arriving at university, Lea (2004) points out that it is essential not to create a division between other literacies (family, religion, among others) and academic literacy. Thus, there is recognition of the student's development path and experiences with various literacy practices (digital, literary, among others), which contributes to the appropriation of academic literacy. Furthermore, given the importance of the student's social context and the place of speech/enunciation in which they are constituted, it is necessary to give this subject a voice in the teaching and learning processes, so that they can (re)create their readings, their textual productions and their orality in the face of academic literacies (Lea, 2004) and their continuous academic construction.

For this to happen, when discussing texts produced in the academic sphere, it is necessary to consider the identity of the author of this text and that of the student, which,

according to Zavala (2010), needs to be brought closer together, since values, perspectives, and ways of interacting directed towards academic literacy emerge from these texts. Furthermore, mastery of this literacy occurs when there is interaction and production of meanings about and with members of the academic discourse, acquiring the ways of speaking, acting, and thinking characteristic of this community. This reverberates in Santos' (2023) discourse on literacy, conceived as a plural social practice, which allows reflection on one's reading, writing, and speaking activities in a given context, which come to constitute the identity of that subject, in this case, in the academic sphere.

About this, the AR18: "*Educators' perspectives on transmedia identity management: Redefining tele-teacher presence*", Sime and Themelis (2020) argue that identities are being managed on social networks according to the audience and context of each one. Considering a classroom environment on video platforms and academic texts published on *sites*, the management or adaptation of scholarly language is carried out to bring it closer to that used in that social sphere.

According to Lea (2004, p. 744), "The texts are an integral part of the institutional practices associated with them", so academic literacy reflects and refracts the power relations that surround academic writing and recognizes what is valued as institutionalized knowledge and what is marginalized. Unlike the academic socialization model (Lea; Street, 2006), which is part of students' acculturation, as they acquire the characteristics of academic writing without considering their identity, the academic literacy model requires students' participation, as mastery of writing will occur in moments of interaction with members of this social sphere.

This engagement and active participation of the students is in line with Excerpt 3 of AR3, "*Reading and informal learning trends on YouTube: The booktuber*" (Vizcaíno-Verdú; Contreras-Pulido; Guzmán-Franco, 2019), which aimed to investigate the factors that motivate young people to read through booktubers, the participation of viewers of Youtube videos in a transmedia strategy, where "[....] booktubing has created a synergy of collaboration, recommendation, and participation among equals [...]" (Vizcaíno-Verdú; Contreras-Pulido; Guzmán-Franco, 2019, p. 99).

The comments analyzed by the authors of AR3 indicate that there is a participatory relationship on the part of the video audience, as shown in excerpt 4, in which

> The cases analyzed, although limited, show sufficient capacities in the
> interpretative, descriptive, comparative, reflexive and exploitable transmedia,

> where the last word is not only held by booktubers, but also by their followers (Vizcaíno-Verdú; Contreras-Pulido; Guzmán-Franco, 2019, p. 99).

This active participation is in line with what Lea (2004) proposes, because instead of acculturating the audience, *youtubers* treat them as engaged participants in the practice. In conceiving of the dialogical nature of knowledge construction, Lea (2004) points out that students mediate on texts through their readings and understandings and the materials they encounter through studying a course, as observed in higher education.

We understand that it is necessary to consider digital texts in educational practices, as they are part of the students' reality, as pointed out in Excerpt 5 of AR13: "*Transmedia teens: the creative transmedia skills of Italian students*" (Taddeo; Tirocchi, 2021, p. 21, our translation), in which "[...] the media consumption and acquisition of media skills amongst teenagers occur especially during leisure time, in informal settings, away from school or institutional spaces [...]".

The data presented in this section requires us to consider the need to teach literacy practices with digital technologies from primary school onwards in order to address them in academic writing situations. Students need to be guided through the virtual environments for research, writing, and studying.

The universe of the academic manifesto and literacy

In this subsection, we enter the universe of the "*Manifesto acadêmico: por nova(s) pedagogia(s) de escrita para o Ensino Superior* (Academic Manifesto: for new writing pedagogy(ies) for Higher Education)", a text prepared by a group of 13 researchers in the field of Academic Literacy, organized by Laranjeira, Miranda, and Paris (2022). These researchers work as teachers, tutors, and participants in extension projects, among others, and are involved in teaching writing and research in the Brazilian and international contexts. Based on their experiences and a research gap focused on academic pedagogical proposals and practices, the researchers suggest that the principles of Academic Literacies (Lea; Street, 2006) guide new writing pedagogy(ies) in Higher Education, considering the results of studies carried out at national and international level, as well as the potential of these principles for an ethnographic perspective, which values the participants' vision, their identities, among other approaches. To this end, they pointed out elements for proposing and analyzing institutionalized teaching and writing practices in Brazilian universities.

Laranjeira, Miranda and Paris (2022) organized the manifesto into two sections. In the first, they indicated pedagogical actions with academic writing for the three axes of the university: teaching, research and extension. The second section focused on the training of action agents, professionals who work with academic writing. Considering our objective of discussing principles for literacy practices, we selected the principles from the first section that were evident in the practices presented in the high-impact articles that make up our corpus, in order to collaborate with transmedia practices. One of the principles listed in the manifesto

> [...] is to work in teaching, research and extension, with literacy practices that can open up possibilities for transforming identities and social practices in the various educational contexts, mobilizing the complex network of socially situated meanings [...] (Miranda *et al.*, 2022, p. 238, our translation).

This corroborates the data in the high-impact articles presented and discussed here, in which we understand that transmedia enhances the possibilities of transforming the identities of higher education students.

This principle is exemplified by the literacy practice described in AR12: "*A Mental Health Storytelling Intervention Using Transmedia to Engage Latinas: Grounded Theory Analysis of Participants' Perceptions of the Story's Main Character*" (Heilemann; Martinez; Soderlund, 2018), published in *Journal of Medical Internet Research*. The authors analyzed the perceptions of the participants in a focus group about the character of a narrative previously created to illustrate the symptoms of illnesses such as depression and anxiety, as well as how to seek help. Through different video platforms, the participants got to know the character Catalina, who realizes that her mental health is affected and is looking for psychological care, her therapist, and information about online care resources.

The practice analyzed in Excerpt 6 of AR12 contributed to transforming the subjects' constitution and literacy practices in different social spheres, mobilizing them to produce senses and meanings in a given time and space, in relation to others. This is because, by identifying with the character, the participants recognized that the situations they were going through were symptoms of an illness and that there were ways of treating these symptoms.

> Seeing Catalina as a Latina who overcame barriers to get help, one participant articulated her perspective about cultural expectations in her community, feelings of shame about needing mental health care, and the pressure to hide emotional issues. She said: It's very difficult, [in] the Hispanic culture, to get help, because Hispanic women keep it to themselves for a very long time. And they feel ashamed. But on the video, it makes you just want to go get help

> because of the situation Catalina was having. Because, you know, sometimes you say to yourself, "No, this cannot happen to me. No, this will never happen to me." But, in reality, it is happening to you (Heilemann; Martinez; Soderlund, 2018, p. 9).

As shown in Excerpt 6, despite a culture opposed to mental health care, one of the participants in the research reported that, from the videos, "*it makes you want to go and get help*", a fact that demonstrates the transformation that took place during the transmedia narrative, which made this woman recognize that "*in reality, the same thing that happens to the character is happening to you*" and that the way to solve it is to seek help. In this way, there is what Bakhtin calls alterity, as the Group for the Study of Discourse Genres (GEGe, 2009, p. 13, emphasis added) points out: "Being is reflected in the other, it is refracted [...]", it is constituted in and through dialog with the other, it puts itself in the place of this other (reader, listener, interlocutor).

Another principle proposed by the authors of the academic manifesto that has been shown to contribute to transmedia literacy practices is.

> [...] create pedagogical strategies that broaden the dialog with different voices in students' written production, taking into account issues such as trajectory, identity, agency, and sociocultural and ethnic-racial factors involved in academic literacy practice [...] (Miranda *et al.*, 2022, p. 238, our translation).

This can be seen in AR20: "*Interactive Education through Transmedia Narratives: Possibilities at School*" (Amador-Baquiro, 2018), the author presents two pedagogical experiences in Bogotá schools with the aim of analyzing the possibilities of implementing elements of interactive education through transmedia storytelling.

In one of the experiments, students from three schools developed a narrative about the life of a classmate who migrated to Bogotá. The process of creating the story collaboratively led to dialog between the learners, both when they were writing, in which they were continuing the work of their classmates from the previous school, and when they were helped by teachers and professionals who mastered the knowledge being developed at the time, such as the creation of animations.

In AR4: "*Transmedia Education. From the contents generated by the users to the contents generated by the students*" (Scolari; Rodríguez; Masanet, 2019), which presents a case study, the researchers realized the difficulty and lack of interest of students in reading Don Quixote. In order to overcome these adversities, the researchers proposed activities for a

transmedia narrative through the transformation of a chapter of the book into a hypertext, a parody of the character in the 21st century, adaptation of the book into graphic works, critical review, and adaptation into comics, video or audio. We believe, based on this study, that the activities carried out, involving different discursive genres, made reading more interesting for the students, who showed more motivation, as they used transmedia skills involving storytelling and its production, becoming content creators, as Bona *et al.* (2022) points out and as indicated in excerpt 7 from AR4 (Scolari; Rodríguez; Masanet, 2019).

> In this intervention it was observed that more than learning new competences, the students used transmedia skills related to storytelling and production. The pedagogical design allowed them to use these skills in the classroom to learn about the literary work. In this way, the experience promoted not only reflection on literature in general and the story in particular, but also established a real link between formal and informal learning - usually carried out in informal contexts - in the context of formal education (Scolari; Rodríguez; Masanet, 2019, p. 129).

The authors of the scientific articles that make up the *corpus* of analysis in our study have, in different articles, defended the need for help in developing transmedia activities in the classroom, corroborating what the authors of the academic manifesto have argued regarding "[....] creating open didactic/instructional materials aligned with ACLIT[8] so that they can be updated by each teacher in subjects, courses, workshops, among others [...]" (Miranda *et al.*, 2022, p. 239-240). Given the different profiles of students and teachers, it is necessary to focus on academic literacy practices, as well as transmedia.

Thus, Excerpt 8 of AR1 entitled "*Young people learning from digital media outside of school: The informal meets the formal*" (Pereira; Fillol; Moura, 2019, p. 45, our translation), points out that

> The only point of contact between school and media is confined to online safety issues. This approach at school has an impact on the way students behave on the Internet, showing concern and care in publishing contents and in contacting strangers

Pereira, Fillol, and Moura (2019) were involved in a project that defended the importance of producing and disseminating resources that promote the development of digital literacy skills. The European project created a "Kit for Teachers" with the aim of "[...] to exploit

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[8] Abbreviation used by the authors for *Academic Literacies*: Academic Literacy.

transmedia skills in the classroom [...]" (Pereira; Fillol; Moura, 2019, p. 48), so that teachers had support to carry out activities. The authors of AR1 argue that "[...] Resources are undoubtedly crucial for conducting projects and initiatives [...]" (Pereira; Fillol; Moura, 2019, p. 48).

The lack of these resources to support teachers makes it challenging to develop activities in the classroom, as they are often topics that teachers are unfamiliar with. This fact was present in Excerpt 10 of AR4 (Scolari; Rodríguez; Masanet, 2019, p. 128), in which the teacher found it difficult to develop the didactic sequence because "She also highlighted the lack of technology and training in the centers, and [...] that the students are not used to working in groups".

Given the evidence presented in the high-impact articles analyzed and the excerpts cited in this section, the creation of instructional materials is essential for implementing academic literacy practices involving transmedia in training contexts. Such as the transmedia proposals presented by Bona *et al.* (2022), aimed at Basic Education and which can also be applied in Higher Education, such as the production of podcasts, and videos to be published on platforms such as YouTube, Facebook, among others. Curating scientific texts and recording photos are other examples that can be disseminated on these platforms.

Final considerations

Given the aim of this article, which is to discuss principles for transmedia literacy practices from the perspective of the academic literacy model, we understand that transmedia has gained prominence for spreading a narrative across media platforms, so that the viewer has several entry points to this narrative. Jenkins (2022) argues that each media platform offers different experiences for the public, which attracts a wide audience, since each media acts independently, without it being necessary to know one to like the other, offering new insights and new learning.

In this way, the data analyzed here highlights the need to support teachers by offering and expanding continuing training or teaching materials involving digital technologies, transmedia, and media platforms, among others, in formal teaching contexts, promoting and developing academic literacy. In addition, we believe that reading, writing, and speaking practices from different contexts of use undertaken by students, and therefore from non-formal

learning spaces, need to be taken into account, since they can contribute to instilling interest in these learners at university and in basic education (Bona *et al.*, 2022).

Therefore, we suggest continuing this research from an ethnographic perspective, in which the researcher is inserted in an educational context and develops literacy practices with transmedia, making the material used a guide so that other teachers can also use it in their classes.

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