

Creating Transmedia Content

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Abstract

Transmedia books are an emerging technology being used in K-12 classrooms. Ponnors defines Transmedia books as “a traditional printed book that uses multiple media through the use of Quick Response (QR) codes and augmented reality (AR) triggers to access web-based technology” (Ponnors, 2015) . The transmedia book *Skills That Engage Me* is a book created by two PhD candidates in a Tier I Research University in North Texas. The book targets students in 1st through 3rd grade and focuses on STEM careers. The workshop gives participants the guidelines for creating their own curriculum using free or low cost technology tools. The objective of the workshop is for participants to leave with the basic skills to create lessons and activities which can be accessed on handheld devices across platforms.

Keywords: Transmedia; interactive; emerging technology

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1 Proposal for Interaction and Engagement:

The title of the session: Creating Transmedia Content

1.1 Purpose and Intended Audience:

Secondary and post-secondary practitioners will learn skills to create engaging content which can be viewed using hand-held devices across platforms.

1.2 Proposed Activities

The activities which are included in this session, in timeline order, are:

- discussion of process and skills
- Interaction with tools
- creating content

Presenters will introduce themselves and open dialog concerning the process of writing a transmedia book. Examples of different types of tools will be highlighted with participants using the tools in small groups. These application tools are connected to pre-existing curriculum created by professional designers and available to educators for free. Triggers will be placed around the session area which will allow participants to experience using the following application tools:

- Element 4D
- Anatomy 4D
- Discovery VR
- GWR 2013
- Aug That

The application tool Aurasma is the creation tool highlighted in the session. Participants will learn how to create transmedia content using Aurasma. Understanding the workspace as well as the specialized vocabulary is an important part of the process. Upon completion of the session, participants will understand the meaning of a trigger, overlay and aura and how those elements connect to create the augmented reality (AR) experience for their students.

1.3 Relevance

The educational environment is changing across the globe as the digital natives bring their unique perspective and needs to the learning environment. According to Gleen the digital native “need(s) self-directed learning opportunities, interactive environments, multiple forms of feedback and assignment choices that use different resources to create personally meaningful learning experiences” (Gleen, 2000, as cited in Barnes, Marateo, & Ferris, 2007, p.2). Teachers must adjust to the needs and characteristics of the Net Generation. “They cannot continue to deliver their educational messages in the same old analog way” (Ponners & Asim p.63). Augmented Reality is a tool that allows instructors to create lessons using tools teachers are comfortable with while using technology to engage students. “It can help learners to gain a deeper understanding, experience embedded learning content in real world overlays, or explore content driven by their current situation or environmental context.” (Specht, Ternier, & Greller, 2011, p. 121). Using augmented reality to engage students in the classroom is a relatively new tool. Events such as iConference have an obligation to introduce and equip researchers and teachers with the most current and engaging educational tools available to instructors. According to Smirnova & Bordonaro, researchers agree with the expectation that providing students with handheld devices which support the transition from traditional lecture based model to a more interactive, hands on approach to intellectually active learning (Smirnova & Bordonaro, 2014 p. 1790). The session Creating Transmedia Content will give participants of the iConference the knowledge and skills needed to transition their more traditional classroom in to a more engaging and interactive classroom.

2 References

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