

# EXPERIENTIAL TRANSMEDIALITY IN THE CLASSROOM

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## TRANSMEDIALITY IN THE CLASSROOM

The experience of transmediality in the classroom means “the application of storytelling techniques combined with the use of multiple platforms to create an immersive learning landscape which enables multivarious entry and exit points for learning and teaching” (Fleming, 2013).

Fleming, L. (2013). Expanding learning opportunities with transmedia practices: Inanimate Alice as an exemplar. *Journal of Media Literacy Education*, 5(2), 370-377. <https://doi.org/10.23860/jmle-5-2-3>

## PROJECT OBJECTIVES

- To revisit and revitalize the classroom as a space originally constructed for face-to-face teacher-student and student-student interactions
- To argue that even when digital technologies play a secondary role, we can still experience a transmedial learning environment in the classroom without sacrificing students’ engagement and learning motivation

## TWO CASES OF “TRANSMEDIAL LECTURES”

### Pedagogical Framework:

- To teach the idea of creativity as transmedia by immersing students in experiencing transmediality creatively
- To use digital technologies only to facilitate communication in a mass lecture attended by more than 100 students and promote the notion that experiential transmediality transgresses any and all boundaries

**Case 1:** In groups, students handwrote a poem, using it as the basis for a mixed-media installation. Students then voted for their favourite installations. The poems and installations formed the basis for a stage performance, where the artworks were sources of inspiration and props.



Fig. 2: A display of mixed-media installations

### Pedagogical Observations:

- In an intensively interactive environment like this, students discovered the meaning of transmediality through hands-on, collaborative tasks.
- These tasks necessitated face-to-face interactions with both each other and the lecturer, increasing learning motivation and retention.
- Despite the limited time and resources for preparation, students embraced the challenges and demonstrated impressive transmedial literacy.

## TRANSMEDIALITY IN HIGHER EDUCATION

Transmediality is popular with higher education pedagogies and research due to advances in digital technologies, with which teaching and learning can take place in a hybrid environment where the onsite-online boundary becomes blurred (Tombleson, 2024).

Tombleson, B. (2024). Transmedia learning: a literature review. *Technology, Pedagogy and Education*, 33(2), 255-269. <https://doi.org/10.1080/1475939X.2024.2310681>



Fig. 1: Two students in the middle of their stage performance

**Case 2:** In groups, students crafted posters to explore their individual learnings from the semester, from which they derived a central course theme, such as “transmedia”. This theme provided the foundation for a stage performance, and the audience playfully guessed at the group’s theme.

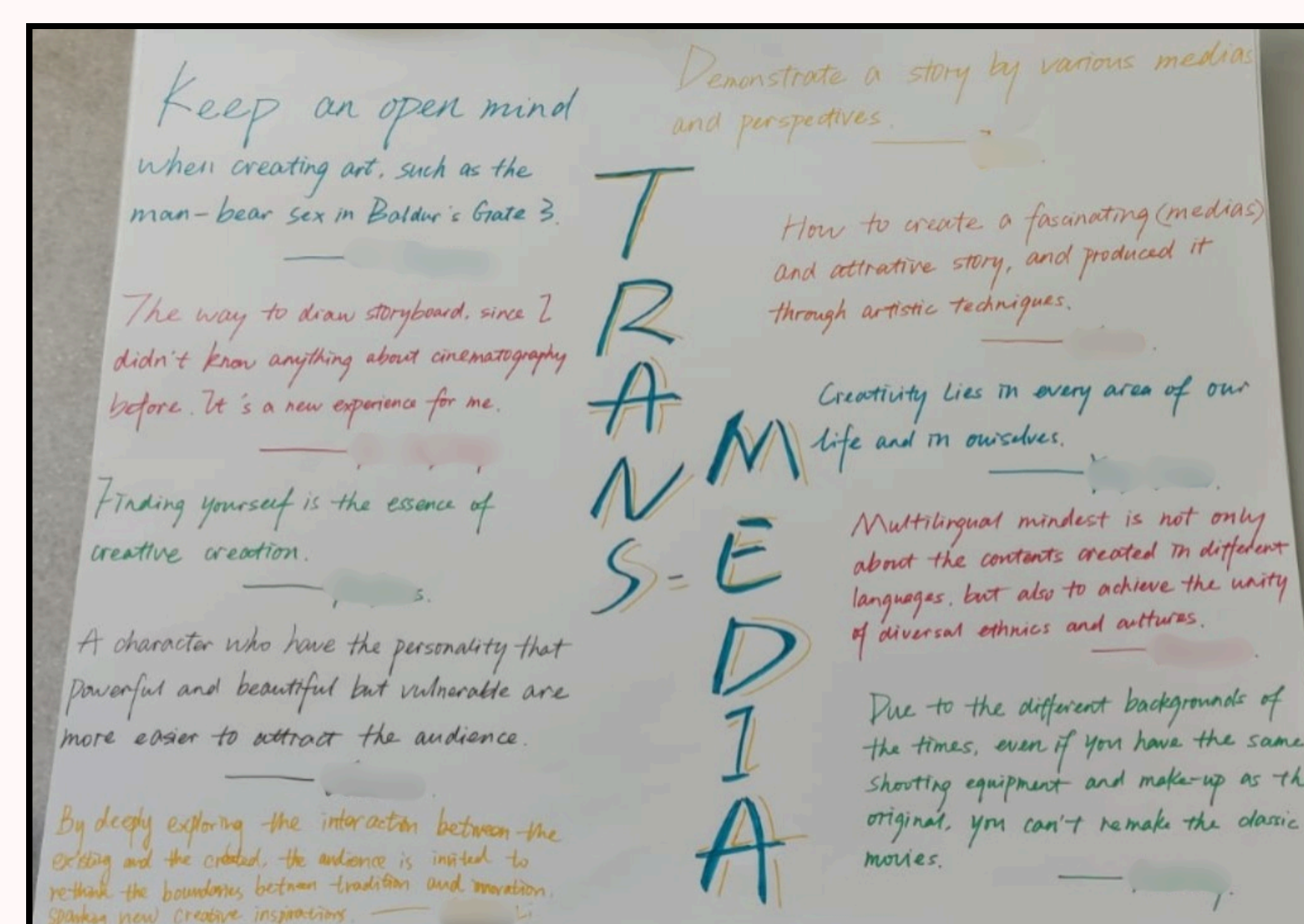


Fig. 3: A student poster

### Pedagogical Implications:

- We teachers, whilst navigating the ever-expanding arena of educational technologies, and especially in light of recent advances in AI, should reconsider the value of an experiential transmediality that goes beyond virtual engagement.
- Digital technologies are only one of the many pedagogical tools available to the contemporary educator.

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Photos by Ms Emma Chen and Dr Benjamin Horn