

P3: Methodologies & Interventions

Alicja Pawluczuk, Colin Smith, Gemma Webster, Hazel Hall (Edinburgh Napier University, United Kingdom): Social impact evaluations of digital youth work: tensions between vision and reality.

This paper presents empirical research, which explores the ways digital youth workers perceive, and evaluate, the social impact of their work. There is currently a research gap with regard to the measurement of the social impact of digital youth work. Thus, the aims of this study are: (1) to contribute to the scholarly discussion on the social impact of youth digital participation, (2) to elicit, and analyse, youth workers' perceptions of the social impact evaluation of digital youth work, (3) and to propose recommendations for further research in this area. Twenty semi-structured interviews with digital youth workers in the United Kingdom were carried out in mid-2017. The interviews were based on themes drawn from a prior literature review exploring the areas of youth development, digital youth participation, social impact, and social impact evaluation. Research data analysis was guided by a 'grounded theory' methodological approach, and conducted using NVivo 10 software. Results show a clear alignment with the existing literature, in the areas of youth participation, and social impact assessment and evaluation. The analysis presented here focuses on three areas of tension between the study participants' vision, and the reality of the social impact evaluation of digital youth work: (1) Favouring positive stories of impact. (2) Chasing the impact proofs instead of examining the change, (3) Following an interactive youth project with an unengaging evaluation process. Current (externally governed) evaluation practices, limit digital youth workers' abilities to critically examine and provide feedback on impact. Acknowledging that there is a need for further research in this area, this study propose three recommendations, primarily aimed at digital youth work funding bodies: (1) Facilitating serendipitous interactions in digital youth work, (2) The further research required in order to provide digital youth workers with a set of tools - or guidance - in order to measure and understand the social impact of their work, (3) Adopting playful methods of evaluation in digital youth work.

Pilar Lacasa, Julián de la Fuente, Rut Martínez (Universidad de Alcalá de Henares, Spain): Teenager practices mediated by mobile devices. Methodological challenges.

This paper focuses on the challenges digital ethnography faces when analysing specific mobile-mediated everyday practices that are part of children and youth cultures. The use of digital tools requires transforming research activities from a double perspective. Firstly, because children and adolescent practices are mediated by mobile communication tools that allow them to participate in online environments combined with their everyday offline scenarios. Secondly, the Internet and other digital technologies provide new analytical tools that interact with developmental and literacy

theories and even transform the basic principles of traditional methodologies such as ethnography. We explore the methodological challenges taking our own research as an example. We focus on eleven workshops which took place in a community centre and more specifically on Nadia, one of the nine-year-old girls who participated on those workshops. Focusing on the use of multimodal discourses we adopt the concepts of internal and external grammars of digital discourses and adopt several units of analysis (from macro to micro perspectives) to explore those.

Lívia Barts (ELTE, Hungary/FBAUP, Portugal): Text Visualization as Interpretation Tool in Humanities Reading Class.

The research project aims at investigating the possibilities of using human-made (not algorithmic) visualization methods in the interpretation of humanities theoretical texts. It is based on the initial hypothesis that abstract theoretical argumentations can be mapped visually, that is, the underlying structural pattern of the linear text is not necessarily linear itself, and so, visual transformation is not only possible, but helps understanding the key conceptual pattern. The broader research investigates the use of visualization both as a type of study-aid, and as a process that helps critical understanding and learning. The present paper focuses more closely on the process-aspect, and presents the results of a university BA reading course at the Departments of Media and Communication and Film Studies with three consecutive semesters where the method was used. The methodology slightly varied through the semesters but followed the basic structure of “lead-in” tasks for introduction to visualization principles; “readings” classes where close-reading methods were complemented by the creation of individual and group visual interpretations; and “follow-up” tasks to refine the interpretation. Despite the task’s unfamiliarity at humanities reading classes, the method can be stated to have had success in fostering active participation and group discussion, and in helping students understand and process abstract readings.

Naiá Sadi Câmara (Universidade de Ribeirão Preto, Brazil): Transmedia Literacy: A Methodological Proposal.

This article aims to present a revision of the theme transmedia through the concept of the transmedia literacy as a methodological theoretical proposal of acting in the process of teaching and learning, of reading and production of texts. We consider that the center of these processes is established in the level of the literacy of the subjects. We propose the transmedia literacy as an key-concept that integrate the multi-literacy that is demanded by the different convergent, multi-platform, hybrid, hyper-semiotized, and transmedia communicative practices. We start from the assumption that the subjects need more than a communicative competence of readings and production of texts. In

the culture of mobility and of the free access to contents, they need to acquire competence and an ability of curatorship, of content management, data analysis, networks monitoring, to produce, share, and stock knowledge. In this scenario, we adopt as a perspective of analysis the investigation of the contemporary literacy practices under the point of view of the regimes of interaction, engagement, and believes established in the transmedia communicative practices in which new aesthetics, new ethics, new genres, new interaction regimes and, therefore, new literacy are established. We conceived with Santaella (2010) that these technological innovation of the literate practices structure the social organization "because they are structuring of the space-time relations to which the thought and the sensibility of the being are conformed" (SANTAELLA , 2010, p. 1).

Meritxell Estebanell-Minguell, Elisabeth Serra-Sellabona, Carles Rostan-Sánchez, Moisés Esteban-Guitart, Juan González-Martínez (Universitat de Girona, Spain): A literature review on transmedia education.

In the last few years, several works have emerged focusing, directly or indirectly, on the cultural change that has to do with the simultaneous and sequential coexistence between different media, both digital and analogical. This is what is being called transmedia, and it is related to the new concepts of media convergence and participatory culture. All this new mediatic and cultural movement, of course, begins to have an echo in the educational world, and there are many approaches that try to make transmedia profitable in terms of learning. However, what do we mean by this concept from an educational perspective? Through a systematic literature review, we analyse the educational documents that use this term and conclude that the transmedia concept appears recurrently in three meanings, all interesting from our educational perspective: transmedia as ability or literacy necessary to actively evolve in this movement of participatory culture; transmedia as the product resulting from that sequential jump between different analogical and digital media, conveyed by a narrative that gives it a single meaning and gives it continuity; and, lastly, transmedia as a didactic strategy that explores that narrative that is developed in different means to achieve concrete didactic objectives.

José Miguel Tomasena (Universitat Pompeu Fabra - Barcelona, Spain): An ecological approach to media practices: the case of Spanish-language booktubers in social media.

Booktubers (Books + youtubers) are an example of how digital media ecosystem is changing the way readers relate to their favorite books and construct affinity groups around them. This paper, based on a digital ethnography among spanish-language booktubers proposes to use an ecological perspective on digital media (understood both as environments and as part of a whole) to examine their media practices

(Couldry). Using online interaction, in depth interviews and field notes from an autoethnographic exercise with a YouTube channel, this paper identifies eight forms of media practices that take place all over the digital media ecosystem. The main argument is that even when booktube is a video-based phenomenon, it can't be understood without other practices that shape and are shaped by the whole digital media ecosystem.