Teenpods: Production of Educational Videos as First Step in a Transmedia Educational Project about Positive Youth Development

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Abstract
Teenpods is the name of a Transmedia-Educational-Project (TEP) performed by the Chair Education and adolescence from University of Lleida. This project aims to promote the Positive-Young-Development (PYD) approach on educational contexts. It has 12 pods about different topics linked with adolescence. Each Teenpod is set to include several transmedia objects addressed to education practitioners. The first step in each pod design was elaborating an educational video about the selected topic. This communication aims to describe this experience: the elaboration process of Teenpods and the reflection on the followed principles for the design of educational videos as a part of a TEP. Methodologically, transmedia objects have been produced following a Design-Based-Research (DBR), characterized by iterative cycles of analysis, design, development and refinement via tight collaboration among researchers, practitioners and audio-visual producers. Results show that video resources as part of transmedia objects design process is linked with principles of TEP production: choosing scientific content about educational topics, adapting content to a synthesized and dynamic discourse, taking care of the graphic design and multimedia content, and planning the launching of the final product on the internet. This study contributes to fill the gap in the literature about TEP to train professionals. It offers guidelines to promote the self-learning processes through transmedia open resources for educational practitioners on the field of Educational Technology. Additionally, it presents an example to promote PYD through video educational objects. Finally, future research is needed to deeply analyse the impact of these resources on the Internet.

Keywords: Transmedia Education, Adolescence, Practitioner Training, Educational Videos, Open Educational Resources

Introduction

Through the paradigm of **Positive Youth Development** (PYD) adolescence stage can be defined as a fundamental life cycle, of growth, construction and consolidation of the personality, full of opportunities and possibilities, taking into account a series of competencies, values, key skills that all teenagers need to have (Lerner, Phelps, Forman, & Bowers, 2009). It moves beyond the negative and deficit view of youth and it is about adopting a perspective focused on the well-being of the adolescent (Curran & Wexler, 2017).

The literature show many experiences about the promotion of PYD in different educational contexts (Curran & Wexler, 2017). However, there is a lack of knowledge in practitioner's whole performance, especially in Catalan educational context (Spain).

In order to respond to this lack, it is proposed the development of a Transmedia Educational Project (TEP) which promotes the self-managed training of education practitioners about PYD through an open, interactive and flexible virtual learning method.

1. Background

A **Transmedia Educational Project** (TEP) is an educational project that aims to produce an educational object. This object is formed by multimedia elements spread across media platforms and channels, which the learner can navigate with an active role to consume, edit, interact, or even publish (González-Martínez et al., 2019). The utilization of a transmedia object as a cornerstone of the project allows the educational project to be in a constant expansion, since the narrative expansion is one of the transmedia main traits (Scolari, 2013).

A TEP can promote **Self-managed Training** (SmT) when the content of transmedia objects have the aim to provide, create or promote knowledge about a specific topic. SmT facilitates the autonomous interaction of the subject with transmedia objects, allowing users to choose the timing and the order of interaction with resources (Madden & Hardré, 2016). It is open when the learning transmedia objects are offered in virtual environments without restrictions and without privacy, without requiring any type of registration to access. In this sense, the TEP can provide **Open Educational Recourses** (OER).

The literature shows how organizations offer training resources through virtual environments for education practitioners, such as texts, documents, explanatory videos, learning materials and resources for practice (Fernández-Rodrigo, Vaquero & Balsells, 2019). Studies show that professionals benefit from SmT due to the easy accessibility to resources, the flexibility to consult them, and when resources are offered in an organized way, for example, through modules (Ghoncheh, Gould, Twisk, Kerkhof, & Koot, 2016; Resko et al., 2017).

The studies about **Micro-learning** defend the importance of provide information in "small doses", interacting with **Micro-Content**, which is a small unit of digital information (Jomah, Masoud, Kishore, & Aurelia, 2016). This type of learning engages the user, due to respects the way the brain takes information, without feeling stress. Micro-learning is an emerging practice in practitioner's training, due to the recent research about the topic.

2. Aims and Methodology

Characteristics about Self-managed Training (SmT) have been taken into account in the elaboration of a Transmedia Educational Project (TEP) for education practitioners about Positive Youth Development (PYD). In this sense, the aims of this study are:

a. To describe the elaboration process of a TEP.
b. To generate principles for the design of a TEP.

It was performed a Design-Based Research (DBR) methodology, which pretends to address complex problems in real educational contexts through collaborative work, with the aim of elaborating innovative solutions with ICT (Amiel & Reeves, 2008).

To develop the TEP following a DBR it was required to conform a work team with different profiles:

a. **Main researcher:** Managing the study, the project and being author of this paper.
b. **University teacher:** Delivering a topic related to PYD theory in University degrees.
c. **Audio-visual and technical staff:** Gives support elaborating and managing transmedia tools and resources.
d. **Education practitioner:** Validating the content of the project, considering their working experience in educational institutions with teenagers.

In total, 14 participants were involved in the project. However, they could have more than one profile, as it is shown in Table 1.

Table 1. Number and Profile of Work Team Participants

Nº of participants	a) Main researcher	b) University teacher	c) Audio-visual and technical staff	d) Education practitioner
1	x	x	x	
1	x		x	
1	x	x		
3		x		x
7		x		
1				x
14	3	12	2	4

3. Procedure

The process of TEP design has been performed following the phases of design based research methodology, described in next sections.

3.1. Analysis of Practical Problems by Researchers and Practitioners in Collaboration

In the first phase, it was identified a lack of knowledge in education practitioners' training of specific topics related to PYD: children's rights, Academic Resilience Approach (ARA), gender perspective, communitarian participation, positive use of technology, ex-ward youth, the cinema to promote PYD, positive parenting, forced marriages, foster care and mental health.

3.2. Development of Solutions Informed by Existing Design Principles and Technological Innovations

Firstly, it was considered the background of Transmedia Educational Projects and Self-managed Training as main pedagogical methodologies, offering OER and promoting micro-learning.

Secondly, it was considered the principles of TPACK model for the design of an educational process through technology. According to Koehler & Mishra (2006), it is needed to stablish a relationship between the pedagogical methodology, the knowledge content and the technological tools. In this sense, next steps where followed:

a. **Knowledge content writing:** Each university teacher wrote in 2.000 words the content about a specific topic related to PYD, which was developed through scientific publications and own research.

b. **Transmedia channels choice:** The content was reviewed by the audio-visual and technical staff and all the team work was agreed in start creating open educational videos about each topic, as first step in the transmedia project.

c. **Content transformation:** Audio-visual and technical staff started producing the videos in collaboration with university teachers, considering principles of micro-learning.

3.3. Iterative Cycles of Testing and Refinement of Solutions in Practice

Audio-visual and technical staff produced a first version of the videos for the validation of all the work team members. Practitioners, researchers and teachers gave a feedback for the second edition. Some of the videos needed a third edition.

At the same time, it was followed the same production and validation process to develop the main open virtual environment to contain all the videos and future transmedia objects.

3.4. Reflection to Produce "Design Principles" and Enhance Solution Implementation

In the fourth phase, it was stablished 9 Principles that pretend to address the design of a TEP promoting SmT:

1. To stablish a multidisciplinary work team, considering all potential participants and target audience.
2. To identify educational needs of the learners or users.
3. To transform educational needs into learning aims.
4. To stablish the knowledge and learning content of each transmedia resources.
5. To agree a pedagogical methodology or approach, as a framework of educational activities through transmedia resources.
6. To choose the suitable media channels to promote learning according to the content.
7. To consider the potentialities of open educational resources and micro-learning.
8. To design a virtual environment to host all the transmedia educational resources.
9. To work collaboratively producing and validating the transmedia educational resources.

4. Results

The result of this study is a Transmedia Educational Project structured in twelve independent pills, which addresses major topics on teenagers' education and wellbeing according to PYD.

The object was named Teenpods, a word formed by the terms “pod”, that states the spirit of this project for summarizing the content in short and easy to understand formats, and also the term “teen”, referring to teenagers.

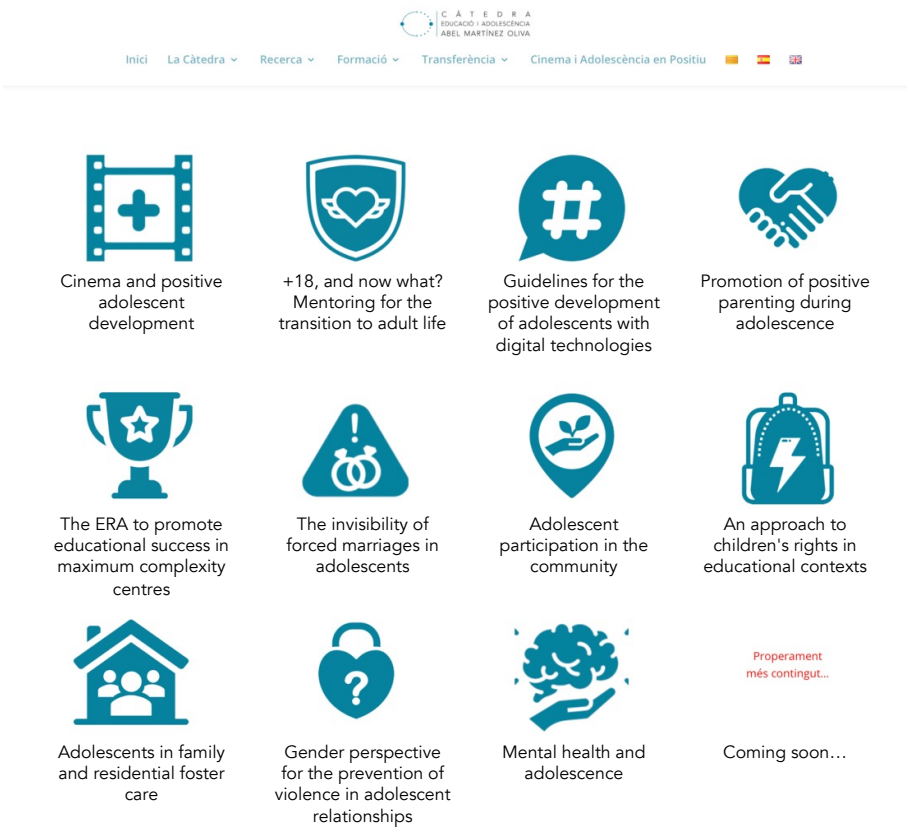

Figure 1. Screen Capture of the Homepage of Teenpods
Source: Chair Education and Adolescence (2021)

Currently, the transmedia object is hosted in the Chair Education and Adolescence (2021) server its own webpage, which consists of a homepage that presents the project and gives way to the twelve Teenpods main pages (Figure 1). There, can be found an introduction, a video, external resources linked, and an infographic (Figure 2). The launching data is set on September 2021.

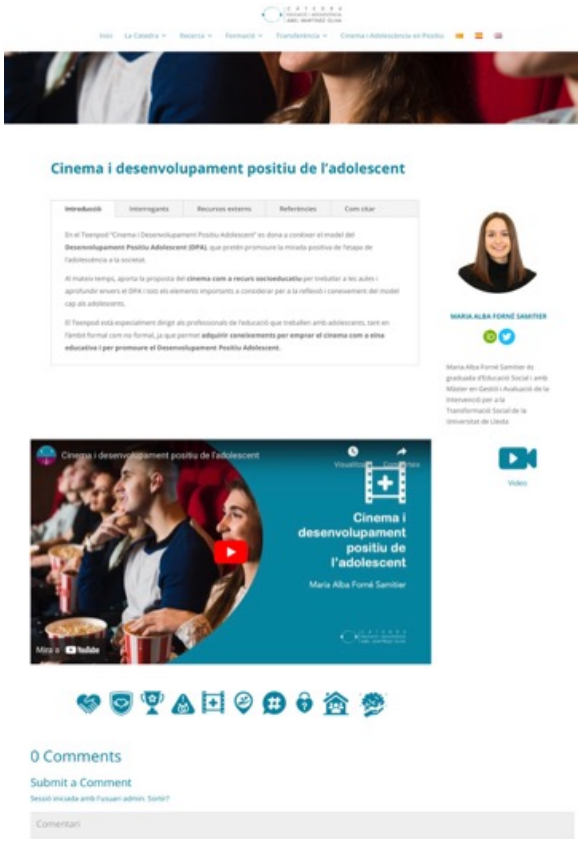

Figure 2. Screen Capture of the Teenpod "Cinema and Positive Youth Development"
Source: Chair Education and Adolescence (2021)

Conclusions

The project shown is the first stage of three for the development of a complete transmedia educational object (Figure 3). The project will continue following the stages progressively through time, promoting the collaborative learning and disseminating the positive young development through transmedia resources.

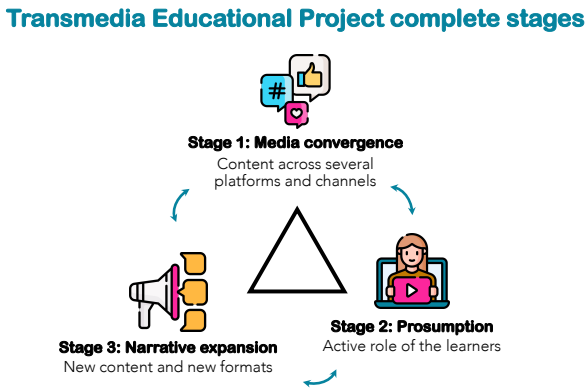

Figure 3. Transmedia Educational Project Complete Stages
Source: Own elaboration according to Scolari (2013). Icons of Flaticon.

This study contributes to fill the gap in the literature about TEP to train education practitioners about Positive Youth Development. It offers guidelines and 9 Principles for the Self-managed training processes through transmedia open resources. At the same time, the study can have an

important implication on the field of Educational Technology, due to the response to this need through innovative solutions.

The main limitation of this study is not having an exhausting validation of each Teenpod. The validation process was done through discussion meetings and the proposed changes were described in the proceedings.

Future research is needed to deeply analyse the impact of these resources on the Internet and, at the same time, to explore its impact on the education practitioners training about Positive Youth Development.

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