Interactive Media Production. A Learning Through Play Pedagogical Approach

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The main idea in this article is presenting the research focused on pedagogic approaches to teach new media and non-linear narratives to students by challenging them to create their own interactive videos. The design-based research approach will show the evolution of teaching practices based on the experience of over two years of teaching two consecutive full semester courses in the last year of a Multimedia Communication Bachelor. The two courses are mainly hands-on as students develop interactive video and publish them online. The work follows research previously done in other University contexts and provides insights on how some changes in the approach to students can result in considerable different results. It focuses on how technical constraints can result in major problems for students and rejection to new applications. Part of the teaching and learning activities are based in the idea that students should conceptualize their non-liner narrative before they start implementing it in an interactive video system. The interactive video system or application's capabilities is only explained to students in broad lines and only the minimum steps to create and interactive video are explained to all students. All other mechanism embedded in the system are discovered through play or through with tutorial support in class. This approach provides room for students to play or explore autonomously the features of the interactive video platform or publishing platform and assume cooperative learning strategies by helping themselves ways to use the interactive video system and publishing back office. Story complexity and engagement is evaluated as well as levels of students' frustration. Sometimes the system limitations make students work very hard or make it impossible for students to implement their idealized solutions. Technical problems regarding computers compatibility required extra determination from students to publish their videos online successfully. Through the proposed projects students are challenged to create materials to be accessed by their audience in different ways from static webpages to dynamic interactive videos. Some conclusions will be pointed out to show how to better judge the impact of platforms' limitations and the flexibility of students to adapt to new concepts.

Some student's project will be analyzed as well as students' reply to research questionnaires.

Keywords: Design-Based; Narratives; Play; Learning; Interactive.