

A Study on Acceptance Level of Management Faculty Members towards Transmedia Story Telling

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Abstract

This study is focused on looking into the acceptance level of the teachers relative to transmedia storytelling, views on the modification of reading tasks and activities through transmedia storytelling, and integration of transmedia storytelling in reading tasks and activities. This study focuses and limits only in describing the acceptance level of management faculty members as to transmedia storytelling and on knowing the teachers' thoughts on modification of reading tasks and activities. The study used descriptive research design wherein the data were analyzed through a modified questionnaire on the level of acceptance. The results of the study show a positive acceptance of transmedia storytelling among management faculty members. Furthermore, it was emphasized that transmedia storytelling is a beneficial and educational strategy for teaching reading and integration should be done through adapting and designing various media platforms. This action research presented a new reading strategy for management teachers that can be used in teaching learning aimed for a contextualized and expanded teaching and learning of reading through a matrix that include selected and applicable reading texts with transmedia storytelling media platforms.

Keywords: transmedia storytelling, teaching reading, reading tasks, reading

Introduction

In the past few years, transmedia storytelling has been an emerging concept in the management learning context. Having garnered an attention and use in the media through adaptations in various contexts and the use of popular culture, the practice of transmedia storytelling in educational context has now been well-recognized. The term transmedia storytelling has been coined and designed by Henry Jenkins, a professor of communication, journalism, cinematic arts and education at the University of Southern California. According to Jenkins (2007), transmedia storytelling is a process where "integral elements of a fiction get dispersed systematically across multiple delivery channels for the purpose of creating a unified and coordinated entertainment experience. Ideally, each medium makes its own unique contribution to the unfolding of the story." Moreover, Jenkins (2007) also emphasized that in transmedia storytelling, is not based on characters or plots of a certain fiction or literary piece but on the creation of various fictional worlds which supports the interrelation of the characters and the stories behind the characters. With this, the word building process is being encouraged through a desire coming from the readers and writers.

In the media sector, transmedia storytelling poses contribution as to the development of narratives or episodes for the story to make sense with the viewers and eventually, enhance the viewers' experience across multiple media. Also, Jenkins (2007) underscored that transmedia storytelling "requires a high degree of coordination across the different media sectors, it has so far worked best either in independent projects where the same artist shapes the story across all of the media involved or in projects where strong collaboration (or co-creation) is encouraged across the different divisions of the same company." In the field of academe, transmedia

storytelling is a very useful tool in engaging the learners in learning tasks. According to Dudacek (2015), “transmedia through various platforms – such as comics, books, short videos, alternative video games and movies or documentaries should increase engagement of the studied topics, simplify process of memorizing knowledge and skills and make the teaching process more effective and entertaining.”

2. Literature Review

2.1 Transmedia Storytelling

Transmedia storytelling has been an explosion on the world of entertaining and learning with its myriad of “across multiple delivery channels for the purpose of creating a unified and coordinated entertainment experiences. Ideally each medium makes its own contribution to 2 the unfolding of the story.” Wendig shortens this to “transmedia” as a single descriptive word and gives it a philosophical definition beyond its technical definition as “it offers audience investment and lets them act as collaborators; two the story was intended to be a transmedia experiment from the very beginning.”. Whatever its definition, it “has the power to make any topic more vivid and personal.” Gutierrez suggests that this is not in competition with commercial efforts to draw in sales

2.2 Transmedia Storytelling on Reading and Literacy

Research and articles on transmedia storytelling also focused on explaining its effect and influence in reading and literacy. Among these studies is of Scolari, Rodriguez and Masanet (2019). The study explored transmedia storytelling as an intervention for skills relative to storytelling production. In the study, the learners were able to use transmedia storytelling to learn about a literary work and prompted reflection in literature and established connection between formal and informal learning. Sánchez Martínez and Albaladejo-Ortega (2018) underscored transmedia storytelling stating that “throughout the course of study, students created pieces that satisfied predetermined premises and principles, demonstrate their comprehension of the mechanics applied, and made a distinctive and valuable contribution to the whole literal work and the obtained academic and professional capacities relevant to the 21st century.” (p. 60) Furthermore, Fleming (2013) stated transmedia storytelling can be a tool for expanding learning opportunities such as creating opportunities for exploration, interpretation, and expansion. Thus, transmedia storytelling may be used to leverage and engage the students through an immersion and interaction between story and technology. Also, Polo Rojas (2018) underscored that transmedia storytelling is a venue for negotiation between school institutionalism and the personal and informal literary activities that young learners encounter in daily life. Thus, the realization of world representations, text interpretations and skills in development are observed in transmedia storytelling. Hayati (2012) provided a significant point on transmedia storytelling emphasizing that “because transmedia storytelling needs coordination across the different media sectors, the collaboration would definitely be impossible without imagination and creativity, thus transmedia storytelling is not just storytelling, but as readers response criticism says, it is much of give-and-take relationship which needs creativity, ability to communicate efficiently and judge the final product.” (p.198) Looking closely, transmedia storytelling has been one of the approaches or strategy in education which brings the use of technology closer to teachers and students making education more adaptive to the trends in the new media. As what Dudacek (2015) emphasized, “if young people would know that some interactive application which should be used on several media – based on their preference or based on teacher's instructions – they are more willing to try them and

use them.” (p. 695). However, most of these studies are concentrated on transmedia storytelling as used in the media and learning engagement in education. There are few studies which focused on views of teachers in using transmedia storytelling and its integration in reading activities.

2.3 Three stages of development as the storytellers emerge:

- Personal expertise
- Cooperative group work
- Collaborative intelligence

2.4 Personal Expertise

In an educational setting, engagement in a topic, like that of a fascination with Star Wars or a comic book character, invites the reader or consumer with the possibility of using technology as a creative expression. Interest drives deep understanding of content, texts, ideas, actions, consequences into developing first, the skills of various technologies but also dispositions that result in a demonstration of personal expertise. The background knowledge in individual learners allows them to conceive and implement a project. However, it is when the expertise of each individual is placed in a group that greater challenges are solved.

2.5 Cooperative Group

Work When cooperating with others to produce a product such as a video or mashup, the challenge is to put together in flawless sequences sounds, visuals, action, music, or other media into an extension of the original. Much of the research in group work is done in higher education rather than basic education. That is where the researchers are striving for tenure and promotion while, for teachers in basic education, tenure is not based on reports of research studies. One research study of successful group interaction tested usage of next generation e-books with annotative and sharing capabilities to promote student learning through reflection and sharing of ideas and found that this did promote student learning experiences. Another study tested the use of collaborative 3D learning games in a scripted game setting for vocational education. They found that the teacher had a special role in helping groups develop collaborative knowledge. In a study where participants were video-taped, Webb et al, explored the relationships between student conversations and teacher practices in elementary school mathematics classrooms. They found that the level of engagement of students with each other's ideas and their detailed explanations of problem-solving strategies impacted their achievement. Teachers in the study implemented many different instructional practices, but their follow-up practices determined whether their students became a part of others' ideas at a high level. The teachers' ability to manage group work in the classroom, according to a research study by Forslund-Frykedal and Chiriac, was tested along with their presumptions to see the effect on their willingness to use group work. They found that teachers presumed that students would learn only how to collaborate and not subject knowledge.

2.6 Collaborative Intelligence

Educational topics may begin as tinkering with the original inquiry of the textual world but soon go beyond just an experiment with technology to new forms of creative expression, innovative ways of presenting ideas far beyond what the creator of the original might have envisioned. All this is anchored in the world of creativity. In cooperative work, each group member might be in charge of one piece of the final project such as sound, script, filming, or editing. In an experience of collaborative intelligence, the various skilled members combine

talents to build something that could not have been done by one person individually. In this case, they approach true creativity, innovation, and approach entrepreneurship.

3. Research Method

Structural Questionnaire was used for the purpose of research. Measurement scales of the research model constructs were adopted from previous related studies. Questionnaire was divided into 2 parts. The first part covered the demographic profile of the respondents whereas the second one was related to factors affecting the green products. Five point Likert scale was used for measuring the factors ranging from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Pilot testing of the questionnaire was done on 55 respondents before proceeding for the further research. The results 55 respondents were acceptable. Hence, the researcher proceeded for the further research.

Furthermore, the researcher used percentage, and Mean (X) as statistical treatment to describe the status or current information of the respondents and their acceptance level with regards to the use of transmedia storytelling. From then, the level of acceptance of the teachers on the use of transmedia storytelling in the context of teaching reading was determined.

The study was conducted in the Chhattisgarh area. Sampling technique used for this study is Random Sampling. The population for the research was the management faculty members who were associated with usage of transmedia storytelling as an effective pedagogical technique. The data was collected from 253 respondents out of which 216 were used for further purpose.

4. Findings and Discussions

Descriptive Statistics

Table 1. Respondent's profile

Respondent Characteristics	Percentage (%)
Gender	
Male	55%
Female	45%
Age	
30 - 40	54 %
41 - 50	38 %
51 & above	6 %
Marital Status	
Married	48 %
Unmarried	52 %

Education	
Post - Graduate	82 %
PhD	18 %

Under the descriptive statistics, the results as shown in Table 1 shows that 55 percent of the respondents are males and 45 percent are females. 48 percent of the respondents are married. The age of respondents revealed that about 54 percent are in the age of 30-40, followed by 38 percent in the age of 41-50, 6 percent are in the age of 51 and above. The education level of the respondents from the study is, 82 percent are post graduate and only 18 percent are PhD degree holders.

Table 2. Acceptance level of management faculty members to transmedia storytelling in relation to teaching reading

S.no	Statement	Mean (X)	Descriptive Mark
1.	It will be easy to teach reading with transmedia storytelling	3.75	Agree
2.	It will be useful to adapt transmedia storytelling in reading	4.25	Strongly Agree
3.	Teaching with transmedia storytelling will motivate students and engage them in learning	4.50	Strongly Agree
4.	Probably there will be significant scholars of education who will support transmedia storytelling's application to teaching reading	4.38	Strongly Agree
5.	My institution will value using transmedia storytelling in the teaching	3.88	Agree
6.	Adapting transmedia storytelling to my classroom will increase the quality of my teaching	4.63	Strongly Agree
7.	Teaching reading with transmedia storytelling worries me	2.13	Disagree
8.	It scares me that using transmedia storytelling in the classroom will make the teaching less efficient	2.00	Disagree

Table 2 presents the acceptance level of the English teachers on the use of transmedia story telling in teaching reading. Based on the responses of the participants they agree that it would

be easy to teach reading with the aid of transmedia storytelling with a mean of 3.75. The agreement may be relative to the nature of transmedia storytelling—using various media platforms in telling stories. In addition, there is a strong sense of acceptance as to the usefulness of transmedia storytelling in teaching reading, motivation, and engagement of students with regards to transmedia storytelling and perception on the increase of quality of teaching in relation to transmedia storytelling. The said criteria garnered mean scores of 4.25, 4.50 and 4.625. Such responses underscore the idea of the teachers on the benefits of using transmedia storytelling. Since transmedia storytelling includes various media platforms, the responses of the teachers also reflect their knowledge and practice of the use of technology in their classrooms. Thus, the value of transmedia storytelling in distance or online learning is highly considered as reflected on the respondents' acceptance of transmedia storytelling. Furthermore, teachers also agree that schools would value transmedia storytelling (3.875). Since transmedia storytelling has just garnered attention in the last few years, the studies that would support its employment in education is not that many thus, teachers' view on the support of the school on transmedia storytelling is positive to encourage exploration and use of transmedia storytelling in classrooms. Also, relative to transmedia storytelling amidst being a new teaching strategy in teaching reading or in education in general, the teachers responded that there are little apprehensions and worries as to its impact on teaching efficiency (2.125 and 2.00). This may show that teachers have little reservations but the willingness to use transmedia storytelling in this current state of education proves their acceptance. The results may indicate a positive acceptance among the teachers and their openness to be introduced with a new strategy that may be used in teaching reading in a distance learning setup. This result supported how Hayati (2012) emphasized that the success of transmedia storytelling has something to do with coordination and collaboration as it is a give and take relationship that fosters the creativity and the ability to communicate efficiently. Thus, between the teachers and learners who are to explore the use of transmedia storytelling.

Conclusion

This study on transmedia storytelling geared towards an expanded teaching reading in distance learning looked into three areas—acceptance level of teachers on the use of transmedia storytelling, views on transmedia storytelling modifications and integration of transmedia storytelling in reading tasks or activities. Generally, the respondents had a positive acceptance level on the use of transmedia storytelling with responses ranging from agree to strongly agree. Thus, transmedia storytelling proves to be a promising strategy for teachers when it comes to teaching reading in distance learning. In addition, the teachers view transmedia storytelling modifications as something beneficial and educational. With the use of technology and intensified more in this new normal or distance learning the teachers noted that transmedia storytelling may be a useful teaching strategy to enhance the reading experience of students. As it includes different media platforms and various technology driven experiences for learners, the respondents looked into it as a helpful tool for reading in a teaching and learning context.

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