In a world under the influence of capitalism, consumerism, globalization, the digital revolution, media convergence, the need for literacy and the participatory culture, innovative methodologies such as PLE, PBL, Design Thinking, DOY, the maker movement, videogames, documentaries or cinema have begun to come closer to education, in a strength vector that we have labeled as COM-EDUCATIONAL.

Self-representation

Emphasis upon creativity when it comes to introducing oneself and the recurrent concept of sharing or collaborating.

Increased weight of visual elements and design to the detriment of writing and music.

Platforms integrate technological and methodological proposals for media creation, with one shared element: the effort to socialize creation within a community environment, thus seeking its users’ motivation and commitment.

The analysis of com-educational platforms reveals a change of approach to learning.

Motivation, creative participation, the entertainment perspective, fun, the tools which drive the creative value from a personal, subjective and formative point of view, and the technology which trains them.

They connect with the new ways of thinking and the cognitive logics of digital media.

The way of solution

Limited. Ramifications along the way.

Virtual models integrated into the actual platform.

Interactivity

The use of the traditional technology + creativity with given materials.

Transmedia logic

Central. Fluidifications along the way.

Technological discourse analysis

Using and explaining the formulas used from professional communication for teaching-learning.

The COM-EDUCATIONAL platforms:

Creativity and community

Central elements in their proposals

Introducing and engaging the students in the learning process.

Creative participation, the entertainment perspective, fun, the tools which drive the creative value from a personal, subjective and formative point of view, and the technology which trains them.

They connect with the new ways of thinking and the cognitive logics of digital media.

Methodology

Hypertextual contexts

They seek accessibility and project usability.

Multimodal discourse analysis

Listing and explaining the formulas used from professional communication for teaching-learning.

Objective

Technique

Creative media praxis

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Creativity and Community

Central Elements in their proposals

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Conclusions

Limitations. Ramifications along the way.

Virtual models integrated into the actual platform.

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Conclusions