Arizona State University

Examining Individual and Collaborative Interactive Engagement in Transmedia Storytelling Learning Environment

Background FRANKE NSTER 200

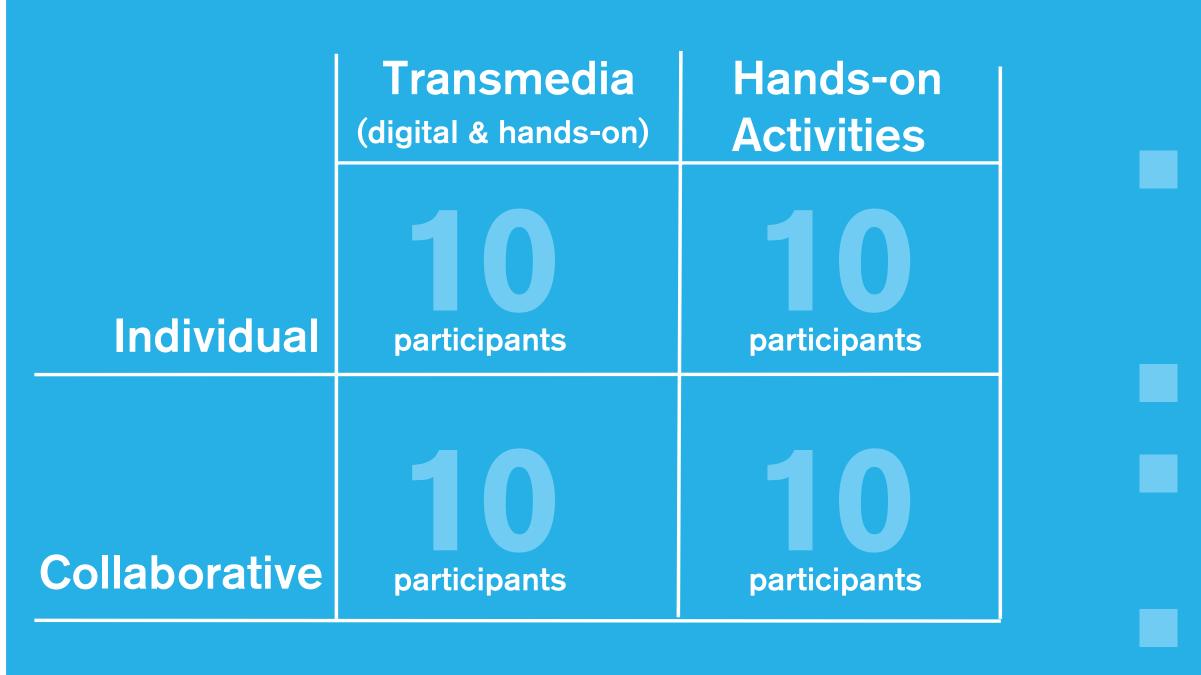
- **Transmedia Storytelling Experience,** designed for learners 10-15 years old
- Combines an augmented reality game with hands-on activities
- Learning goals: Develop self-efficacy and conceptual knowledge of ethical science and social responsibility of scientists

ICAP Theoretical Framework

- Describes four modes of learning activities: Passive, Active, Constructive, Interactive
- Hypothesizes that learning increases with cognitive engagement (I > C > A > P)
- Interactive mode produces the highest level of learning

Study Design **Methods and Measures**

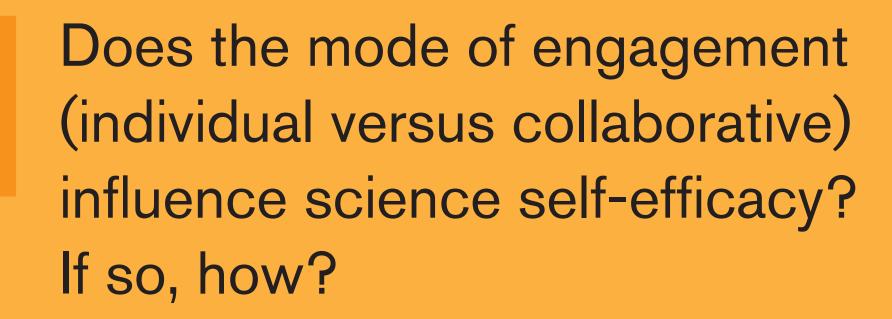
Study Design and Intervention



2x2 Comparison **Activity Type** Individual vs. Collaborative



Research Questions



Does the ICAP Framework hold when applied to engagement in a transmedia learning environment?

Are there other ways to increase learners cognitive engagement in addition to collaboration?

Data Collection

Pretest/posttest survey questionnaire using scales to measure self-efficacy and growth of conceptual knowledge in specific domain

- **Observations and field notes**
- Semi-structured interviews of selected participants
- Analyzing the login data of the students on the online platform of Frankenstein200

Conference (pp. 5-9). ACM.

Mary Lou Fulton Teachers College



Objectives: Applied Research

The study aims to contribute to the existing body of research on the ICAP Framework by measuring the learning process using a dispositional measure (self-efficacy) rather than a specific domain

The study aims to provide practical insights to researchers, practitioners, and instructional designers to improve the study and design of activities that foster cognitive engagement of learners.

The study aims to provide tools for embedding narrative-based learning in formal and informal environments.

References

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Hypotheses

Students who engage in collaborative mode will show greater self-efficacy than those who complete the activities individually.

Transmedia as an intervention will boost self-efficacy for students engaged in the individual mode.

ICAP holds when applied to metacognitive skills such as self-efficacy.