Tell It! And that is interactive ...

Description	This activity is based on incorporating interactivity into the short documentary made in activity 2 of this module. The objective of the activity is for adolescents to have an initial introduction to interactive narrative. Work continues with the groups of 2-3 students from the previous activity *(Tell it! Creating a documentary)*.

Tag
- Documentary
- Video

Skills

PRODUCTION SKILLS
- Create and modify audiovisual productions
- Use of filming and edition tools
- Code software and build hardware
- Use of drawing ad designing tools

CONTENT MANAGEMENT SKILLS
- Manage content files

INDIVIDUAL MANAGEMENT SKILLS
- Self-manage

SOCIAL MANAGEMENT SKILLS
- Collaborate
- Coordinate and lead

NARRATIVE AND AESTHETICS SKILLS
- Apply

RISKS PREVENTION SKILLS
- Apply

Learning areas
- Arts
- Religion and Ethics
- Social Sciences

Card language
- Spanish
- English

Structure

Sessions	5
Duration	50' per session (250' – Variable)
Number of participants	10-30
Age	• 14-16 • 17-18
Materials	• Computer with multimedia editing software (Klynt) (see references for teachers) • Internet connection

Process

Key questions	• How is an interactive narrative constructed? • What is the role of interactivity in communication? • How is an interactive story told in the best possible way?
Development	**SESSION 1** The activity is presented to the students. They will make a prototype of an interactive documentary based on the materials generated during the second activity of this module. The students are organized into the same groups of 2-3 students as the previous activity to carry out this final activity. In this session the teacher explains the fundamental concepts of interactivity and gives examples. **(50')**. **SESSION 2** This session is dedicated to the construction of the interactive structure of the documentary. The basic concepts of using the Klynt tool, an easy-to-use multimedia editor, are covered. **(50').** * If necessary, students will conduct two Webinars at home (classes online) to complement the training in the Klynt software. **SESSION 3** In this session the students comment on the interactive script made at home. They also put the video materials into the Klynt software and prepare the graphic contents. **(50').** **HOMEWORK** The students record the documentary in their free time. **SESSION 4** Each group of students dedicates this session to working on the interactive part of the documentary. **(50').** **SESSION 5** Students make a presentation in front of their project partners. The documentaries produced are viewed and exhibited. Students will explain the limitations and potentialities of the productions and discuss strengths and possible improvements. (50').
Evaluation	First, the students, through the presentations, give feedback to their classmates in relation to the interactive script. The teacher evaluates both the product and the presentation, the process and progress of the work throughout the activity. The capacity for group work, problem solving, and self-criticism should be taken into account as well as the research and depth of the subject.
References for professors	• Multimedia editor software Klynt (download 'Demo' version. Fifteen-day trail version): http://www.klynt.net/ Klynt Webinar - Beginner - https://www.youtube.com/watch?v=h_-tFA6uvMc Klynt Webinar - Advanced - https://www.youtube.com/watch?v=w_i6FkCx-oc Amnon, B, Geneviève A (Directors). (2015). *Biology of Story* [Interactive]. Canadá http://biologyofstory.com/#/ Blasco, I.; Campos, G.; Figueira, M.; Molinos M. & A. Gifreu (2012). *MetamentalDOC*. www.metamentaldoc.com/ British Film Institute. Filmmakers' Greatest Documentaries of All Time. Londres: Sight & Sound Magazine. http://www.bfi.org.uk/news-opinion/sight-sound-magazine/polls-surveys/greatest-documentaries-all-time-poll Gifreu-Castells, A.; B. Torras & Acelas, C. (2013). *COME/IN/DOC*. http://comeindoc.com/ Gifreu-Castells, A. (2014). *Como producir webdocs. Editores multimedia*. Webdocs. Historias del siglo XXI. http://blog.rtve.es/webdocs/2014/04/como-producir-webdocs-editores-multimedia-i.html
Author	Arnau Gifreu-Castells. Universitat de Girona (Spain), agifreu@gmail.com Elisenda Ardèvol. Universitat Oberta de Catalunya (Spain), erdevol@uoc.edu Maria-Jose Masanet. Universitat Pompeu Fabra-Barcelona (Spain), mjose.masanet@upf.edu