

ALFABETIZACIONES MÚLTIPLES

**CENTRO DE PROFESORES DE PONTEVEDRA
NOVIEMBRE 2013**



Coetzee / Foe / Robinson Crusoe
Stoppard / Shakespeare / Rosencrantz and
Guildenstern Are Dead & Hamlet



LECTURA
COMPARTIDA
Y DIALÓGICA

FAN FICTION

Selección de personajes

Escritura creativa

Preguntas pertinentes

Historias basadas en caracteres y situaciones

¿Quién creó el personaje y con qué objeto lo hizo?

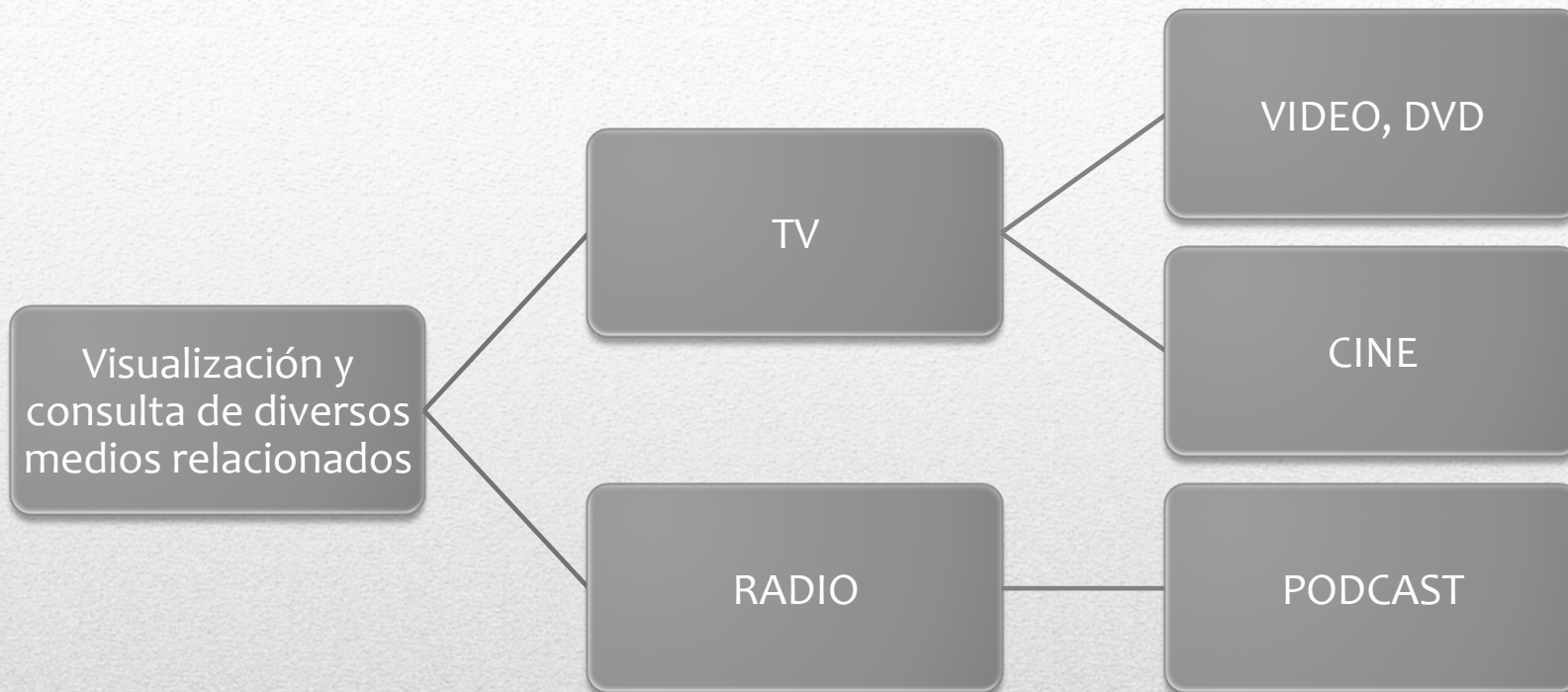
¿Qué técnicas creativas se han utilizado para atraer nuestra atención?

¿Qué clase de estilos de vida, valores y puntos de vista transmiten?

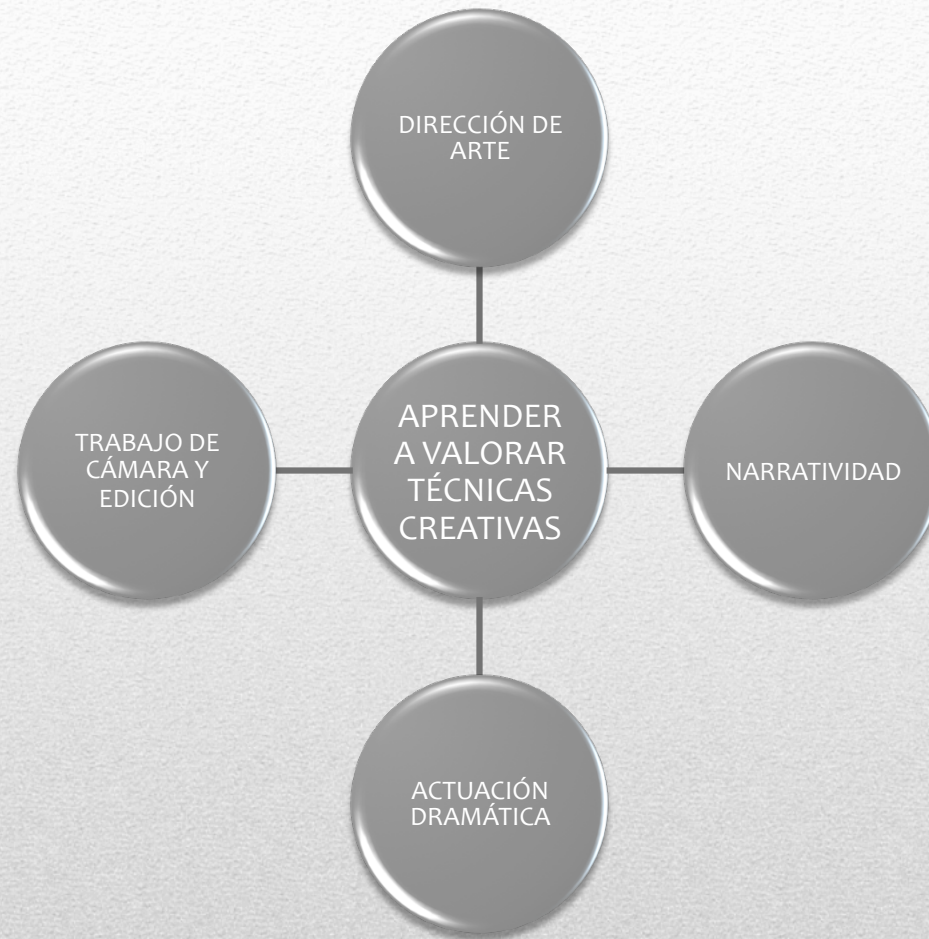
Recontextualización

Missing or deleted scenes

SELECCIÓN DE PERSONAJES 18



MEDIOS DE EXPRESIÓN



OTROS ASPECTOS A CONSIDERAR



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[FAQ](#) [Our Projects](#) [How You Can Help](#) [About the OTW](#) [Elections](#)

[Events Calendar](#)

The Organization for Transformative Works (OTW) is a nonprofit organization run by and for fans to provide access to and preserve the history of fanworks and fan cultures.

Chat with Open Doors

By Claudia Rebaza on Viernes, 22 November, 2013

Etiquetas: [Event](#), [Open Doors](#), [Open Doors Committee](#)



ORGANIZATION FOR
TRANSFORMATIVE WORKS

<http://transformativeworks.org/es>

What We Believe

Our Mission

The Organization for Transformative Works (OTW) is a nonprofit organization established by fans to serve the interests of fans by providing access to and preserving the history of fanworks and fan culture in its myriad forms. We believe that fanworks are transformative and that transformative works are legitimate.

The OTW represents a practice of transformative fanwork historically rooted in a primarily female culture. The OTW will preserve the record of that history as we pursue our mission while encouraging new and non-mainstream expressions of cultural identity within fandom.

Our Vision

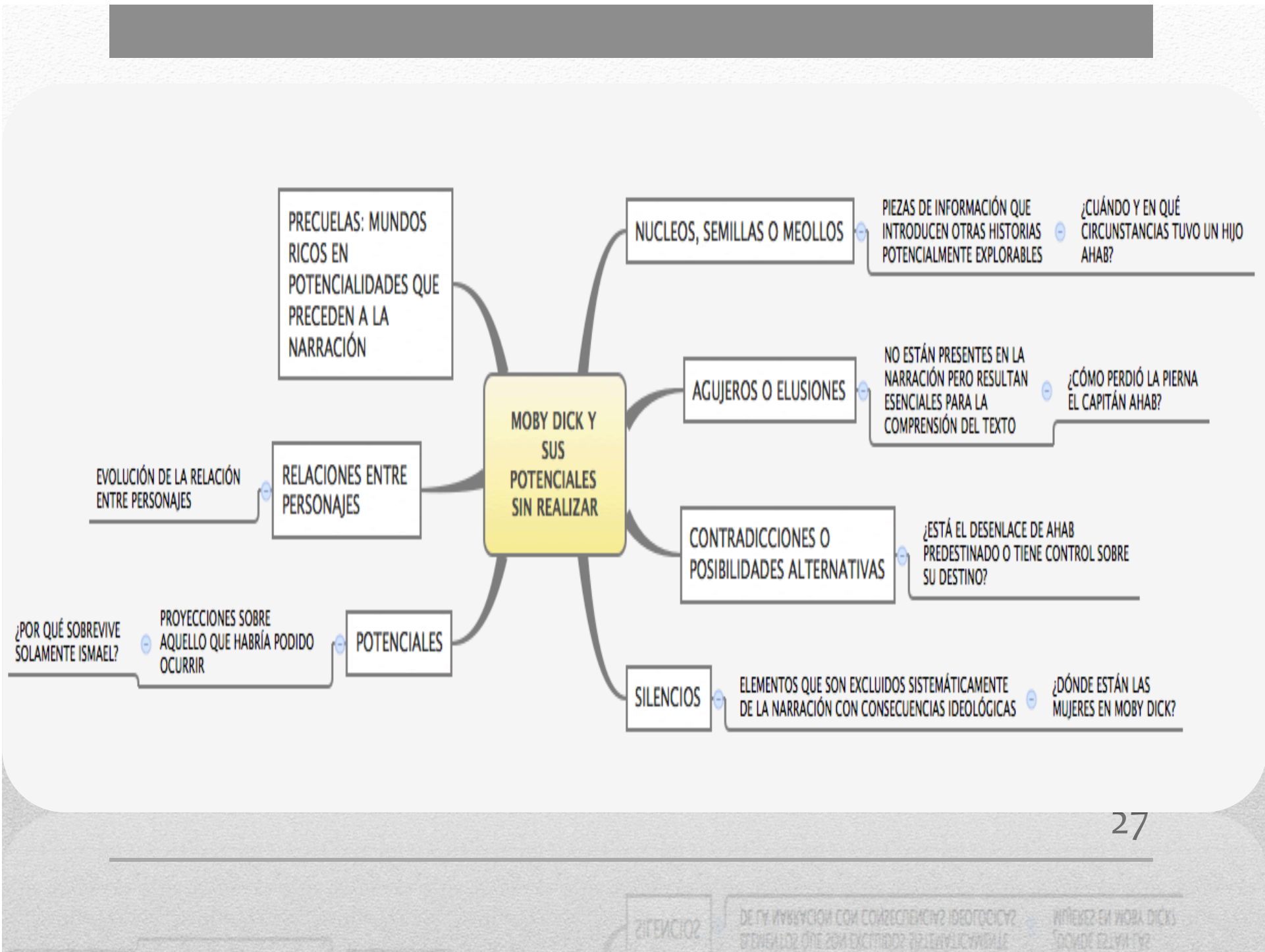
We envision a future in which all fannish works are recognized as legal and transformative and are accepted as a legitimate creative activity. We are proactive and innovative in protecting and defending our work from commercial exploitation and legal challenge. We preserve our fannish economy, values, and creative expression by protecting and nurturing our fellow fans, our work, our commentary, our history, and our identity while providing the broadest possible access to fannish activity for all fans.

Our Values

1. We value transformative fanworks and the innovative communities from which they have arisen, including media, real person fiction, anime, comics, music, and vidding.
2. We value our identity as a predominantly female community with a rich history of creativity and commentary.
3. We value our volunteer-based infrastructure and the fannish gift economy that recognizes and celebrates worth in myriad and diverse activities.
4. We value making fannish activities as accessible as possible to all those who wish to participate.
5. We value infinite diversity in infinite combinations. We value all fans engaged in transformative work: fans of any race, gender, culture, sexual identity, or ability. We value the unhindered cross-pollination and exchange of fannish ideas and cultures while seeking to avoid the homogenization or centralization of fandom.



PROSUMER



• PROCESO: LECTURA,
ESPECULACION,
INTERPRETACIÓN, CREACIÓN

- Preguntarles a qué obedecen determinados elementos dentro de la novela original

Alentar a los estudiantes a encontrar semillas, contradicciones, silencios y potenciales



- Pedirles que encuentren otros fragmentos que arrojen luz sobre las relaciones entre los personajes

Invitarles a especular sobre la manera en que esos elementos pueden convertirse en el fundamento de otra historia



- Solicitar a los estudiantes que escriban sus historias reflexionando sobre estas ideas

Discutir sobre los elementos que deberían introducirse en la historia para que pudiera ser percibida como si perteneciera a ese mundo de ficción



- Hacer que los estudiantes compartan las historias, sobre todo entre aquellos que comparten los mismos elementos, de manera que perciban los desarrollos tan diferentes que puedan obtenerse a partir del mismo punto de partida

Insistir en la producción y creación como herramienta de interpretación



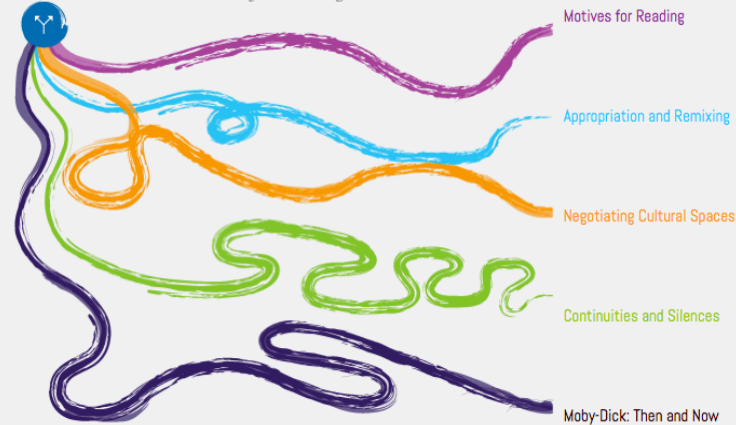
Flows of Reading

Engaging with Texts

Erin Reilly, Ritesh Mehta, Henry Jenkins, Authors

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YOU ARE HERE *Flows of Reading*



While common usage of the word, *text*, often refers to written or printed matter, literary and cultural theory extends the term to refer to any coherent set of symbols that transmit meaning to those who know how to read them. In an age where ideas may take many forms and be expressed across different media, texts and reading take on new implications.

One goal of the *Flows of Reading* project is to inspire teachers and students to reflect on what can be considered as reading and what kinds of reading they perform in their everyday lives. *Flows of Reading* introduces an **expanded concept of the term, text**, and models a **new type of reader**—one who reads across different media and who understands reading as an activity of sharing, deconstructing, and making meaning.

Through *Flows of Reading*, we encourage readers to take ownership of their learning as they select and pursue their own modes of engaging with a text. Each stream models pedagogical and critical techniques that can be adapted to a wide range of literary works and offers teachers multiple examples for putting those approaches into practice.

FLOWS OF READING

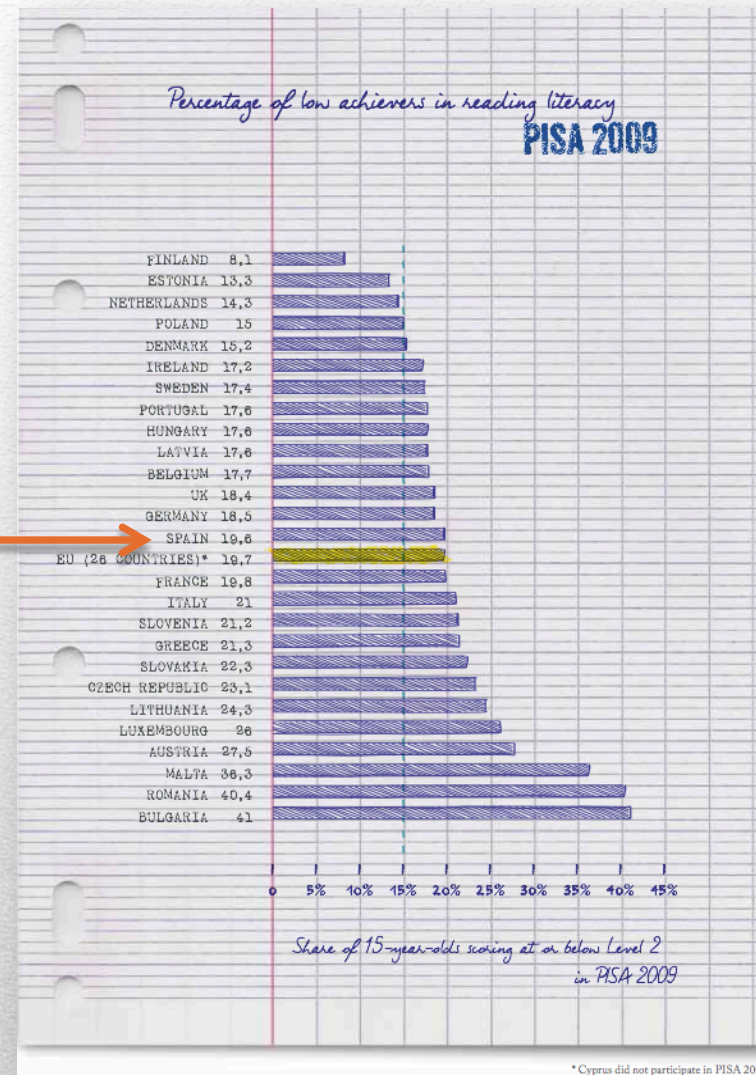
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<http://scalar.usc.edu/anvc/flowsofreading/index>



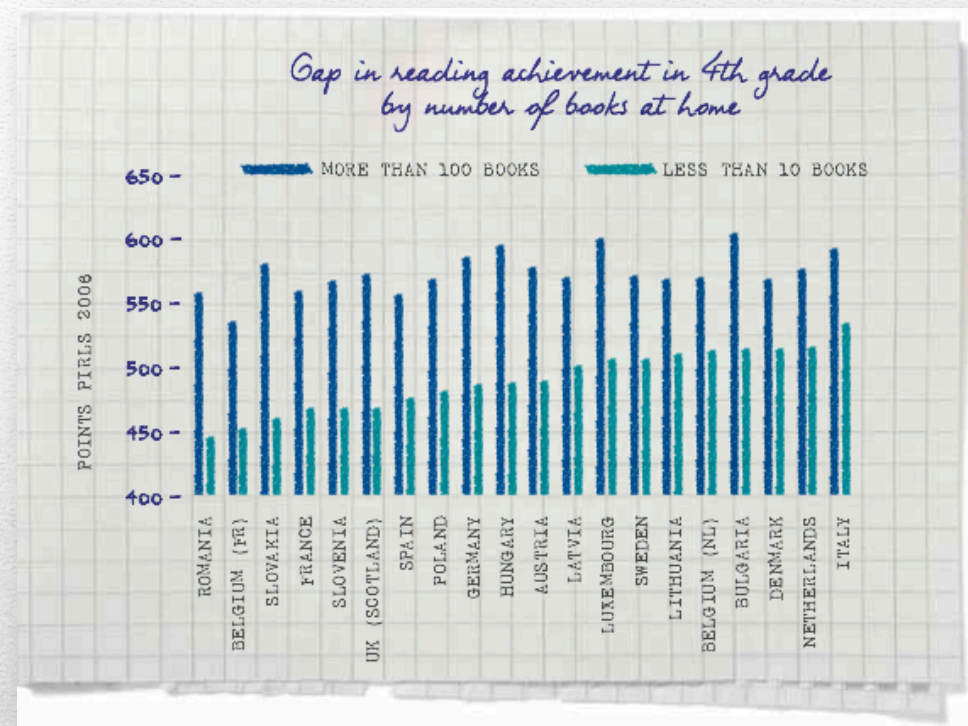
UN INCISO SOCIOLÓGICO

PORCENTAJE DE
LECTORES CON
BAJAS
COMPETENCIAS



READING LITERACY 2009

LA INFLUENCIA
DEFINITIVA DEL
CONTEXTO FAMILIAR
(CAPITAL CULTURAL
Y EDUCACIONAL DE
PARTIDA)



LECTORES
DESFAVORECIDOS



Available online at www.sciencedirect.com



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Research in Social
Stratification and
Mobility

<http://elsevier.com/locate/rssm>

Family scholarly culture and educational success: Books and schooling in 27 nations

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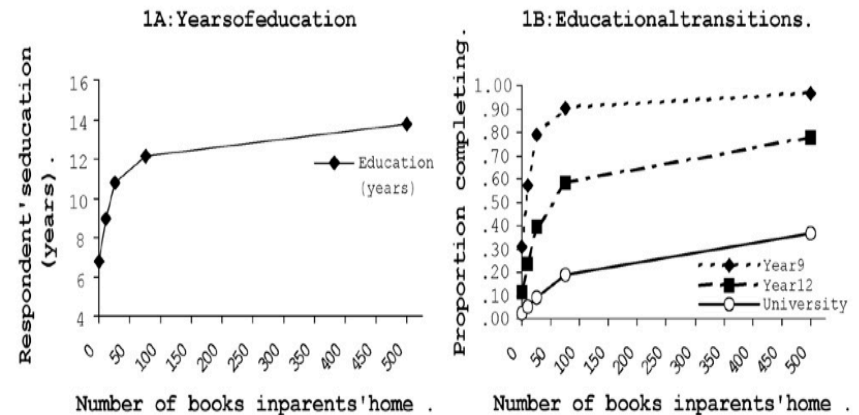
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Abstract

Children growing up in homes with many books get 3 years more schooling than children from bookless homes, independent of their parents' education, occupation, and class. This is as great an advantage as having university educated rather than unschooled parents, and twice the advantage of having a professional rather than an unskilled father. It holds equally in rich nations and in poor; in the past and in the present; under Communism, capitalism, and Apartheid; and most strongly in China. Data are from representative national samples in 27 nations, with over 70,000 cases, analyzed using multi-level linear and probit models with multiple imputation of missing data.
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Keywords: Social stratification; Education; Books; Scholarly culture; Elite closure; Cultural capital; Home literacy environment; Culture; Schooling; Cross-national

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DIFERENCIAS DE CAPITAL CULTURAL Y EFECTOS SOBRE LA LECTURA Y LA ESCOLARIZACIÓN



BENEFICIOS
EDUCATIVOS



ESPACIO DE
APRENDIZAJE
INFORMAL



ESPACIOS DE
AFINIDAD
P2P



PRODUCIR,
CREAR.



APRENDER,
PARTICIPAR Y
COMPROMETERSE

FAN COMMUNITY