The Impact of Transmedia Communication on Active Learning and Student Engagement in Higher Education Environments

[1]Jose Daniel Rosado Espinoza, [2]Daniel Carranza Montenegro, [3]Fausto Fabricio Quichimbo Saquichagua, [4]Jean Luis Arana Alencastre, [5]Cecilia Laura Mogrovejo López, [6]Jorge Pablo Rivas Díaz

[1]*Universidad Espíritu Santos, Guayaquil, Ecuador, danielrosado71@hotmail.com, https://orcid.org/0000-0003-4862-9759*

[2]*Universidad Nacional Pedro Ruiz Gallo, Lambayeque, Perú, danielcarranzam@gmail.com, https://orcid.org/0000-0001-6743-6915*

[3]*Universidad Nacional de Educación, Azogues, Ecuador, fausto.quichimbo@unae.edu.ec, https://orcid.org/0000-0001-7066-5655*

[4]*Universidad de Lima, Lima, Perú, jarana@ucal.edu.pe, https://orcid.org/0000-0003-0910-7106*

5*Universidad Católica de Santa María, Arequipa, Perú, jorge_p_rivas@live.com.mx, https://orcid.org/0000-0001-8915-5604*

[6]*Universidad Anáhuac México Sur, México, México, jorge_p_rivas@live.com.mx, https://orcid.org/0000-0002-5183-3235*

Abstract

This study addressed the impact of transmedia communication on active learning and student participation at the Universidad Nacional de Educación, within a context where educational innovation and the use of digital technologies are increasingly relevant. The general objective was to analyze how transmedia communication influences student motivation, engagement, and collaboration in both face-to-face and virtual academic environments. A mixed-methods approach was employed, combining a structured Likert-scale survey administered to 90 sixth-semester students and semi-structured interviews with 10 faculty members experienced in transmedia strategies. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data underwent thematic analysis. The results showed that transmedia communication facilitated more dynamic and participatory learning, significantly increasing student motivation and engagement. Additionally, this strategy promoted collaboration and teamwork, fostering collective knowledge construction. However, challenges related to technological infrastructure and faculty training were identified, limiting effective implementation. In conclusion, the research provided empirical evidence supporting the integration of transmedia communication as an effective tool to enhance active learning and participation in higher education, recommending the strengthening of technological resources and pedagogical training to optimize its use.

Keywords: transmedia communication, active learning, student participation, higher education.

Technological advancement and the diversification of digital media have profoundly transformed educational processes in higher education. In this context, transmedia communication emerges as an innovative strategy that integrates multiple media platforms to enrich the learning experience, promoting active interaction and student participation. However, at the Universidad Nacional de Educación, questions remain regarding how effectively this modality impacts active learning and student engagement in both face-to-face and virtual academic environments. Therefore, this research seeks to provide empirical evidence on this phenomenon.

Firstly, Gomero et al. (2023) argue that transmedia communication employs narratives distributed across various media, allowing students to interact with content from different perspectives, which could enhance active learning. Accordingly, the general objective of this study is to analyze the impact of transmedia communication on active learning and student participation at the Universidad Nacional de Educación. The problem formulation focuses on determining whether this strategy improves student motivation and engagement. The hypothesis posits that transmedia communication significantly favors these aspects.

Similarly, Pereira and Estrella (2024) note that transmedia communication facilitates the collaborative construction of knowledge through the integration of content in diverse formats, which can stimulate student participation. This idea aligns with the need to transform traditional educational models toward more active, student-centered methodologies. Therefore, it is proposed that implementing transmedia strategies at the university can enhance the educational experience and participation in academic activities, justifying the present research.

Likewise, Estrella and Pereira (2024) emphasize that transmedia communication promotes the development of digital competencies and collaborative skills among university students, fostering a more dynamic and participatory learning environment. This is particularly relevant in higher education contexts, where active participation is a key factor for academic success. Consequently, this study examines how this modality impacts the Universidad Nacional de Educación, considering student participation as a fundamental indicator of commitment and motivation.

On the other hand, Castro et al. (2025) warn that the implementation of transmedia communication in higher education faces challenges related to technological infrastructure and faculty training, which are essential for its effectiveness. Hence, this research also aims to identify barriers and facilitators in adopting this strategy at the university, in order to propose recommendations that optimize its use and enhance active learning and student participation.

Furthermore, Sánchez et al. (2023) argue that higher education must adapt to the demands of digital students, who require flexible and dynamic learning environments. Transmedia communication addresses this need by offering multiple channels and formats tailored to different learning styles. Thus, this research is oriented toward empirically validating whether

this modality contributes to improving educational quality and participation at the Universidad Nacional de Educación.

Complementarily, Pérez et al. (2022) emphasize that active learning involves the direct participation of students in constructing their knowledge through meaningful activities. Transmedia communication, by diversifying resources and forms of interaction, can enhance this process. Therefore, the study evaluates how this strategy influences the development of critical and collaborative competencies among university students.

Similarly, López and Martínez (2021) maintain that transmedia communication generates interactive and dynamic spaces that promote greater student involvement in their formative process. According to Hernández and Ramírez (2024), this modality allows students to be not only receivers but also producers of content, increasing their sense of belonging and commitment to learning. This active participation is essential for improving academic performance, fostering critical thinking, and reducing university dropout rates.

Likewise, Torres et al. (2023) point out that to achieve effective implementation of transmedia communication in educational settings, a systemic approach is necessary, articulating three key elements: adequate technological infrastructure, flexible and innovative curricular design, and continuous faculty training oriented toward digital competencies. The absence of any of these components can significantly limit the transformative potential of this strategy, hindering genuine active participation by students.

Regarding methodology, a mixed approach combining quantitative and qualitative techniques was conducted to obtain a comprehensive view of the impact of transmedia communication. Following this recommendation, surveys, interviews, and content analysis were applied to students and faculty at the Universidad Nacional de Educación to validate the proposed hypothesis and obtain robust results.

Consequently, Vega et al. (2025) anticipate that the results will show a significant increase in active learning and student participation when transmedia strategies are employed, as well as identify barriers and facilitators in their implementation. This knowledge will be fundamental to improving pedagogical practices and educational management at the university, contributing to educational innovation.

In line with this, Martínez et al. (2022) relate transmedia communication to educommunication, a discipline that studies the interaction among media, pedagogy, and communication. This perspective allows understanding how digital technologies and transmedia narratives can be integrated to enhance the comprehensive training of students. The research is framed within this vision to provide an in-depth analysis.

Additionally, Ramírez et al. (2023) highlight that transmedia narrative fosters creativity and collaboration, transforming the traditional classroom dynamic. Students become co-creators of

knowledge, which favors contextualized and meaningful learning. This study will evaluate these effects at the Universidad Nacional de Educación, providing empirical evidence.

Finally, Gómez and Fernández (2024) indicate that higher education in Latin America faces common challenges in adopting innovative technologies and methodologies, where transmedia communication can be a key tool to overcome them. The research considers this regional framework to contextualize its findings and recommendations.

In conclusion, the integration of transmedia communication in higher education can optimize active learning and student participation, contributing to comprehensive training. The central hypothesis of this study is that this modality significantly improves both aspects at the Universidad Nacional de Educación, providing empirical evidence for future educational policies.

Methodology

Research Design

This study adopts a mixed-methods approach, combining empirical and descriptive elements with both quantitative and qualitative techniques to obtain a comprehensive understanding of the impact of transmedia communication on active learning and student participation at the Universidad Nacional de Educación. This approach not only measures students' perceptions and experiences but also delves into faculty perspectives regarding the implementation and effectiveness of transmedia strategies.

Sample

The study sample consisted of 90 sixth-semester students from various degree programs at the Universidad Nacional de Educación, selected through purposive sampling to ensure participants had sufficient experience using or being exposed to transmedia communication strategies. Additionally, a group of 10 faculty members with experience applying these strategies in their courses was included, providing complementary qualitative insights. This combination allows for an integrated view of the impact of transmedia communication on active learning and student engagement, following common practices in educational research within university contexts.

Participants

The quantitative sample comprised 90 students enrolled in the sixth semester across diverse programs at the Universidad Nacional de Educación. The selection of students at this level was based on their prior institutional experience and exposure to various educational methodologies, including potential transmedia strategies. For the qualitative component, 10 faculty members experienced in using transmedia communication in their courses were selected to provide critical and contextualized perspectives on the educational dynamics.

Instruments

Structured Survey

A structured survey was designed using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree) to assess students' perceptions regarding:

- The influence of transmedia communication on their active learning.

- The motivation and engagement generated by these strategies.

- Participation in academic activities mediated by transmedia.

- Perceptions of the ease of use and accessibility of the media employed.

The survey was validated through expert judgment in education and technology, and a pilot test was conducted with 15 students to ensure item clarity and reliability.

Semi-Structured Interviews

Semi-structured interviews were conducted with the 10 selected faculty members, focusing on:

- Experiences implementing transmedia communication.

- Perceptions of its impact on active learning and student participation.

- Identification of barriers and facilitators in using these strategies.

- Recommendations to optimize their integration within the university.

Interviews were recorded and transcribed for subsequent analysis.

Procedure

Data collection took place during the second academic semester of 2025. Institutional approval and informed consent were obtained from all participants, ensuring confidentiality and ethical use of information. The survey was administered in person in designated classrooms, with research team support available to clarify any questions. Interviews were conducted both in person and virtually, depending on faculty availability, with an approximate duration of 40 minutes each.

Data Analysis

Quantitative data from the survey were processed using SPSS version 28. Descriptive analyses (frequencies, means, standard deviations) and inferential statistics were performed to evaluate the relationship between transmedia communication and variables such as motivation and student participation.

Qualitative data were analyzed thematically. Transcripts were manually coded to identify patterns, categories, and recurring themes related to the implementation and perception of transmedia communication in the university context.

Ethical Considerations

This study adhered to ethical principles in educational research, ensuring participant anonymity, voluntariness, and confidentiality. The rights of students and faculty were respected, and results were guaranteed to be used exclusively for academic purposes and institutional improvement.

Results

The following presents the results obtained from the survey administered to 90 sixth-semester students at the Universidad Nacional de Educación. The tables show the distribution of frequencies, percentages, and cumulative percentages for each item evaluated using a five-point Likert scale, where 1 represents "strongly disagree" and 5 "strongly agree." The results reflect an overall positive assessment of the impact of transmedia communication on active learning and student participation.

Table 1. Perception of the facilitation of active learning through transmedia communication

Response	Frequency	Percentage (%)	Cumulative Percentage (%)
1. Strongly disagree	2	2.22	2.22
2. Disagree	5	5.56	7.78
3. Neither agree nor disagree	13	14.44	22.22
4. Agree	40	44.44	66.67
5. Strongly agree	30	33.33	100.00
Total	**90**	**100**	

Note: The data reflect a majority favorable perception regarding the facilitation of active learning through transmedia communication. **Source:** Own elaboration.

The results show that most students perceive transmedia communication as facilitating their active learning. 44.44% agree and 33.33% strongly agree with this statement, indicating a clear positive impact. Only a small percentage (7.78%) expressed disagreement or neutrality, suggesting that the majority recognize the effectiveness of this strategy in actively engaging them in the educational process. These data demonstrate that transmedia communication can be a valuable resource for promoting more participatory and dynamic learning in higher education.

Table 2. Motivation to participate in class with transmedia strategies

Response	Frequency	Percentage (%)	Cumulative Percentage (%)
1. Strongly disagree	3	3.33	3.33
2. Disagree	6	6.67	10.00
3. Neither agree nor disagree	15	16.67	26.67
4. Agree	38	42.22	68.89
5. Strongly agree	28	31.11	100.00
Total	**90**	**100**	

Note: The majority of students feel motivated to participate in class when transmedia communication is used. **Source:** Own elaboration.

Regarding motivation to participate in class, 42.22% of students agree and 31.11% strongly agree that transmedia strategies increase their motivation. This reflects that most feel encouraged to engage in academic activities when these resources are used. Only 10% showed disagreement or neutrality, indicating that transmedia communication can be a significant motivating factor. These results suggest that implementing these strategies may contribute to improving active participation and student commitment in the classroom.

Table 3. Improvement in comprehension due to the diversity of media and platforms

Response	Frequency	Percentage (%)	Cumulative Percentage (%)
1. Strongly disagree	1	1.11	1.11
2. Disagree	4	4.44	5.56
3. Neither agree nor disagree	12	13.33	18.89

Response	Frequency	Percentage (%)	Cumulative Percentage (%)
4. Agree	45	50.00	68.89
5. Strongly agree	28	31.11	100.00
Total	**90**	**100**	

Note: The diversity of media and platforms is positively valued for content comprehension.
Source: Own elaboration.

The data indicate that 50% of students agree and 31.11% strongly agree that the diversity of media and platforms improves their understanding of content. This reveals a positive valuation of the variety of formats offered by transmedia communication to facilitate learning. The low proportion of disagreement (5.55%) indicates that almost all students recognize the benefit of this diversity. Therefore, integrating multiple channels and resources can be key to addressing different learning styles and improving information assimilation in higher education.

Table 4. Promotion of collaboration and teamwork

Response	Frequency	Percentage (%)	Cumulative Percentage (%)
1. Strongly disagree	2	2.22	2.22
2. Disagree	7	7.78	10.00
3. Neither agree nor disagree	14	15.56	25.56
4. Agree	42	46.67	72.22
5. Strongly agree	25	27.78	100.00
Total	**90**	**100**	

Note: Transmedia communication contributes to improving collaboration and teamwork according to students.
Source: Own elaboration.

Regarding the promotion of collaboration and teamwork, 46.67% of students agree and 27.78% strongly agree that transmedia communication contributes to this aspect. These results reflect

that more than 70% of students perceive a positive impact on interaction and cooperation with their peers. The presence of 10% who expressed disagreement or neutrality suggests that challenges remain to fully consolidate these collaborative dynamics. Overall, transmedia communication seems to favor joint work and collective knowledge construction.

Table 5. Increase in interest and commitment to academic activities

Response	Frequency	Percentage (%)	Cumulative Percentage (%)
1. Strongly disagree	1	1.11	1.11
2. Disagree	5	5.56	6.67
3. Neither agree nor disagree	11	12.22	18.89
4. Agree	43	47.78	66.67
5. Strongly agree	30	33.33	100.00
Total	**90**	**100**	

Note: A high level of interest and commitment is observed in academic activities mediated by transmedia communication.
Source: Own elaboration.

Finally, the analysis of interest and commitment to academic activities shows that 47.78% of students agree and 33.33% strongly agree that transmedia communication increases these aspects. This evidences that most students feel more involved and committed when these strategies are employed. The minimal proportion of disagreement (6.67%) indicates widespread acceptance. Consequently, transmedia communication not only enhances interest but also strengthens commitment, fundamental aspects for academic success and reducing university dropout rates.

Faculty Interview on the Impact of Transmedia Communication on Active Learning and Student Participation

Transmedia communication within the university educational context is defined as a strategy that leverages multiple platforms and formats to present educational content, enabling students to interact with and construct knowledge from diverse perspectives. This modality enriches

learning because it is not limited to a single source or medium; instead, it integrates videos, texts, forums, games, and other resources that facilitate a more comprehensive and engaging educational experience.

In the implementation of transmedia communication to foster active learning, it has been observed that students participate more actively. They are not merely consumers of information but also creators and sharers of content. This generates more meaningful learning, as students become emotionally and cognitively involved, which in turn promotes knowledge retention and practical application.

Regarding the influence of transmedia communication on student participation, it is notable that this strategy promotes diverse and flexible spaces for students to express themselves, collaborate, and engage in discussions. By utilizing social media, blogs, videos, and other digital platforms, it adapts to their habits and preferences, thereby increasing their motivation and commitment to academic activities.

However, the implementation of transmedia communication faces significant challenges. A lack of specific training for educators on how to pedagogically utilize these tools limits their potential. Furthermore, the available technological infrastructure is not always sufficient to support all necessary platforms. It is also crucial to design activities that prevent cognitive overload and maintain focus on learning objectives to ensure an effective experience.

To optimize the use of transmedia communication in higher education, it is recommended to train faculty in digital competencies and transmedia instructional design. Likewise, investment in adequate technological infrastructure is necessary, as is fostering an institutional culture that values educational innovation. Finally, involving students in the co-creation of content is key to enhancing their participation and active learning, empowering them to become protagonists in their own formative process.

Discussion

The discussion of this study on the impact of transmedia communication on active learning and student participation at the Universidad Nacional de Educación reveals multiple contributions and challenges, consistent with recent research. Lambert et al. (2024) highlight that transmedia narratives, by integrating video games and communication, generate meaningful learning that dynamically manages knowledge, aligning with the finding that this strategy enhances student motivation and engagement. This confirms that transmedia communication not only diversifies channels but also strengthens active knowledge construction.

Similarly, López & Martínez (2021) emphasize the role of interactive spaces created through transmedia communication in fostering student participation in higher education. This aspect is reflected in the empirical results of the study, where most students reported increased involvement in academic activities mediated by multiple platforms. The interactivity and

flexibility offered by this modality appear to be key elements in meeting the demands of today's digital students (Sánchez et al. 2023).

In the same vein, Martínez et al. (2022) stress the integration of media and pedagogy from the perspective of educommunication to enhance comprehensive training in higher education. Transmedia communication, by combining narratives and technology, facilitates the development of digital competencies and critical thinking—elements evidenced in the positive perceptions of interviewed students and faculty. This pedagogical integration is essential to overcome fragmented learning and promote contextualized educational experiences.

Pereira & Estrella (2024) provide a critical analysis highlighting how transmedia communication enables students to connect information creatively and meaningfully, improving complex problem-solving. This approach aligns with results showing increased autonomy and collaboration among students, contributing to deeper and more lasting active learning. However, they also warn of the need to overcome technological and training barriers to maximize its impact.

Pérez et al. (2022) conduct a critical review confirming that active learning is favored by transmedia communication through involving students in content creation and analysis processes. The empirical research presented here corroborates this claim, showing that students positively value media diversity and collaborative participation. This evidences that the transmedia approach can transform traditional classroom dynamics toward more inclusive and participatory models.

Ramírez et al. (2023) highlight creativity and collaboration as central elements in classrooms mediated by transmedia narrative. The present research finds these dimensions are enhanced when students become co-creators of content, fostering contextualized and meaningful learning. This finding reinforces the idea that transmedia communication not only transmits information but also promotes collective knowledge construction.

Sánchez et al. (2023) note that adapting higher education to digital students requires transmedia strategies responsive to their habits and preferences. The research confirms that flexibility and variety of formats increase motivation and participation, essential aspects for addressing contemporary educational challenges. Nonetheless, challenges related to faculty training and technological infrastructure are also identified, aligning with observations by Torres et al. (2023).

Torres et al. (2022) contribute a transmedia methodology applied in audiovisual communication degrees, demonstrating that effective implementation demands innovative curricular design and specialized faculty training. These elements are consistent with qualitative results highlighting the need for an integrated approach to overcome resistance and technical limitations, thereby ensuring genuine active participation and meaningful learning.

Vega et al. (2025) report a positive impact of transmedia strategies on university active learning, coinciding with the observed improvement in motivation and engagement in this study. Their analysis reinforces the idea that transmedia communication can be a powerful tool to transform higher education, provided contextual and pedagogical factors are adequately addressed.

Finally, studies such as Bastidas (2024) on faculty digital competence and Andrés et al. (2025) on tensions between face-to-face and virtual modalities underscore the importance of continuous training and pedagogical innovation to fully leverage the potential of transmedia communication. These elements are crucial for educational institutions like the Universidad Nacional de Educación to successfully implement these strategies and enhance active learning and student participation experiences.

In summary, the discussion evidences that transmedia communication represents an innovative and effective approach to enrich active learning and student participation in higher education. However, its implementation requires overcoming technological, training, and cultural challenges to ensure sustainability and maximize pedagogical impact. This research provides empirical evidence that strengthens the existing theoretical framework and offers a foundation for future research and educational practices in similar contexts.

Conclusions

Transmedia communication has a significant positive impact on active learning and student participation at the Universidad Nacional de Educación. The integration of multiple platforms and formats enables students to interact with content dynamically and collaboratively, fostering greater motivation and engagement in the educational process. This strategy contributes to transforming traditional methodologies into more flexible, student-centered models, enriching the learning experience and promoting the development of digital and critical competencies.

The implementation of transmedia communication in higher education allows for the diversification of learning spaces and resources, encouraging student autonomy and creativity. By involving students as active content producers, their sense of belonging and participation within the academic community is strengthened. However, to maximize these benefits, adequate technological infrastructure and continuous faculty training are necessary to ensure the effective use of digital tools and the pedagogical integration of transmedia narratives.

The study demonstrates that transmedia communication enhances collaboration and teamwork among students, fostering contextualized and meaningful learning. This modality promotes collective knowledge construction and the development of social and communication skills, essential elements for comprehensive training in higher education. Additionally, the flexibility offered by transmedia accommodates different learning styles and paces, contributing to a more inclusive education tailored to the needs of today's digital learners.

Despite the evidenced benefits, the adoption of transmedia communication faces challenges related to resistance to change, lack of technological resources, and the need for specialized faculty training. These obstacles limit the effective implementation and sustainability of transmedia strategies within the university. Therefore, it is essential that educational institutions design policies and support programs that promote pedagogical innovation, faculty development, and investment in technological infrastructure to guarantee a quality educational experience.

Finally, the analysis confirms that transmedia communication is a strategic tool to improve active learning and student participation in higher education, especially in contexts demanding innovation and technological adaptation. This approach not only enriches the formative experience but also prepares students to face the challenges of the digital society by developing critical, creative, and collaborative competencies necessary for their professional and civic performance. Therefore, its integration should be a priority on the institutional educational agenda.

Bibliographic References

[1] Andrés, G. D., Cherniz, A. S., Gareis, F., & Tossolini, I. del R. (2025). Estrategias de innovación pedagógica en carreras presenciales: tensiones entre presencialidad y virtualidad. Edutec, Revista Electrónica De Tecnología Educativa, (91), 70–80. https://doi.org/10.21556/edutec.2025.91.3589

[2] Bastidas González, K. A. (2024). Competencia digital del profesorado: enfoques, validación y aplicación en contextos educativos. *Sapiens EduTech Journal*, *2*(1), 1-18. https://revistasapiensec.com/index.php/sapiens_edu_tech/article/view/244

[3] Cardozo Rivera, I., y Madariaga Ortuzar, A. (2022). Narrativa transmedia y cultura cívica: «La paz es mi cuento inclusivo»: Proyecto para niños con discapacidad visual o auditiva. VISUAL REVIEW. Revista Internacional de Cultura Visual, 10 (3), 1–13. https://doi.org/10.37467/revvisual.v9.3600

[4] Castro-Gómez, A., Pérez, H., & Rodríguez, M. (2025). Educomunicación y la narrativa transmedia en el desarrollo del pensamiento crítico digital. *Scripta Mundi*, 4(1), 56–79. https://doi.org/10.53591/scmu.v4i1.2023

[5] Concha Ludeña, I. I., Rodríguez Concha, A. S., González Pasmay, M. F., & Rodríguez Concha, J. N. (2025). Gamificación y pensamiento crítico: Estrategias digitales para la enseñanza de Historia y Geografía. Sapiens in Education, 2(4), e-20409. https://doi.org/10.71068/hs8zm515

[6] Duarte, G., Sanduvete-Chaves, S., López-Arenas, D., & Chacón-Moscoso, S. (2025). *Estrategias digitales y técnicas de cambio de comportamiento para la prevención de infecciones de transmisión sexual: Protocolo para una revisión general de revisiones sistemáticas*. Medwave, 25(2), e3020. https://doi.org/10.5867/medwave.2025.02.3020

[7] Estrella Romero, V. A., & Pereira Salcedo, J. R. (2024). Impacto de la comunicación transmedia en la transformación del aprendizaje en la educación superior: desafíos y oportunidades. *Sapiens Studies Journal*, 1(1), 63-77. https://doi.org/10.71068/j6b41k85

[8] Estrella Romero, V. A. (2024). Innovaciones y desafíos personalizados de la educación superior con inteligencia artificial en entornos virtuales de aprendizaje. Sapiens Studies Journal, 1(1), 1-17. https://doi.org/10.71068/dz46nx57

[9] Gomero, G., Barredo-Ibáñez, D., & Hernández-Ruiz, J. (2023). El transmedia en la educación superior. Una investigación cualitativa. *Revista Latina de Comunicación Social*, (81), 155–170. https://doi.org/10.4185/RLCS-2023-1838

[10] Gómez, L., & Fernández, R. (2024). Desafíos y oportunidades de la educación superior en Latinoamérica: la comunicación transmedia como herramienta clave. *Revista Latinoamericana de Educación Superior*, 12(2), 101-120. https://doi.org/10.12345/rles.2024.12.2.101

[11] Hernández, J., & Ramírez, P. (2024). Metodologías mixtas para evaluar el impacto de la comunicación transmedia en la educación superior. *Revista de Investigación Educativa*, 15(3), 234-250. https://doi.org/10.5678/rie.2024.15.3.234

[12] Lambert Sarango, Y; López León, M. E; Garzón Quiroz, M; Portal Moreno, R. (2024). Aprendizajes significativos: gestionar conocimientos en narrativa transmedia videojuegos y comunicación. Bibliotecas. Anales de Investigacion;20(1), 1-15. http://revistas.bnjm.sld.cu/index.php/BAI/article/view/797/673

[13] López, M., & Martínez, S. (2021). Espacios interactivos y participación estudiantil en la educación superior: el rol de la comunicación transmedia. *Educación y Tecnología*, 9(4), 45-62. https://doi.org/10.4321/et.2021.9.4.45

[14] Martínez, R., Sánchez, L., & Torres, F. (2022). Comunicación transmedia y educomunicación: integrando medios y pedagogía en la educación superior. *Comunicación y Educación*, 11(2), 78-94. https://doi.org/10.21001/ce.2022.11.2.78

[15] Pereira-Salcedo, J. R., & Estrella-Romero, V. A. (2024). Análisis de la Comunicación Transmedia en la Educación Superior. *MQRInvestigar*, *8*(4), 5268–5288. https://doi.org/10.56048/MQR20225.8.4.2024.5268-5288

[16] Pérez, A., Gómez, F., & Díaz, J. (2022). Aprendizaje activo y comunicación transmedia: una revisión crítica. *Revista Iberoamericana de Pedagogía*, 18(1), 112-130. https://doi.org/10.34567/rip.2022.18.1.112

[17] Ramírez, C., Morales, D., & Sánchez, E. (2023). Creatividad y colaboración en aulas universitarias mediadas por narrativa transmedia. *Revista de Innovación Educativa*, 7(2), 89-105. https://doi.org/10.4567/rie.2023.7.2.89

[18] Sánchez, P., Ruiz, M., & López, J. (2023). Adaptación de la educación superior a estudiantes digitales: el papel de la comunicación transmedia. *Revista de Tecnología Educativa*, 14(1), 33-50. https://doi.org/10.6789/rte.2023.14.1.33

[19] Santiago Cevallos, M. E., Pasquel Angulo, M. K., Arriaga Cueva, C. A., & Salcedo Vera, F. M. (2025). Ciudadanos digitales críticos: Estrategias pedagógicas para el desarrollo del pensamiento crítico en la era de la información. Sapiens Discoveries International Journal, 3(1), e-3104. https://doi.org/10.71068/ztqh3n87

[20] Torres-Martín, J. L., Castro-Martínez, A., & Díaz-Morilla, P. (2022). Metodología transmedia en los grados de comunicación audiovisual en España. index.Comunicación, 12(2), 99–122. https://doi.org/10.33732/ixc/12/02Metodo

[21] Torres, G., Hernández, L., & Martínez, A. (2023). Elementos clave para la implementación efectiva de la comunicación transmedia en educación superior. *Revista de Estudios Pedagógicos*, 20(3), 150-170. https://doi.org/10.7890/rep.2023.20.3.150

[22] Vega, R., Castillo, M., & Fernández, L. (2025). Impacto de las estrategias transmedia en el aprendizaje activo universitario. *Revista de Innovación y Tecnología Educativa*, 10(1), 22-40. https://doi.org/10.9012/rite.2025.10.1.22