

THE TRIANGLE P+: A TRANSMEDIA CATALYST FOR FAMILY INCLUSION IN PARENTING EDUCATION

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The integration of technology into daily life presents opportunities to advance social justice, particularly in extra-school contexts, where social learning often occurs through technological platforms. This study introduces Triangle P+, an innovative transmedia tool designed to promote family inclusion in parental education. Transmedia education leverages media convergence, participative culture, and collective intelligence to foster dynamic and interactive learning. It enables learners to become co-creators of knowledge, enhancing agency and collaboration. Triangle P+ exemplifies this approach, offering personalized learning environments through peer-research methodologies rooted in produsage and collective intelligence. The tool provides immersive learning experiences with multiple access points, bridging traditional education and dynamic, digitally connected environments. It emphasizes reaching learners in their everyday spaces, reflecting the influence of digital platforms on identity and socialization while fostering inclusion, belonging, and ownership. This contribution highlights the importance of transmedia storytelling in creating meaningful social participation and collaboration between families and educators. By addressing the potential of transmedia in non-formal settings, Triangle P+ represents a socially inclusive approach to learning, transcending traditional boundaries and emphasizing collective representation and engagement.

transmedia parental support; family inclusion; peer-research; coproduction

1. INTRODUCTION

The digitalization and platformization of society have redefined how people communicate, and access information, leading to a paradigm shift across various domains, including education and parenting responsibilities (Van Dijk et al., 2018). This digital shift offers an opportunity to enhance and democratize parenting education through more accessible, flexible, and participative forms of engagement. This opportunity is particularly relevant in the context of the European Council's Rec(2006)19 on positive parenting, which emphasizes creating supportive policies and research to help families navigate parenting responsibilities in today's world. As family structures become increasingly diverse, it becomes paramount to develop inclusive and adaptable approaches to parenting education that leverage digital tools for wider reach and effectiveness.

Parenting education has traditionally been built around two primary methods: group and individual socioeducational action. Group socioeducational action fosters community support and shared learning, where parents collectively explore and address common challenges in a supportive environment (González, 2018). On the other hand, individual socioeducational action allows for tailored guidance that considers the specific needs and circumstances of each family (Balsells et al., 2023). Both approaches have proven effective in promoting positive parenting by helping parents develop skills and competencies for the well-being and growth of their children (Balsells et al., 2017). Therefore, nowadays, integrating these methods with digital solutions becomes increasingly relevant, especially in promoting participative and collective learning environments that transcend physical limitations (Vaquero et al., 2022).

Within this setting, the parenting triangle (PT) model (Fig. 1) has shown to be a valuable tool for guiding and informing parenting education. Rooted in the ecological model of family and child development (Bronfenbrenner, 2005) and the FACNF (Department of Health, 2001), the PT posits that parenting skills are developed at the intersection of three core elements: the child's needs, the parent's competencies, and the broader environmental context (Milani, Serbati, Ius, 2020). Yet, the tool remains largely dependent on analog resources and in-person interactions, creating a need for a transmedia adaptation that can extend its reach and applicability.

This study aims to address this gap by coproducing a digital platform for family participation on parenting education. The result seeks to promote social

inclusion through parenting education processes, creating a dynamic and participatory platform that allows families to engage actively with parenting resources. As a transmedia tool, the resulting product leverages the principles of media convergence, participative culture, and collective intelligence (Fig. 2) to foster meaningful engagement across diverse media formats and platforms. Transmedia tools create more immersive and participatory learning experiences by allowing content to be presented across multiple media formats, promoting a holistic and interactive approach to education (Scolari et al., 2019). The goal is to enhance accessibility and engagement by enabling families to connect with the material in ways that are relevant to their everyday lives, thereby bridging the gap between structured parenting education and the dynamic digital environments that daily permeate contemporary family life.

Fig. 1. Parenting triangle model (Balsells et al., 2015).

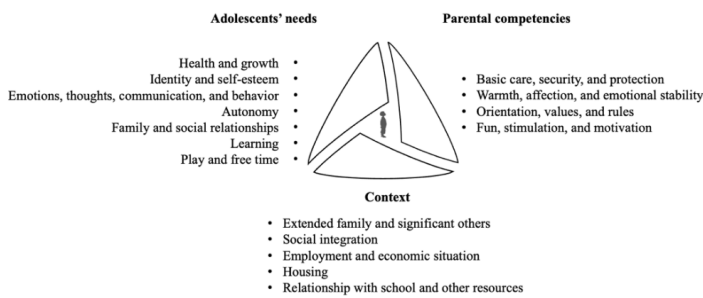
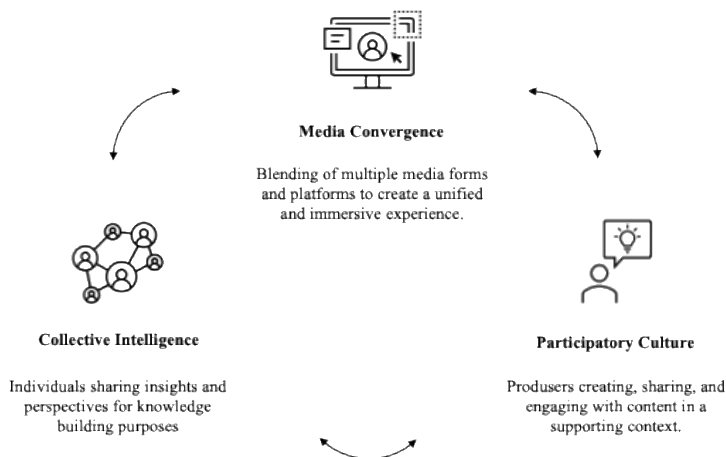


Fig. 2. Transmedia principle (Freire, 2020).



2. METHODS

2.1. Design

This study utilized a participatory research design rooted in the peer-research methodology. Drawing on Dixon et al.'s (2019) levels of participatory research, this study applies the third level, in which participants assume an active researcher role, contributing equally to knowledge creation alongside academic researchers. The design emphasizes knowledge and resource coproduction benefiting from peer engagement and participant agency, fostering a collaborative atmosphere that supports shared understanding and ownership of outcomes.

2.2 Participants

The study included 3 distinct participant groups:

- Parents: 5 mothers participated, all actively involved in parenting education programs. Their ages ranged from 29 to 46 years.
- Children: 23 children, aged between 6 and 12 years, participated. These children were recruited from local community support programs, with a distribution of 13 5–9 years children and 10–12 years 10 children.
- Adolescents: 12 teenagers, aged between 14 and 18 years, participated. Most had received care from social services because of issues with family support.

Each group engaged independently in their sessions throughout the coproduction process. This separation ensured that each group could explore and express its unique perspectives without any influence or interference.

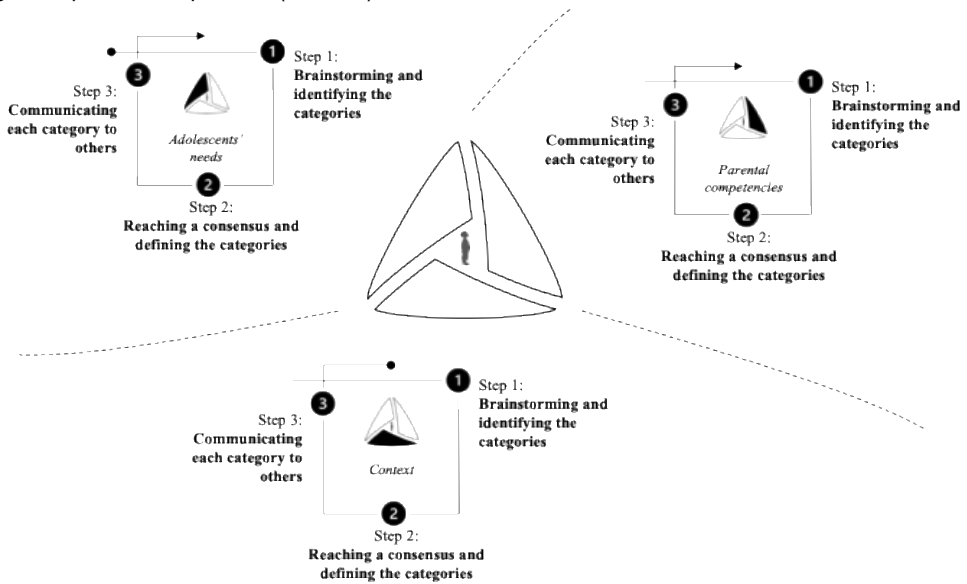
2.3 Procedure

The research was structured into 4 main phases (Urrea-Monclus et al., 2023):

1. *Preparation*: Professional researchers organized the groups, dynamics, and materials. A preliminary session introducing the research process was conducted, and ethical consent was obtained from all participants and their legal guardians.
2. *Audience*: Participants engaged in structured sessions focusing on each dimension of the PT to coproduce the final product. Each session included collaborative activities where participants shared experiences and insights. The coproduction process involved 3 steps, which were repeated for each of the PT dimensions (Fig. 3). The initial step involved identifying the core themes relevant to the dimension. Participants

generated diverse perspectives and organized them into specific categories. On a second step, participants collaborated to reach a consensus on defining each category. This step ensured that the elements incorporated were representative of the collective input. Finally, the last step participants created outputs to communicate the categories and definitions using formats chosen for clarity and accessibility.

Fig. 3. Coproduction process (Authors).

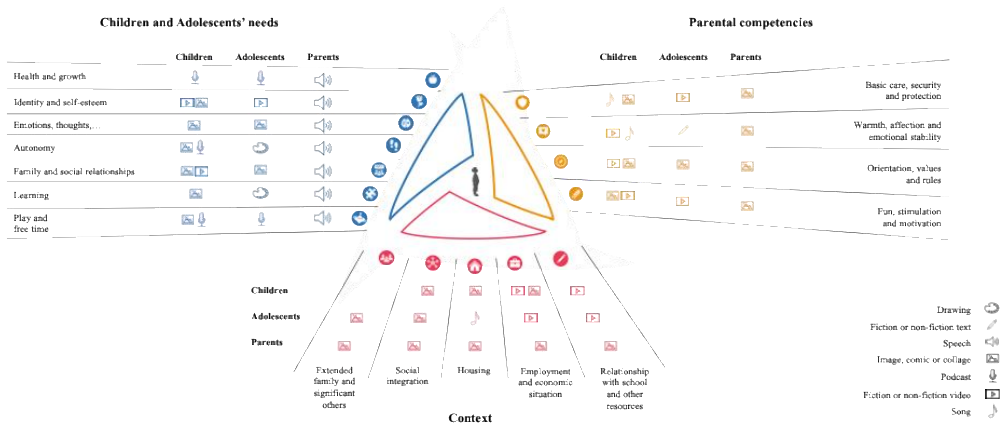


3. *Validation*: Following the coproduction sessions, internal and external validation were held. Participants and additional stakeholders examined and provided feedback on the materials generated. This aimed to ensure that the developed resources were both accurate and reflective of participants' perspectives.
4. *Transfer*: The resulting tool was made available as an open-access platform to ensure it reached a broader audience. This phase also included participants' involvement in professional seminars and conferences to advocate for the tool's impact and applications.

3. RESULTS

The interconnected approaches to the coproduced tool, named Triangle P+ (Fig. 4), function synergistically to support the goals of the study. Through this multi-faceted approach, it also addresses social justice, enabling parents to learn and navigate parenting responsibilities.

Fig. 4. Triangle P+ (Authors).



3.1 Transmedia Educational Object

The Triangle P+ was conceptualized as a transmedia educational object, encompassing a diverse array of media resources interconnected through a transmedia logic. By offering content in various formats the Triangle P+ encourages parents, children, and educators to participate in an immersive learning experience that enriches their understanding of family dynamics and parenting roles. Furthermore, these media resources were coproduced with families, encouraging active participation in a produser role that blends production with user engagement, fostering collective knowledge creation. This transmedia approach combines structured content with flexible, user-driven exploration, allowing families to engage meaningfully with the material while fostering a deeper understanding of parenting dynamics.

3.2 Open Educational Resource

The Triangle P+ tool was also designed as an open educational resource, offering freely accessible educational materials that a broad community can consult, use, and adapt. This broadens its reach and reinforces principles of inclusivity and adaptability. The Triangle P+ leverages the accessibility and flexibility of digital tools, empowering parents, educators, and communities to

tailor it to the specific context and challenges. By enabling such customization, the open educational resource framework plays a role in advancing social justice, ensuring equitable access to resources that support positive parenting and educational inclusivity. In this way, the Triangle P+ becomes a tool for spreading knowledge but also an instrument for fostering social inclusion through parenting education.

3.3 Digital Platform

To support interactive and participatory engagement, the Triangle P+ tool was built on a digital platform that facilitates interaction and knowledge sharing among users. The platform emphasizes the role of digital infrastructures in shaping user interactions and data sharing. The platform enables users—parents, children, educators, and professionals—to collaborate, and access resources within a cohesive digital ecosystem. The resources created by each group were tailored primarily for their own profile, such as children for children, to address the unique perspective of each group. However, the final platform allows for cross-role use, as resources produced by one group can be valuable for others, providing insights that can foster empathy and understanding among parents and children, enriching the overall learning experience. Through this digital interface, users can engage with the Triangle P+ resources interactively, enhancing the tool’s impact by fostering a community-oriented learning environment that supports family well-being and parental competencies.

4. CONCLUSIONS

The Triangle P+ represents a social innovation in parenting education, developed through a participatory research that integrates the voices of children, adolescents, and families as essential contributors. This coproduction process underscores the citizen science approach, in which participants act as “experts by experience” (Jacobson, 2021), bringing valuable insights that enhance the research relevance and applicability.

The implications of this project extend beyond conventional e-parenting approaches, advancing towards a model of transmedia parenting education that aligns with the demands of a postdigital society (Cramer & Jandrić, 2021). Family engagement is fostered through the producer role, promoting active participation and knowledge cocreation within a systematic framework. The tool’s multimodal design encourages users to engage with the material in ways that align with their preferences, making the tool more accessible and personally relevant. By mirroring the media formats familiar to participants, the

tool increases user participation and commitment, creating collaborative learning environments where families and professionals alike contribute to a shared learning experience.

Transmedia is a way in today's digital world to bridge the gap between traditional learning and the dynamic environments where individuals live, interact, and grow. The Triangle P+ is designed to harness the potentialities of transmedia by weaving narratives that resonate with learners in diverse and informal settings (Raybourn, 2012). It recognizes the importance of reaching learners in their everyday spaces, acknowledging the influence of digital platforms on identity formation and socialization (Taddeo & Tirocchi, 2021). Moreover, its creation involves collective intelligence, allowing for a more inclusive and diverse representation in content and knowledge development promoting a sense of belonging and ownership for all involved. This approach offers a dynamic and socially inclusive method of learning.

The Triangle P+ sets a transformative example for the field, bridging traditional parental education with the interactive, multimodal, and inclusive potential of the transmedia framework. By extending its reach and fostering social inclusion, it underscores a future for parental education that transcends digital boundaries and adapts responsively to promote social inclusion through non-formal education.

Acknowledgements

The study was funded by the Spanish Ministry of Science and Innovation, State Research Agency, and European Regional Development Fund (PID2022-137305NB-C21). We would like to thank all participants; and the Council of Lleida and the University of Lleida for providing the facilities and materials for conducting the study.

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