CYBERANIMATION AND LITERARY CREATION
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1. CYBERANIMATION

Cyberanimation, as soon as dynamic sociocultural is a process of dynamic and random character, by means of which the individuals and the colectivities, interact by means of the dialog way creating shared representations of the social reality, multidimensional cultural identities as well as links of organization, cohesion and development of the social web by means of the creation and consolidation of cybercomunities able to take part as much in the social debate of intelligent way as much from their action in the cyberspace as from the different social communities.

Cyberanimation appears to us like a cybercultural dynamics that makes use of the interactive potentialities from the cyberspace for the creation of affinities, multiple identities, collective authorship and collaborative links of citizenship and creation of the social network.

Cyberanimation is the dynamic of shared sociocultural processes in network and generation of cultural projects and development of collaborative character, by a series of individual and collective agents that encounter, they interact and construct in the cyberspace following laws and accidental and chance dynamic as well as taking advantage of social and cultural dynamic and social and cultural worries to continue creating more solid links of social cohesion and social development.

From the perspective of the dynamic identities, the cyberanimation is generated in the crossroads of individual, local dynamic and the unformed identities of globalising character. It is the balance of the local identities with the global ones that the cyberanimation participates in the process of consolidation and development of racially mixed identities of multiple character, based on individual and local identities but they are constructed from the diversity, the confluence, the coincidence of social representations and the muliculturality.

From the analysis of the comunicative dynamics , the cyberanimation is based on the encounter of identities in the cyberspace, the confluence of interests, the interchange of worries, the dialógica creation of shared representations of interactive way. Comunicative dynamics that have as an aim the creation of an existential shared speech and the coresponsibility like formula for the creativity, the corporative identification and the creation of a collaborative speech of liberating character. From the point of view of the dynamic of social participation, the cyberanimation is framed between participative dynamics the noninstitutionalized , based in the individual interest and the initiative of the own internauts, a free, spontaneous participation, not hierarchized that gives rise to a cooperative model of participation in the cybercomunities and the dynamic ones of the structuring

of the social groups. The cyberparticipation is defined from the paradigm of the total , free and released participation of the institutional agreements of the sociopolitical and associative structures, although conditional by the laws and the architecture of the cyberspace, the cyberparticipation bases on new dynamic of power, of communitarian development,of creation of social network and, really, of cyberdemocracy.

2. LAS COORDINATES OF THE CYBERANIMATION

The cyberanimation, as soon as sociocultural practice and dynamic of structuring of the social network and cohesion of the subsystems of the collective life is structured on the coordinates of the shared identity, the egalitarian participation in the organization and the decision making of the communitarian life and, evidently, in a horizontal communication based on the principles of the equality, negation of dogmatisms and proselytisms, the tolerance, active listening and the empathy.

In the context of the cyberspace, space that makes possible the involution of the communicational, expressive, organizing capacities and the impact of the sociocultural action of the individuals and its organizations, space who appears like a new space of freedom and construction of social representations more egalitarien , but at the same time presents many restrictions and possibilities of new monopolies and totalitarianisms, like dynamic representation and projection of the different sociocultural dynamics, these coordinates need from one more specific interpretation.
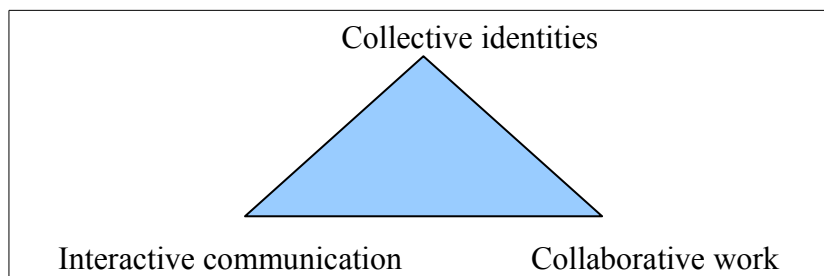
2,1 Collective identities in the cyberspace.

The identity appears like a representation elaborated jointly by a group or human group. The identity is going structured from common surroundings, shared experiences and convergent analyses of the vital experience, but they are also worries and shared interest, collective answers to problematic vital situations felt like problematic or threatening that are generating the individual and social identities. The creation of identities needs a sufficient degree of dialog, as soon as a reading of the reality by the dialog, analysis and convergent interpretation of the vital experience. The collective identities are necessary elements although nonsufficient ones for the cohesion of the social networks.   Collective identities reinforce the self-respect, create property feelings and

generate a original representation of the collective welfare of each community.

In the communicational surroundings and of social structuring that the cyberspace constitutes, the cybercomunities   are structured from the creation and the development of collective identity elements. The cybercomunities, before to structure themselves on a cooperative software they are based on the perception of a collective identity. It takes to us to conclude that, at the time of structuring the cybercomunities, the identities shared have priority on the chance meeting in the cyberspace , novel software or the virtual contexts. The cybercomunities do not leave of shared contexts in the Network, nor from software of simple access and handling, but of strong shared identities, "multiple cultural identities" as it affirms Pierre Levy (2007), that are the primary key factor for the implementation of cybercomunities able to spawn sociocultural dynamic in the cyberspace being useful the possibilities of the new technologies and the interactive software sociocultural.

Sherry Turkle (1997) analyzes as the cyberspace conditions the representation of the vital reality. It is the technology the one that conditions our vision of the world and the relations that we establish in the virtual universe. As Turkle affirms : "The technologies of the daily life alter our way to see the world".

In conclusion in an interconnected world in Network, that has created multiple social representations based on the temporary space coordinates that generate the digital technologies , the multiple identities, shared in the Network, are constituted in element generating of sociocultural dynamic , dynamic not only generating of cybercomunities, but necessary for the cohesion of the social weave and the sustainability of the sociocultural systems.

2.2. The interactive communication.

The interactivity appears like an overcoming of the unidirectional models of communication, banking models as it defines Paulo Freire in which the emitter emits contents on a passive receiver that receives them from acrítica form as a deposit that the emitter realises on the person of the receiver. From a communicational perspective, the overcoming of the banking model of the communication supposes the option by a bidirectional and interactive communication, as EMEREC model raises (Emetteur- Recepteur), defined by the Canadian theoretician of the communication Jean Cloutier. For this author model EMEREC supposes a transgression of the traditional communicative models where the rolls of emitter and receiver are clearly defined and differentiated, to surpass them by means of a model of horizontal communication, between equals, in which the citizens can interchange the rolls of emitter and receiver, becoming simultaneously receivers and producers of messages in a network of decentralized and interactive type. Model EMEREC forms a democratic, nondogmatic, nonmanipulative, tolerant, respectful acommunication

and cradle in the principles of the dialogue and active listening.

Interactive communication takes implicit the existence of emitting subjects that assume their word in the community Network, subjects able to express ideas, sensations and feelings, subjects able to produce their own messages in the virtual universe and submit under a interchange by the dialog in the different virtual surroundings in which he is immersed.

Interactive communication implies:

a) The authorship, like capacity to generate, to structure, to produce and to share its own multimedia messages in the community Network.

b) The freedom of expression as soon as capacity to communicate surpassing the conditioners and contradictions of cultural, ideological, economic and technological type, to be able to express themselves freely and to participate in this way the processes of the social debate.

The dialog like capacity to share the critical reflection, objectivisation of the reality, the multiple visions and to surpass them by means of a process of problematizador dialogue and decoder of the reality, decoding necessary to surpass the stereotyped visions, dogmatisms and the diverse excessively subjective visions of the reality.

2.3. The collaborative work and the social networks.

Digital technologies of the communication offer the possibility of starting up decentralized , without place, synchronous and, random projects and actions, facilitating therefore a horizontal and interactive communication and a collaborative work, oriented by common interests and the confluence of intentions in a same virtual platform.

Collaborative work, on the other hand, becomes the symbol of a cybercultural action of communitarian character, an action characterized by the interactivity, the confluence of interests and multiple identities, the cooperation and the development of shared in common projects of collaborative form. The collaborative work supposes an overcoming of the work in group. The work in group is based on the asynchrony, the distribution of tasks, the rolls differentiated and results fruit from the sum of tasks of the different members, on the other hand the collaborative work is based on the synchrony, the responsibility of each and every one of the members in a collective task, the horizontal and interactive relation, where the final results are, but the sum of the tasks of the members of the group, the synthesis of the collective effort.

In the collaborative work the different members from the cybercomunity work jointly on common objectives realizing convergent tasks that they are forming the final result of shared in common form forming his presence in the cyberspace: speech and image, following the formula of the collective authorship.

Consequently with the expositions of the collaborative work we see as the cybercultural animation

totally assumes the postulates of this type of work, facilitated by the potentialities that the cyberspace offers for the interactivity and the structuring of virtual social structures, cybercomunities, that, of shared in common and cooperative form, assume the methodology of the collaborative work as forms to share and to canalize its restlessness, projects and collective actions.

3. A CYBERANIMATION EXPERIENCE: THE COLLABORATIVE PROJECT: TELL ME A STORY:

Tell me a story is a Cooperative Project of literary recreation and interactive communication between students of infantile education (3, 4 and 5 years). The project is developed from the surroundings Web: http://rondinetailleugera.com

- This surroundings make possible:

- The creation of interactive stories.

- The elaboration of multimedia product .

- The creation of narratives of hypertextual type.

- Interactive communication, mutual knowledge, reinforced with a final celebration that makes possible the physical meeting the students .

This Project is based on the importance of creating in the children , from tender years, idea that the computer is a mass media, where to give oneshelf to know, to know others companions , to communicate and to interchange creations, while it is also a powerful tool of work that allows us to be able to carry out a collaborative work common through the Network

Thisp roject has been created and invigorated by Matilde Calvo and Mario Viché, professors of the Public School Juan Carlos I of Almenara (Spain)

These are because the generating ideas of this project:

a.Use of the computer like tool of bidirectional and interactive communication.

b.Use of the computer like platform for a cooperative work, based on the collective work by projects and the principles of the shared authorship.

c.Creation of hypertextual original narrations and multimedia.

d.Creation of own and original materials and resources.

e.And at, last, the possibility of meeting other children and of sharing experiences of shared in common form…

The Project is proposing a cooperative work for every month, from January to June, also allowing the interchange between students, between professors , as well as the personal knowledge between the students.

From this conception the project tell me a story propose to high-priority the one to influence into the didactic process of introduction of the comunicative technologies in the infantile education,

paying a special attention to that from the tender years of the schooling the children :

-They used to the presence of the computer in the classroom like a fundamental tool of working and comunication.

-They understand the computer like mass media where to expose their ideas and creations and where to contact, to know and to receive the works of other fellows.

-They understand the interactive communication like a unique possibility to cooperate and to develop collaborative works.

- They express their creativity through the multimedia languages .

We also understand that Computering science is a tool to the service of students and professors and that as to so it must integrate in the habitual didactic processes in the classroom, for that reason the computering science work to realise is combined with the creation of handle tools of work as well as with the combination of different multimedia languages : oral narration, music, cinema, cartoons,….

 On the other hand we understand that the interactive communication in the Network is a passage for the interpersonal knowledge and the eyewitness meeting, because behind each computer there is a girl or a boy. Our final mission is the communication and the interpersonal facilitator meeting of the interactivity and the collective creativity.

 From the technical point of view we used a computering science tool, that combines an interactive page Web: http://rondinetailleugera.com   with a series of handle materials and the eyewitness meting that is realised in a final celebration of coexistence between all the participant classes.

The page Web allows the publication of text files, images, sonorous archives and clips of film.

Technically we have created a system of internal communication and computering science support that allows to us to facilitate, to the fellows who do not have the knowledge and the technical means, the necessary tools by the publication of their works, way that, the participation in the project is essentially a didactic task and at the same time one tool to introduce themshelves in the computering science of an existential form

4.EVALUATION OF THIS PROJECT

The development of the project has allowed to develop a collaborative work in which they are had implied not only the professionals but also the students and their parents .

It is necessary to state the implication and motivation that have had the students, identifying themselves with their own work and those of his their fellows.

From the point of view of the interactive communication it has been possible to observe the degree of implication of the students not only in the interest to accede in Internet, but to know the work from the other schools.

The works have allowed, as it was expected, to introduce the Internet like creative tool and of interactive communication. The students have learned to approach Internet like communication tool, using it, as much from house as from the school.

5.CONCLUSIONS OF THIS PROJECT

This project has been growing in interest, participation and projection

The Web is used sufficient, even to see works from other classes.

The project is going consolidated, even creating products and materials to its roundabout: specific software, interactive games, murals, handle materials…

The most used are the stories, that are watching time and time again, even the nonown ones.

rondinetailleugera.com
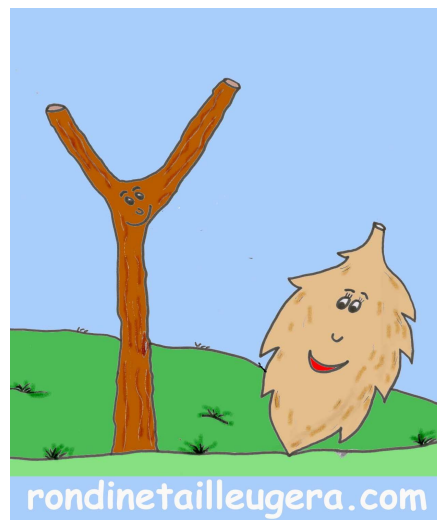
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