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**Universos narrativos en
entornos digitales**



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REVIEW / RESEÑA / RESENHA

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In a society in which technology generates promises and fears in equal measure, these intense debates and opposing views are also reflected within the educational community. In this context, the book «Narrative Universes in Digital Environments» is presented as a response to the challenges inherent in integrating emerging technologies into Early Childhood and Primary Education. This publication documents the evolution of classical educational resources grounded in narratives, stories, tales, and the like, under the impact of technology. Specifically, digital applications, augmented reality, transmedia, serious games and, more recently, Artificial Intelligence are endowing conventional narratives with substantial pedagogical potential, fostering the development of a wide range of competencies.

The volume is organized into seven chapters, preceded by a foreword and an introduction that situate the reader within the historical and conceptual development of narratives, from traditional storytelling to today's immersive and interactive narrative formats. This opening is not merely incidental: it enables readers to understand how digital technologies do not replace the essence of storytelling, but rather expand it, offering new opportunities for learners' emotional and cognitive engagement.

The first five chapters focus on digital children's literature and the incorporation of technological tools into educational settings. The opening chapter analyzes literary applications for early ages, describing their features and providing criteria for their selection and classroom use. This section is particularly useful for teachers seeking to integrate digital fiction without losing sight of narrative quality and pedagogical coherence, since it consistently underscores the importance of multimodality, interactivity, and mediation, and offers concrete guidelines to ensure that technology functions as a meaningful medium for learning, rather than allowing digital resources to become an end in themselves.

The second chapter examines in greater depth the functions of augmented reality in children's fiction books and proposes an original taxonomy that classifies its contributions across three dimensions: perceptual, participatory, and documentary. This categorization not only has theoretical value, but also constitutes a practical tool for evaluating materials and designing experiences that enrich reading, while avoiding the distraction that technological resources can sometimes introduce.

The third chapter introduces the concept of transmedia literacy and shows how the hybridization of media and languages can be applied to the design of educational digital games. Through the «TucAR games» model, the authors provide guidelines for transforming audiovisual narratives into augmented-reality microgames that incorporate playful mechanics and enable the attainment of curricular objectives. This proposal opens an innovative pathway for teacher education and for projects that aim to connect narrative, play, and learning.

The fourth chapter analyzes how game-based digital resources can foster participation and linguistic development in classrooms with heterogeneous student populations. Drawing on case studies with teachers, it demonstrates the usefulness of these tools for creating more inclusive, participatory, collaborative, equitable, and motivating environments, aligned with the principles of Universal

Design for Learning, and in which teaching is adapted to each student's pace of learning.

The fifth chapter presents an experience derived from early childhood pupils' interaction with a gamified narrative supported by augmented reality. Analysis of their verbal and non-verbal responses reveals the considerable potential of such approaches to generate emotional engagement with the story, stimulate communicative competence, and promote narrative comprehension. This chapter may serve as a model for teachers seeking to design activities that combine fiction, play, and technology.

The final two chapters address the relationship between Artificial Intelligence and digital narratives. In particular, the sixth chapter begins by defining the concepts of digital storytelling and immersive narratives, and then analyzes the ethical and pedagogical challenges posed by the use of Artificial Intelligence in education. Far from adopting an idealized view of technology, the text offers concrete criteria for integrating these tools responsibly, highlighting in particular their capacity to personalize experiences and enrich teaching. The seventh chapter compiles a broad repertoire of Artificial Intelligence-based tools organized by purpose (creation of characters, settings, voices, videos, and interactive stories) and describes the workflows that facilitate the design of educational narratives adapted to different levels and objectives.

For all these reasons, «Narrative Universes in Digital Environments» becomes an essential reference for those seeking to integrate emerging technologies into teaching from a critical and creative perspective. It not only provides up-to-date information on trends in the use of augmented reality, transmedia, and Artificial Intelligence, but also offers a clear, well-grounded guide, together with practical directions for understanding these technologies, designing projects, implementing them in the classroom, and evaluating their impact. As such, it is particularly recommended for Early Childhood and Primary teachers, staff responsible for Teacher Training Centers, and university research groups interested in educational innovation. Ultimately, this is a book that does not merely describe tools: it teaches readers how to use them purposefully, offering keys to optimizing the learning experience through narratives that inspire, move, and educate.