Transliteracy and knowledge formats

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Introduction: What is transliteracy?
Introduction: the research project

- Project based activities: supervised personal projects
- Characterization of typical transliterate activities which are cognitively distributed and situated
Introduction: the research project

- Looking at the concept of knowledge format into the paradigm of transliteracy
- Format = “a tangible and intangible knowledge organization model, linking logic of knowledge and dynamic of uses” (Morandi)
1. The context: from cognition to knowledge format in transliteracy

- An anthropological multicultural perspective
- Sue Thomas: « the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks »
- Henry Jenkins: centrality of social uses of media technologies / convergence culture
1.1. The research context: an ecological approach of transliteracy

- Qualitative methods, to integrate the issue of the context: distant observation, individual and collective interviews and group focus, analysis of the traces.
- Attention to the actions: reading and writing, organizing and communicating information using digital and non digital tools and sources.
- 4 high school classes, and 1 vocational school class, 150 students, and 10 teachers.
Transliteracy implies the centrality of complex uses considering social interactions of the users, sense making in a specific social and cultural context, and the convergence of three dimensions:

- structure
- strategy and action
- culture and identity

(Liquète)
1.2. The epistemic context

- *Documentarization* = “a work consisting in providing a permanent support attributes that facilitate its movement in space, time and interpretative communities”

(Zacklad)
2. Building knowledge from situations: the role of formats

- Knowledge formats allow people to share information and interpretation, despite inequalities among skills, access to and knowledge on information, and finally to build a common knowledge (Thévenot)
2.1. Building knowledge from uses in projects

- The distribution of skills and knowledge can be seen in three areas:
  - information gathering
  - writing and synthesis
  - communication

- No homogeneous practices
- Teachers become cognitive mediators for the young researchers
2.2. Building knowledge from others: logic of representation and logic of common action

- A gap between students and teacher’s mutual representations
- The logbook: a tool to support the reflective process, reinforcing the vision of a “person-plus” (Perkins)
- Hybridization of practices between monitoring academic prescription and communicative creativity
3. Functions and types of knowledge formats

- Knowledge formats, designing information architecture through the production of content, can make students become aware of their information seeking uses.
3.1. Forms of engagement regimes: formats to document collective action

- Logbook, blogs...
- The sharing function of some formats interests the collective and calls the use of social networks to achieve the notes rewriting and finally new document writing
3.2. Emphasis on criticism: formats to document reflection

- The reading is more or less enriched with a number of annotations.
- These operations can be gathered according to the functions they perform for the group’s work.
Demonstrating a genuine informational creativity, freeing technical chains and purely reproductive methodologies

Attention to the design (Kuhlthau)

Ensuring the development of information potential (Yoon)

A proactive vision of learning, determining the ability of the individual to adapt to future information and digital environments
Conclusion

From a linear information retrieval process to a complex information transculture
Thank you for your attention!
Hvala vam što ste!

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