



Transliteracy and knowledge formats

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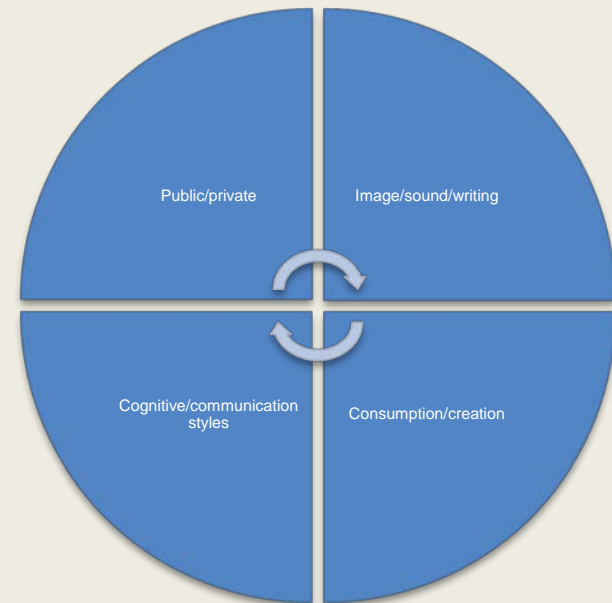
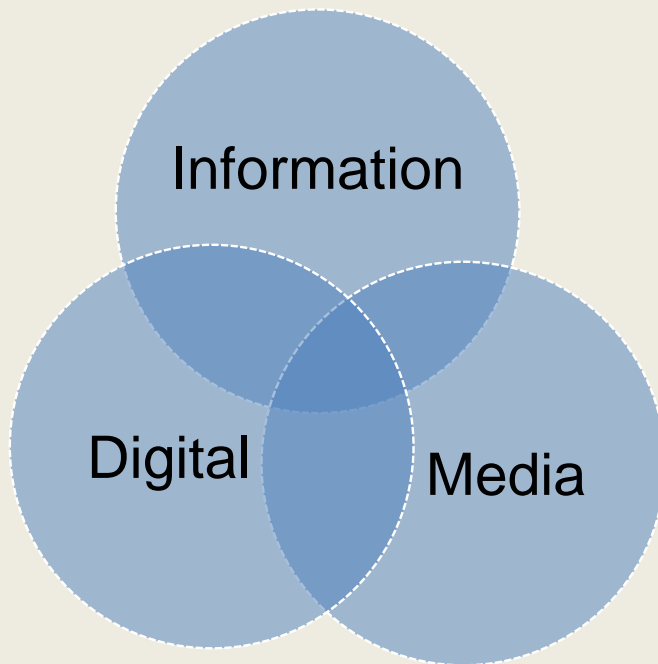
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Introduction : What is transliteracy ?

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Introduction : the research project

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



Introduction : the research project

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- 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

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- 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

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- 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.

1.2. The epistemic context

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- 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

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➤ *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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

3.3. Conditions of emancipation : formats to document creation

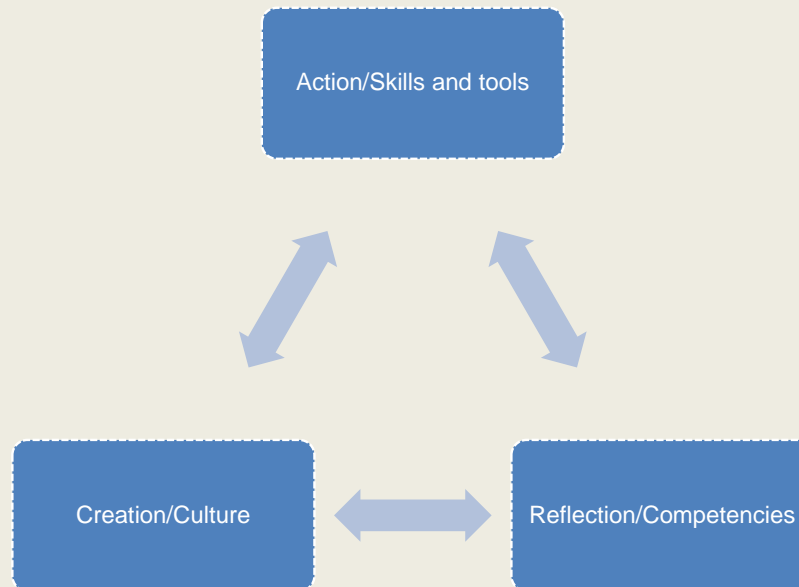
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- Demonstrating a genuine informational creativity, freeing technical chains and purely reproductive methodologies
- Attention to the design (Kuhlthau)
- Ensuring the development of information potential (Yoon)
- A proactive vision of learning, determining the ability of the individual to adapt to future information and digital environments

Conclusion

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From a linear information retrieval process to a complex information transculture





Thank you for your attention !
Hvala vam što ste !

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