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Task Leader: UOXF
Author: Rebecca Enyon (rebecca.enyon@oii.ox.ac.uk) and Julianne Viola (juliane.viola.education.ac.uk)

The TRANSLITERACY project consortium is composed of:

UPF  Universitat Pompeu Fabra  Spain
UOC  Fundació per a la Universitat Oberta de Catalunya  Spain
UOXF  The Chancellor, Masters and Scholars of the University of Oxford  UK
JYU  Jyväskylän Yliopisto  Finland
UMINHO  Universidade do Minho  Portugal
UdelaR  Universidad de la República  Uruguay
PUJ  Pontificia Universidad Javeriana  Colombia
UNITO  Università degli Studi di Torino  Italy
ARS MEDIA  Ars Media SRL  Italy

RMIT University (Australia) participates in the research but is not a beneficiary of the TRANSLITERACY Project.
Abstract:
How can schools support transmedia skills?
Exploring the case of creativity in Europe

The notion of the “digital native” has become pervasive in popular discourse about young people and new technologies. In this discourse, parents and teachers (“the digital immigrants”) have been characterised as unable to support young people in their uses of new technologies because (unlike the digital natives) the immigrants were not born into a world surrounded by new technologies. Yet in contrast, empirical research has shown that there is limited empirical basis for a distinction in the ways that people use new technologies because of when they were born and that young people are not all the same – they engage with new technologies in a variety of ways and vary considerably in their transmedia skills to use new technologies. Drawing on multi-method data from the TRANSLITERACY project from five of the partner countries (Portugal, the United Kingdom, Finland, Italy, and Spain), this paper explores how schools can support young people in developing such skills, with a particular focus on creative practices.