



**Project Acronym:** TRANSLITERACY

**Project Full Title:** TRANSMEDIA LITERACY. Exploiting transmedia skills and informal learning strategies to improve formal education

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### D5.2.6 Paper about the research findings in Europe ready for submission

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The TRANSLITERACY project consortium is composed of:

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

**RMIT University** (Australia) participates in the research but is not a beneficiary of the TRANSLITERACY Project.

**This article is under consideration of an  
academic journal revision process.**

**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.



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