TRANSMEDIA LITERACY

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UOC	Fundació per a la Universitat Oberta de Catalunya	Spain
UOXF	The Chancellor, Masters and Scholars of the University of Oxford	UK
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RMIT University (Australia) participates in the research but is not a beneficiary of the TRANSLITERACY Project.

Introduction

In the specialized bibliography, there is a shared concern about the gap which exists between the teaching-learning approach that the school offers, and the skills and abilities that the young gain in the digital world. This gap is by no means new; for many decades and long before the implementation of the ICTs posed vital pedagogical challenges in teaching, there was a certain concern, at least at a theoretical level, about the inability of the school to recognize the interests and needs of teenagers, but it is obvious that this situation has become especially evident and critical in the context of intensive and extensive appropriation of digital resources. The following paragraph written by John Hartley and Henry Jenkins, mentioned in *Transmedia Literacy Project. Exploiting transmedia skills and informal learning strategies to improve formal education. Research and Innovation actions,* exemplifies very clearly the current state of the gap.

It has been argued in the Transmedia Literacy Project that underpinned the current research, that the innate abilities mentioned by Hartley are not inherited characteristics, passed from generation to generation. Hartley points out that something is happening outside the school. Web technologies are replacing traditional media like TV, radio, and newspapers as the primary means by which people are taught, informed and entertained (Gilster, 1997). Social and technological changes reframed the meaning of lifelong (over time) and life-wide (across locations) learning (Sefton-Green, 2006, 2013; Sefton-Green and Parker, 2000). In this context schools and afterschool programs must devote more attention

to promoting the new media literacies, understood as a set of cultural competencies and social skills that young people need in the new media landscape. According to Jenkins et al Participatory culture shifts the focus of literacy from one of individual expression to community involvement. The new literacies almost all involve social skills developed through collaboration and networking. These skills build on the foundation of traditional literacy, research skills, technical skills, and critical analysis skills taught in the classroom (Jenkins et al, 2006: 4).

Bearing in mind these concerns, the research mentioned before, which was implemented simultaneously in 8 different countries, had the main purpose of "understanding how the young boys and girls are learning skills outside the school. The construction of those cultural competencies and social skills will be at the centre of the research. Once identified the informal learning strategies and practices applied by young people outside the formal institutions the team will 'translate' them into a series of activities and proposals to be implemented inside the schools". In order to implement the comparative study, the following objectives were specifically set:

- Contribute to a better understanding of how teens are consuming, producing, sharing, creating and learning in new digital environments
- Create a map of transmedia skills and informal learning strategies applied by young boys and girls alongside the formal education system.
- Go beyond the identification of skills/strategies and propose a Teacher's Kit that anyone could download, adapt and apply in the classroom.

This Deliverable includes:

- A synthesis of the methodological aspects of the research (Section 2)
- Main findings (Section 3)
- Conclusions (Section 4
- References (Section 5)
- Transmedia skills and Informal Learning Strategies Maps (Section 6)