



Project Acronym:	TRANSLITERACY
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Author:	Rebecca Enynon and Huw Davies

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.

Young people's informal learning practices: the question of digital generativity

There is a significant tension in public and private initiatives designed to help young people to develop their engagement with digital technologies. On one side there is a strong emphasis on the importance of coding for the development of young people's digital skills, potentially enabling an 'opening up' of what the Internet can achieve for them and for others. Yet at the same time young people's experiences of the Internet are increasingly locked down via the design of software and hardware they have access to and the emphasis on the need for a more secure and stable Internet. Drawing on qualitative data from workshops and in-depth interviews with young people about their digital lives we will explore these tensions; and show how wider social structures and commercial pressures are more influential than school coding classes on young people's digital practices. We will highlight how the affordances of apps are increasingly shaping some young people's digital practices and their level of digital skills; and how access to devices shapes these understandings. We conclude by exploring these findings in light of concerns that current political, economic and social conditions risk sacrificing the Internet's generativity (Zittrain, 2008); and argue for schools to facilitate a more disruptive course of action where young people can explore how they can use their digital skills alongside a wider set of skills and knowledge to challenge the architectures of the digital economy's dominant social technical structures.



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