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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	Jyväskylä Yliopisto	Finland
UMINHO	Universidade do Minho	Portugal
UdelaR	Universidad de la República	Uruguay
PUJ	Pontificia Universidad Javeriana	Colombi a
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.

This article is under consideration in a journal revision process

How do teens learn to play video games? Informal learning strategies and video game literacy

Abstract

The main objective of this paper is to analyse informal learning processes in the field of video games. As many teenagers are engaged in these kind of practices, the big question is: How do teens learn to play video games? As in most of the cases they do not learn to play video games at school or with their parents, it is necessary to map and analyse those informal learning strategies (ILS). So, the aims of this paper are to identify the main ILS that teens are applying in their way to acquiring and improving their video game literacy, and to develop a series of categories for analyzing and classifying those informal learning experiences. After briefly describing the situation of ILS and teens' transmedia skills, in the context of a general reflection on 'transmedia literacies', the paper presents a description of the methodological aspects of the research and the fieldwork developed in 8 countries. The paper continues with a taxonomy of ILS related to video game practices. The research team identified six modalities of ILS (learning by doing, problem solving, imitation, playing, evaluation, and teaching) and expanded them with four main categories (subject, time, space and relationships) containing a series of oppositions. This set of modalities, categories and oppositions should be considered as a first step in the construction of a set to analytical tools to describe and classify ILS in the context of teens' video game experiences.

Keywords

Informal learning strategies, video games, video game literacy, transmedia literacy, transmedia skills, teenagers



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