



# Collaboration and Empowerment in Transliteracy at School

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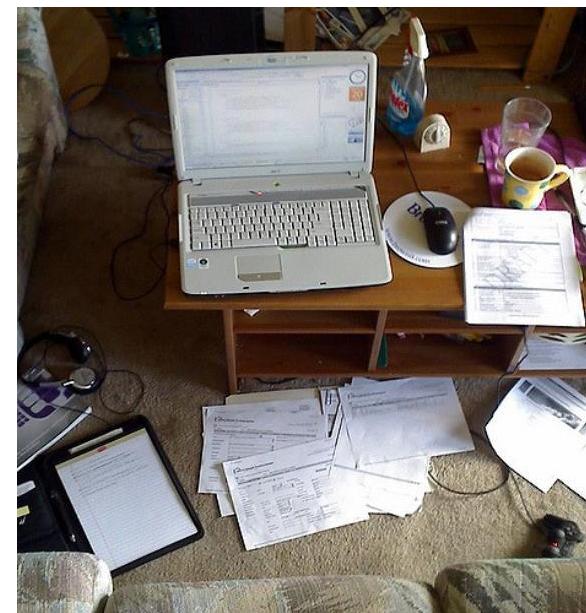
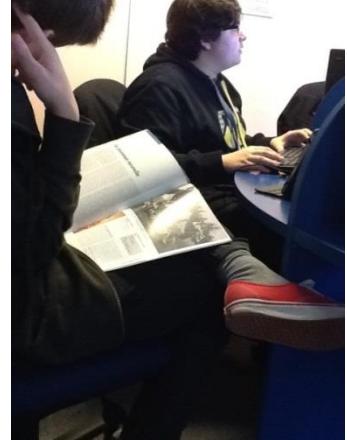
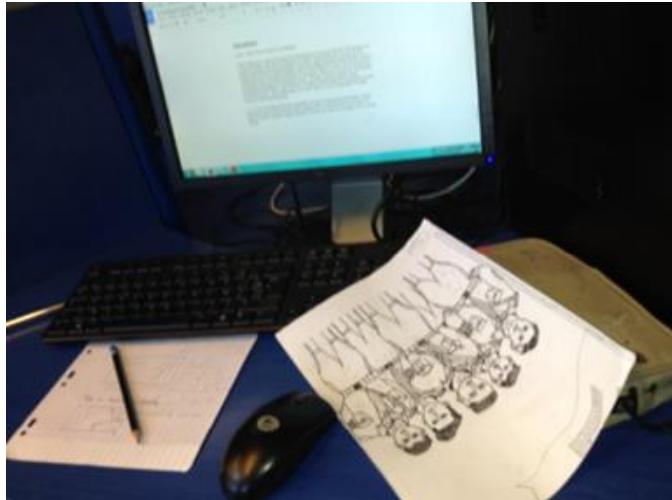
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# Teenagers digital/information practices



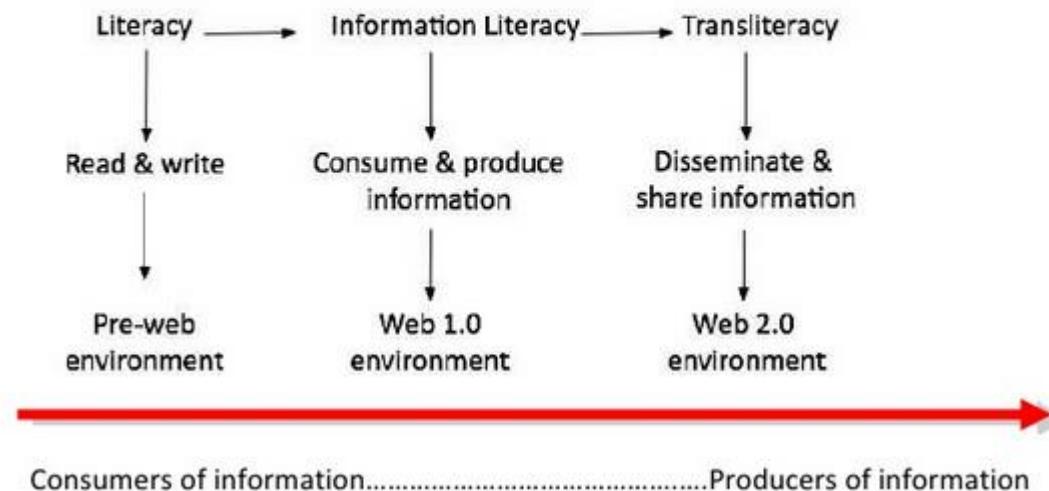
# Transliteracy

“Transliteracy is the ability to read, write and *interact across* a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks”

Thomas, S. with Joseph, C., Laccetti, J., Mason, B., Mills, S., Perril, S., and Pullinger, K. (2007) Transliteracy: Crossing divides, *First Monday*, 12 (12)

# Transliteracy

Transliteracy the latest stage of the literacy continuum



Susie Andretta (2010) <https://www.slideshare.net/susieandretta/transliteracy-the-latest-stage-of-the-literacy-continuum>

# The « Translit » project

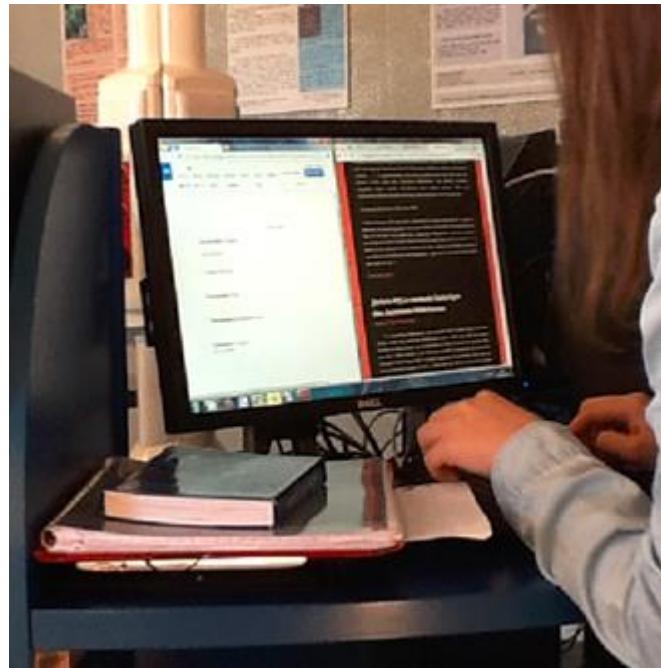
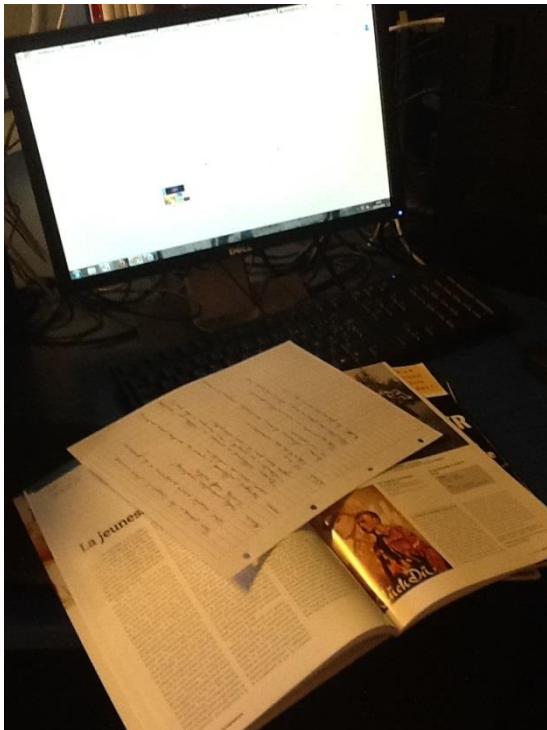
- A research program funded by the French national research agency (ANR) 2013-2016
- Focusing on how high-school students manage individually and collectively, with all the media and tools nowadays available, and academic requirements
- Ethnographic methodology (observations of learning situations + interviews)
- 5 high-schools (10th grade, five classes of 30 pupils each)
- Dedicated information research activities

# Findings

- Learning spaces
- “Intermediate spaces” (Cottier & Burban, 2016)
- An invisible part of students’ work

# Findings

- Learning spaces as a key factor for transliteracy



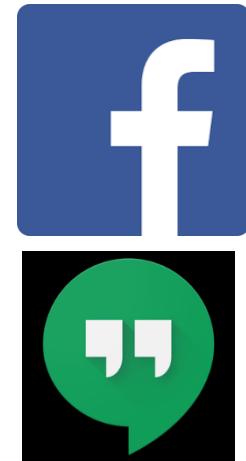
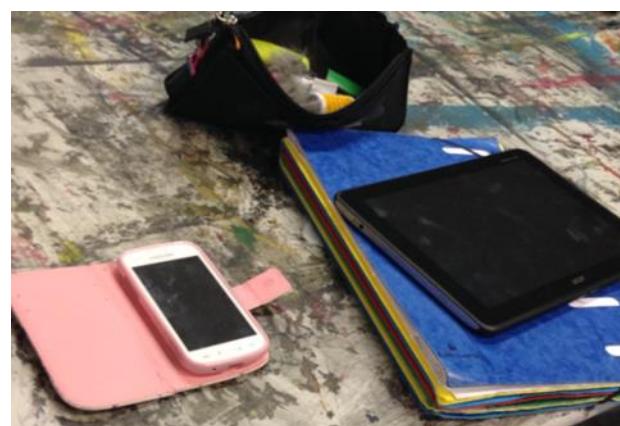
# Findings

- Learning spaces as a key factor for interactions



# Findings

- The major role of “intermediate spaces” (Cottier & burban, 2016) between school and personal life, face-to-face and remote, for collective organizations and outputs achievement



# Findings

- Group work has to take place also outside classes and school (during breaks, personal time or even holidays)
- A challenge for some groups/students
- An invisible but great part of the students'work