

Can one speak of an “information transliteracy”?

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1



1- Forward :

- For 20 years now, the notions of « *information literacy* » and « *Translitteracy* » have been the subject of a wide range of definitions and an extensive scientific literature, especially in the Anglo-Saxon world.
- It's now a scientific preoccupation in french world.
- For example, research Erté « *Culture de l'information et curriculum documentaire* » (2006-2010), research *LIMIN-R* (Littératies informationnelle, Médiatique et Informatique – Recherche) (2010-2012), actualy research « *Trans.-I.* » (translittératie Informationnelle)

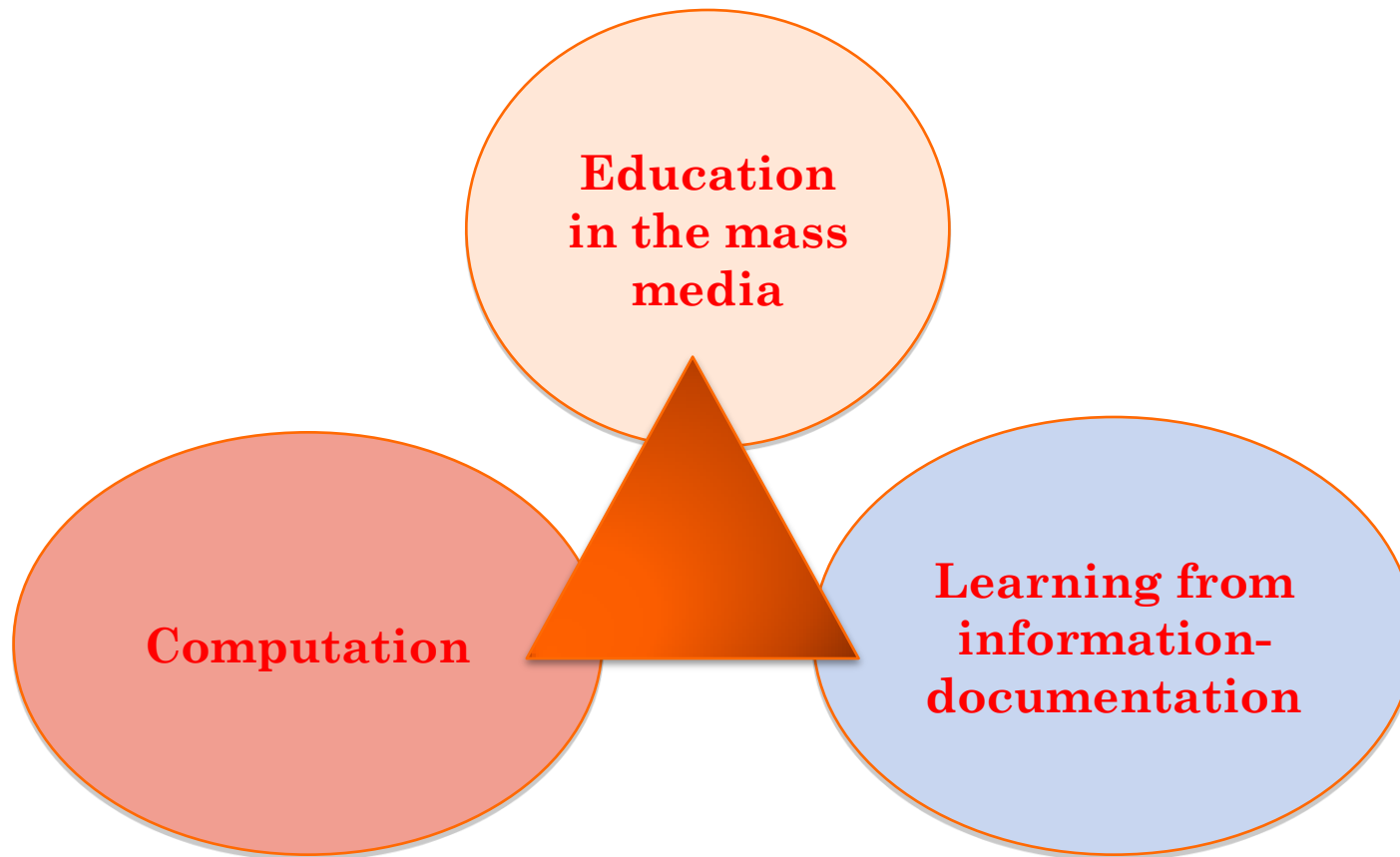
2- The stance of the researcher with regard to transliteracy :

- A lot of analysis in information and communication sciences are following only the progress and the technical actuality without considered the historical dimension.
- Moreover, we cannot conceive of the « digital information culture » in the singular. The most rigorous research conducted worldwide shows a division and even a fragmentation of the social practices of digital and information practices.
- In fact we will be to consider such practices in their plural dimension.
- Our research is the articulation between the identification of to best practices of digital information in school and peri-school settings (sector of the architects and stakeholders of the eco-construction industry)

3- DEFINING THE CONCEPT OF TRANSLITERACY :

- Transliteracy seeks, in our opinion, to identify skills and abilities common to 3 areas of information-communication:
 - education in **the mass media** ;
 - **computation** (referring to the issue of programming, displays, and reading on screens) ;
 - and **learning from information-documentation** (work on documents, forms and analysis of documentary content, assessment information, etc..).

3 AREAS :



3- Defining the concept of Transliteracy :

- The Anglo-Saxon perspective is in our opinion more open and wider than ours, as suggested by Susan Thomas in 2007:

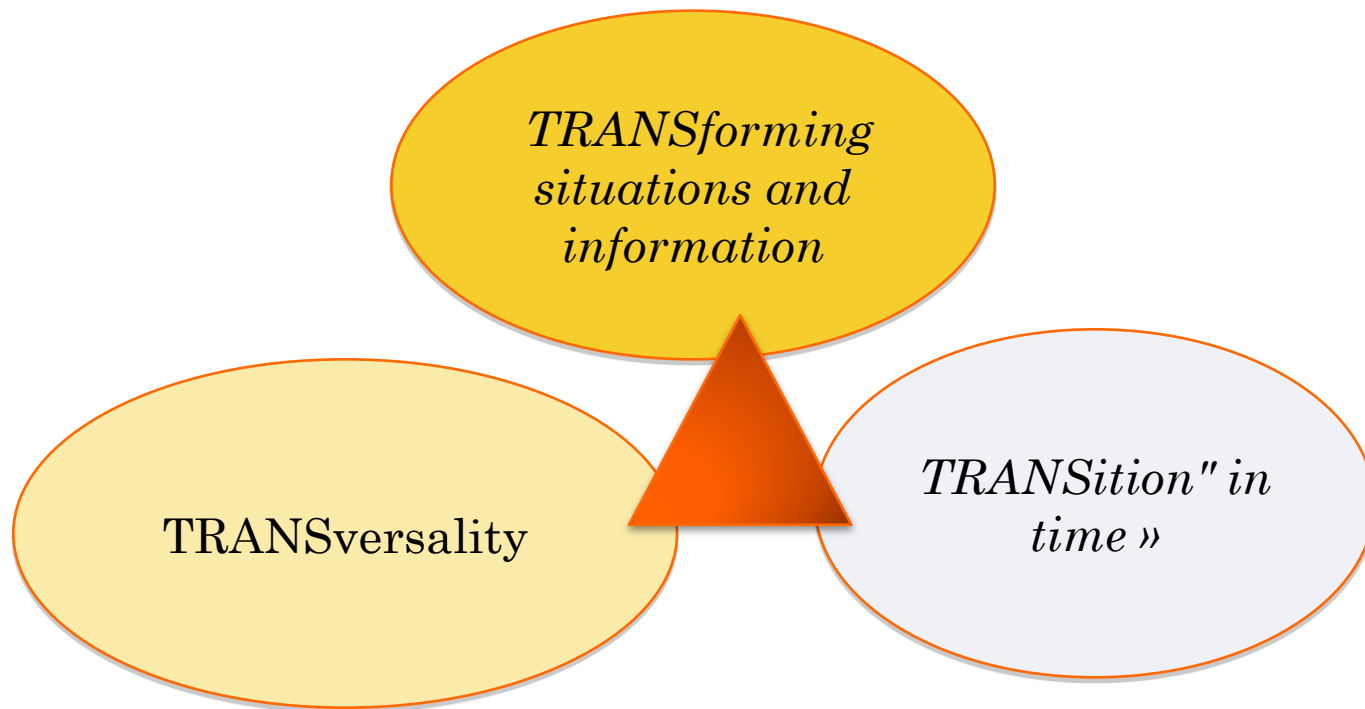
"Transliteracy is the Ability to read, write and interact across a Range of platforms, tools and media from signing and Orality-through handwriting, print, TV, radio and film, to digital social networks. "

4- What we understand by the prefix « Trans » :

The prefix "Trans" refers to 3 main ideas:

- TRANS- for "*transversality*" : Transliteracy involves the "transversality" of the approaches and skills at stake. This means examining a set of skills and abilities common to all media contexts and techniques observed ;
- TRANS- for « *transforming situations and information* » : also the process involves transforming situations and information content by the practices and procedures undertaken by the stakeholders themselves ;
- TRANS- for « "*transition*" in time » : in recent years, our observations tend to show that individuals begin their work on information by a phase of collective exchange and by comparing ideas. Then they move to a more personal phase of reflection, writing production and ownership.

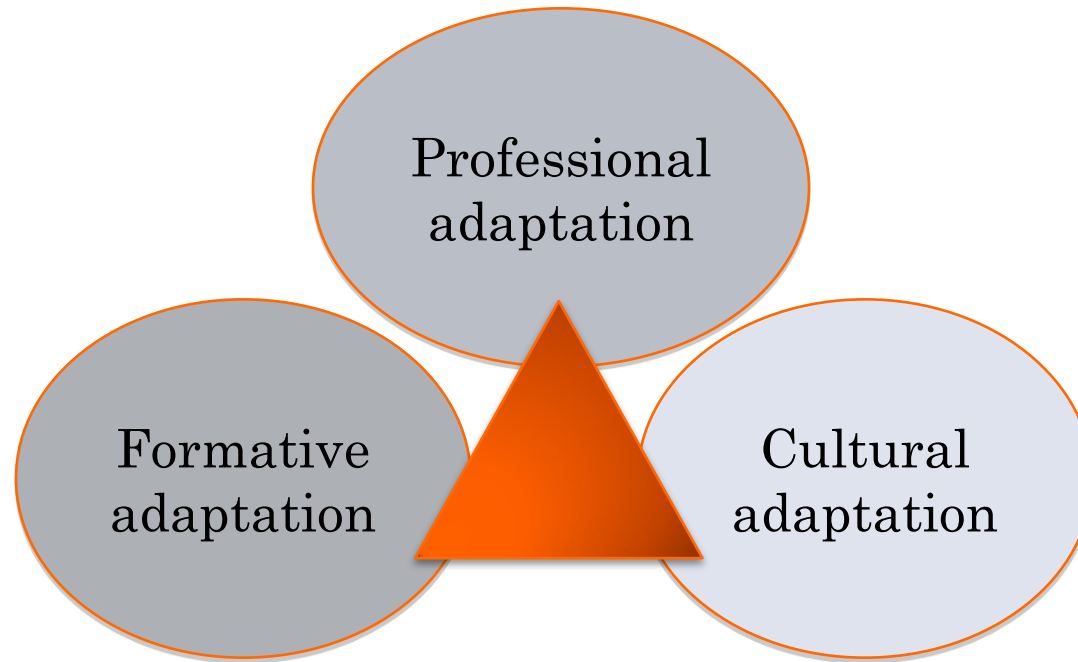
3 MAIN IDEAS :



TRANSLITERACY CONSTITUTES **THREE** **MODELS** OF CONTEMPORARY ADAPTATION :

- "*professional*" adaptation where we comply with the workplace and its constant changes ;
- « *cultural* » adaptation where we identify trends and significant changes in access to the consumption of various cultural objects ;
- and finally, "*formative*" adaptation where we try to gradually reach a level of autonomy in relation to knowledge and knowledge construction.

THREE MODELS OF CONTEMPORARY ADAPTATION



5- TRANSLITERACY: A UNIQUE / AND DIFFERENT CULTURE : (COUNTER PRINCIPLES)

- Transliteracy it is not the *culture of information* :
the latter being more critical and operative in incorporating the
critical and civic dimensions of stakeholders with regard to
information ;

- Is not a *culture in the anthropological sense* :

finally, it is as the digital world takes little stock of the issues of
sharing, modes of affiliation and ritual forms, yet it is central to
understanding a culture under construction. In fact, the digital
cultures are more oriented to describing what they offer that what
they actually do.

- Is not a culture of the "*literate*" :

Transliteracy allows an element of choice in social practices that are
spontaneous. It allows individuals to create their own digital
information solutions on networks.

6- The emergence of new forms of transliteracy-oriented skills :

The 4 positions to be considered:

- 1- The first concerns "*assessment*" which involves not only the nature of the information, content and results, but also the entire process of content production and the chain of activities that lead to the content in question.
- 2- The second position is to be able to « *evaluate the overall potential of the socio-technical informational environments* » at our disposal, particularly in the field of learning and the professional world.
- 3- The third position is to become familiar with the *operative procedures*, going beyond the simple stage of reacting to a stimulus.
- 4- The final posture is to maintain a "*cognitive distance*" from the immediate results offered by information systems (engines, ENT, ...). The digital cultures teach us that there is always a response to our questions ... but what response?

7- « 8 » transliteracy skills :

Finally, beyond the forms and media literacies involved, 8 meta-skills (MS) stand out and could be used in future education and vocational training.

○MS1: comprehension and understanding of information systems, a sort of "*information understanding*"

○MS2: « *information knowledge* » :working declarative knowledge related to information and the dissemination of existing tools. The challenge of this MS is to possess the vocabulary of expression and representations linked to them.

- **MS3:** procedural knowledge related to technical issues (Or *"information applications"*) where the goal is basically to be able to use effectively and efficiently the main technical tools in order to meet a need and perform a task.
- **MS4:** the ability to assess the informational potential of the environment or the technique used (or *"information potential"*).

- MS5: "**Actional**" strategies oriented to the organization and perpetuation of one's memory of one's work.
- MS6: The **ability** to stand back from one's own daily, and sometimes even "mechanical" and systematic, reception of information. Several studies show that media users eventually get locked into multiple repetitions without discerning what could be done differently (an effect called the "tunnel" effect).

- **MS7:** The technologies and technical devices are calling more and more on sensory, physical and aptic clues ; Alan Liu (2012)
- **MS8:** The last MS is anthropocentric and consists in the assessment of how to identify and characterize one’s own cognitive styles.

8- IN CONCLUSION :

Actualy, 2 major trends.

- 1- Transliteracy is centered on a **radically ecological position**, consisting constantly in questioning one's own actions and the influence of environments (technical, organizational, informational) on oneself ;
- 2- it requires an **autonomous self-analytic attitude** to one's ways of doing things, where one should be ready in principle to "detach oneself" in an attempt to explore unknown technical and info-communicational forms.

THANK YOU FOR YOUR ATTENTION !

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