



Fondazione
Politecnico
di Milano

Transliteracy in biblioteca e nelle scuole

Il progetto TLIT4U: Improving Transliteracy Skills through Serious Games

**SAPERE DIGITALE -
CONVERSIONI**



Co-funded by the
Erasmus+ Programme
of the European Union

Chi siamo

La Fondazione Politecnico di Milano (FPM) nasce nel **2003** per volontà del **Politecnico di Milano**, delle principali istituzioni della città e della Regione Lombardia, con il supporto di alcune importanti realtà imprenditoriali.

Contribuisce a innovare e a sviluppare il contesto economico produttivo del Paese operando per rendere più efficace il rapporto tra **Politecnico di Milano** e imprese, istituzioni e pubbliche amministrazioni.



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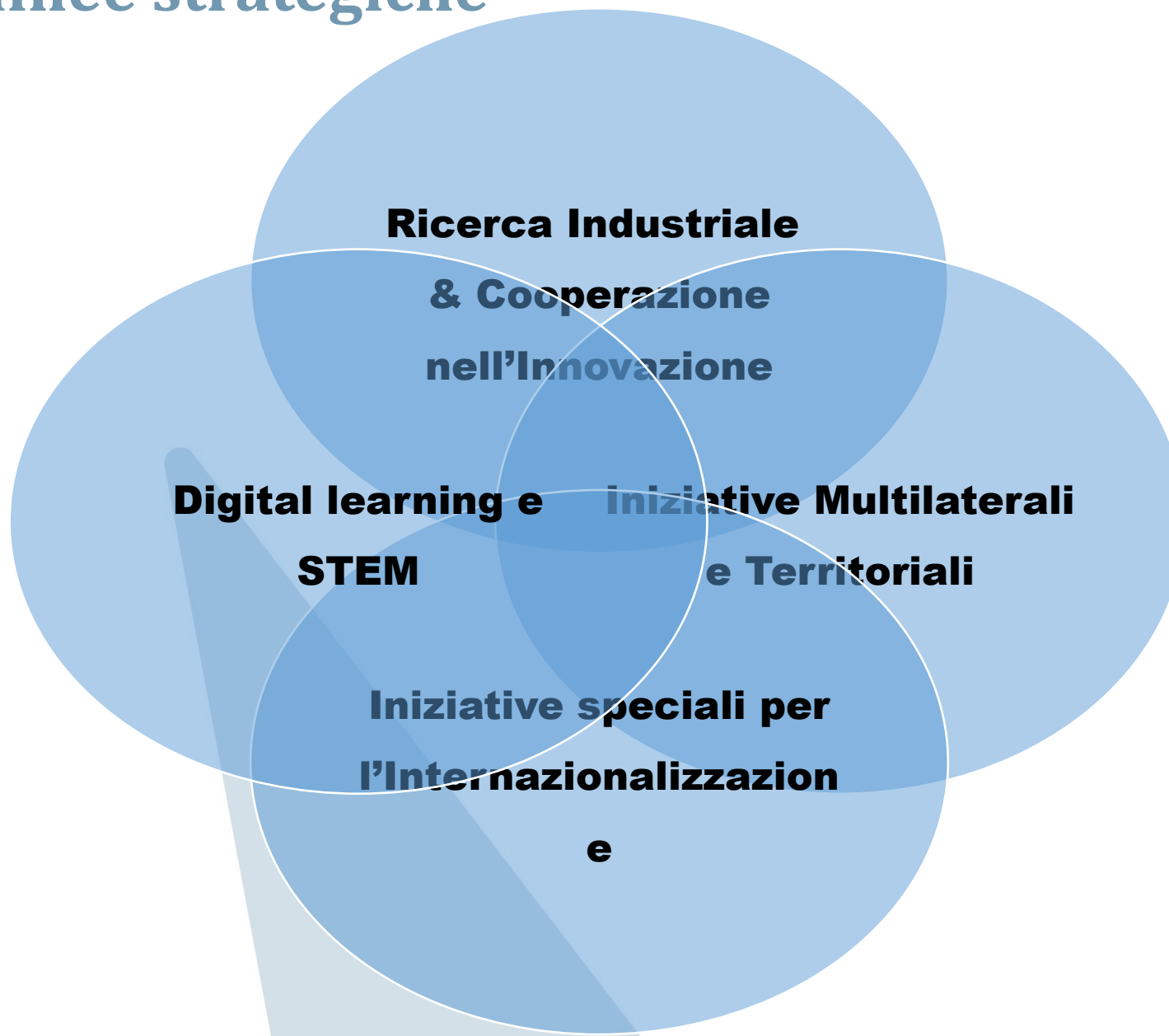


Mission

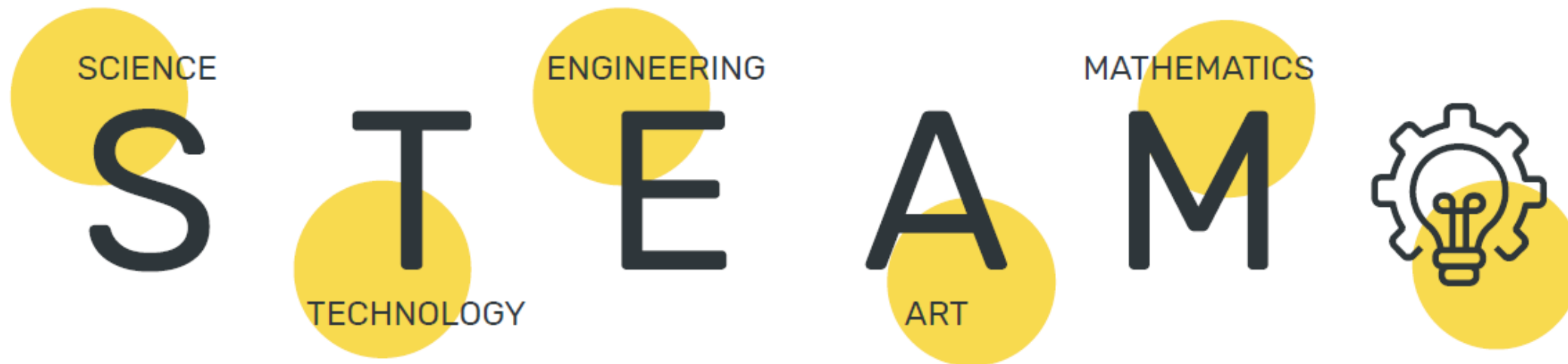
1. **Valorizzazione delle attività di ricerca e trasferimento tecnologico, anche su scala internazionale**
2. **Attenzione ai temi di etica, sostenibilità e responsabilità sociale**
3. **Supporto alla creazione e alla crescita di imprese tecnologiche innovative**
4. **Uno sguardo sempre più rivolto all'esterno, per alleanze dal respiro internazionale che condividano valori, strategie e azioni**



Le nostre linee strategiche



FPM ha **4**
linee
strategiche,
nell'Area
Operations
relativa ai
servizi per il
Politecnico di
Milano



Le competenze **STEM** sono e saranno le competenze del futuro.

Il futuro dell'industria e dell'economia si basa sulla **creatività digitale**, sullo sviluppo di tecnologie sempre nuove che offrano soluzioni nei molteplici campi.

Possiamo quindi dire che, alla base delle STEM, **c'è la ricerca, la curiosità, la voglia di scoprire e creare**

cose nuove, la passione per il bello e per l'ordine, l'uso della regola come cammino per poter arrivare a strade inesplorate.

Il modello **STEM** si è già esteso verso il paradigma **STEAM (Science Technology Engineering Art Mathematics)**, richiedendo profili sempre più «Social & Human in nature».

Il Progetto TLIT4U

Improving Transliteracy Skills through Serious Games

Il Progetto TLIT4U: qualche dato

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Erasmus + KA2 Strategic Partnership

Budget tot: € 190.338,00 €

Budget FPM: € 32.744,00

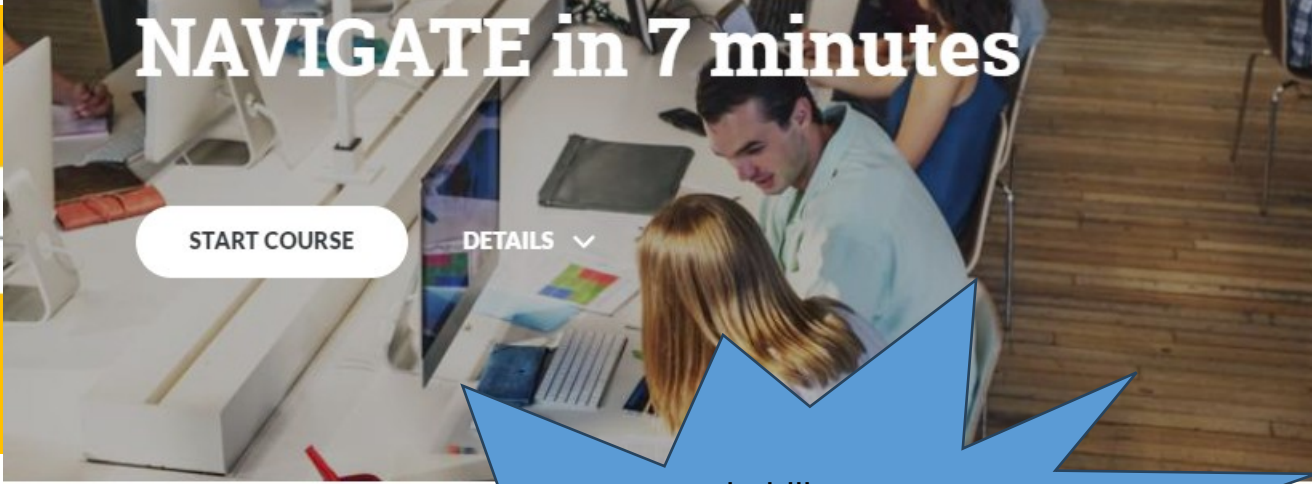
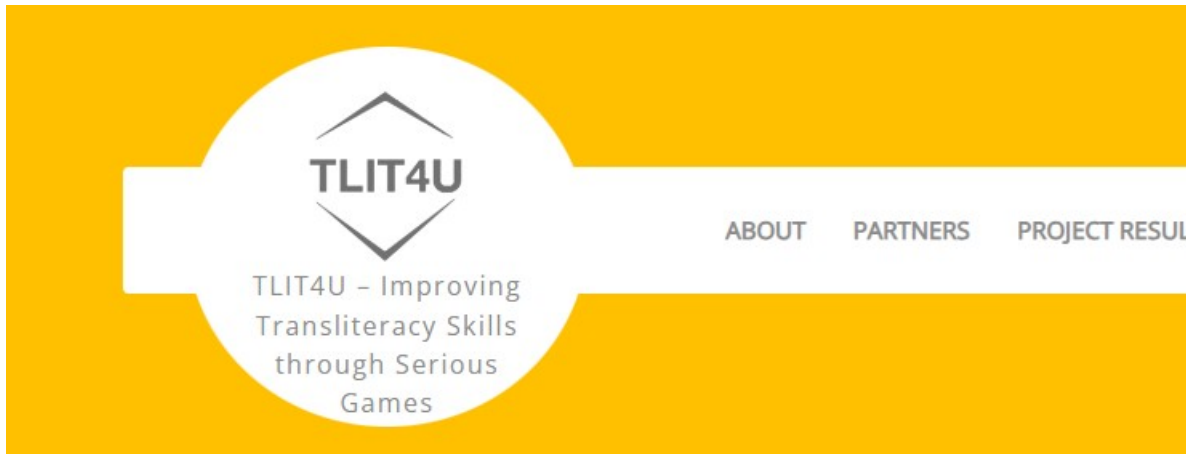
01/11/2021 - 31 months

Coordinatore:

University of Library Studies and Information Technologies di Sofia (Bulgaria)

Partners: *Fondazione Politecnico di Milano; LAPIN YLIOPISTO - Università della Lapponia (Finlandia) e Università di Parma*

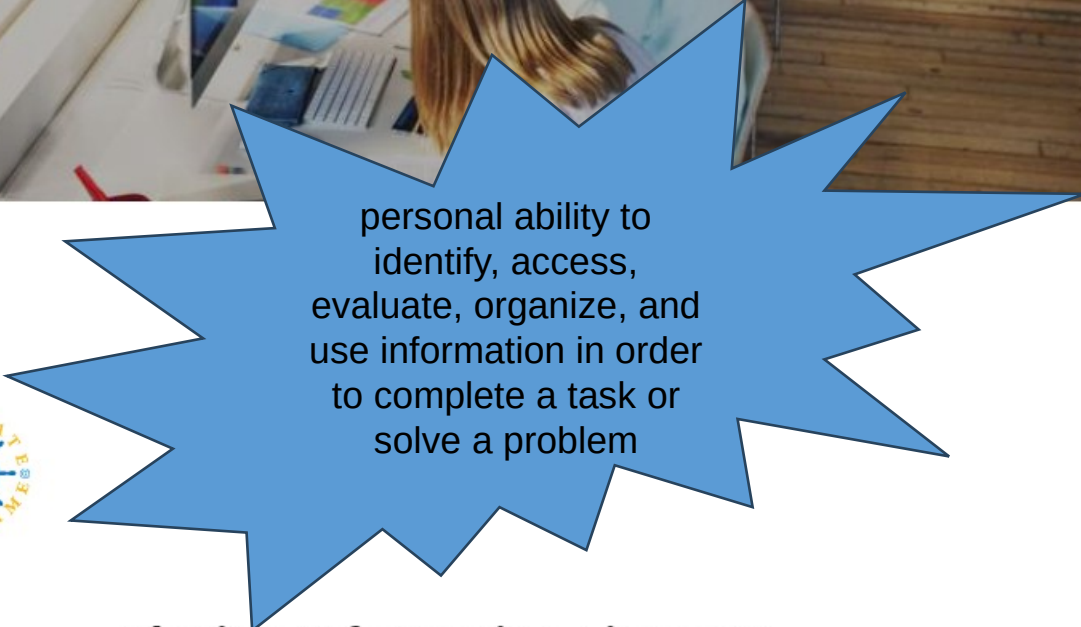




Antefatto: progetto NAVIGAMES

FAKE NEWS

EDUTAINMENT



Playing Information Literacy!

NAVIGATE: a game-based learning approach for avoiding fake content
The Navigate project aims to identify and create the conditions for **a more effective approach to Information Literacy by HE students in the humanities**. The tool identified is “fun”, conveyed through the dimension of the game. **Edutainment!**



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ABOUT PARTNERS PROJECT RESULTS WORD TREASURE DISSEMINATION EVENTS NEWS



Transliteracy

“Transliteracy” si intende la capacità di leggere, scrivere e interagire attraverso una gamma di piattaforme, strumenti e media che vanno dalla scrittura a mano, stampa, TV, radio, film fino ai social networks: transliteracy non è qualcosa di nuovo, ma è semplicemente uno **step evolutivo** per portare la nostra capacità comunicativa e di apprendimento ad una fase successiva dei nuovi ecosistemi informativi

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SERIOUS GAMES in BIBLIOTECA?



WORD

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Artificial Intelligence (AI)

Artificial Intelligence (AI) require human intelligent models, and techniques. enables machines to understand. One emerging AI technology, instant answers, explanation impact on human interaction. The ethical concerns of responsible and effective use.

Learn more:

- Baidoo-Anu, D., & Owusu Ansah, L. (2020). Learning. Available at SSRN 4337484.

Information literacy is a personal ability to identify, access, evaluate, organize, and use information in order to complete a task or solve a problem. According to The Association of College & Research Libraries **information literacy** is as a "set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning".

Learn more:

- Framework for Information Literacy for Higher Education, American Library Association, February 9, 2015. <http://www.ala.org/acrl/standards/ilframework>. Retrieved June 20, 2022, Document ID: ILF01.
 - Gregory, Lua (2017). *Transliteracy: A Review Essay of Critical Information Literacy, Critical Library Pedagogy Handbook, and Critical Literacy*. *Journal of Critical Information Literacy*, 13(1), 1-10. doi:10.15760/comminfolit.2017.11.2.10. ISSN 1933-5954.
 - Information Literacy: The most used definition of the transliteracy concept is by the Transliteracies Project Group. The project is headed by Alan Liu – Chair and Professor of the English Department, at UC Santa Barbara.
 - Information Literacy: 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, et al., 2007).
 - Information Literacy: According to the PART project team, transliteracy is not a new thing – it is simply another evolutionary step to take our communication and learning skills to the next level of the new informational ecosystem.
 - Landøy, A. (2017). *Transliteracy extends the act of transliteration and applies it to the increasingly wide range of communication platforms and tools at our disposal. From early signing and orality through handwriting, print, TV, and film to networked digital media, the concept of transliteracy calls for a change of perspective away from the battles over print versus digital, and a move instead towards a unifying ecology not just of media, but of all literacies relevant to reading, writing, interaction, and culture, both past and present.* (Thomas et al. 2007)
 - Lloyd, A. (2017). *Transliteracy and libraries*. There are many recent education approaches derived from the transliteracy concept. A significant part of them is related to the libraries, although as Lane Wilkinson emphasizes: *Transliteracy is a concept adopted from outside the library world.* (Wilkinson 2013, 135)
 - Media Literacy: Therefore, library specialists adopted the concept and used it as a relevant educational matrix that corresponds to the needs of their customers to cope with the new informational paradigm. Wilkinson shares an important notion: *Transliteracy is a concept adopted from outside the library world.* (Wilkinson 2013, 135)
 - Objectives: *students can be surprisingly adept at using Google, blogs, Twitter, and other services to find information, they realize that students still are often completely lost and unable to comprehend the complexities of "library" research. Indexes, keywords, abstracts, OpenURL resolvers, and other library-centric concepts are often a barrier to classroom and scholarly, and thereby serves as an excellent foil to student apprehensions.* (Wilkinson 2013, 136)
 - We need to understand the complexities of "library" research. Indexes, keywords, abstracts, OpenURL resolvers, and other library-centric concepts are often a barrier to classroom and scholarly, and thereby serves as an excellent foil to student apprehensions. (Wilkinson 2013, 136)
- Learn more:
- Andretta, S. (2012). Web 2.0: from information literacy to transliteracy. *Information literacy beyond Library*, 53-64.
 - Anne Lehmanns. *NEW PERSPECTIVES IN TRANSLITERACY AND THE EVOLUTION OF THE FRENCH "PROFESSEUR-DOCUMENTALISTE"*. European Meeting on Media and Information Literacy Education, 2012, Milan, Italy. (hal-00983920)
 - Frau-Meigs, D. (2012). Transliteracy as the new research horizon for media and information literacy. *Media Studies*, 3(6).
 - Freire, M. M. (2020). Transmedia storytelling: from convergence to transliteracy. *DELTA: Documentação de Estudos em Linguística Teórica e Aplicada*, 26(1), 1-10.



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Risultati

Risultati del progetto

PR 1: Development of a Model for Training and Teaching of Transliteracy

PR 2: Development of Didactic Materials for Teaching Transliteracy

PR 3: Design of Game-based Learning

PR 4: Game Development





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We've selected Educational Games for you



[So you don't have to]



TLIT4U Serious Games

TLIT4U GAME SELECTION TOOL



Check it out



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di Milano

<https://translit-eu.unibit.bg/>

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Per saperne di più

STAY TUNED!

- WORD TREASURE: <https://translit-eu.unibit.bg/home/word-treasure/>
- FB page: <https://www.facebook.com/TLIT4U>
- Twitter: [tlit4u](#) TLIT4U Project (@tlit4u) / Twitter

Contatti

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*Grazie
dell'attenzione!*