

Information Literacy, Transliteracy and Information Culture Development in France: What the Teacher-Librarian can Change

1

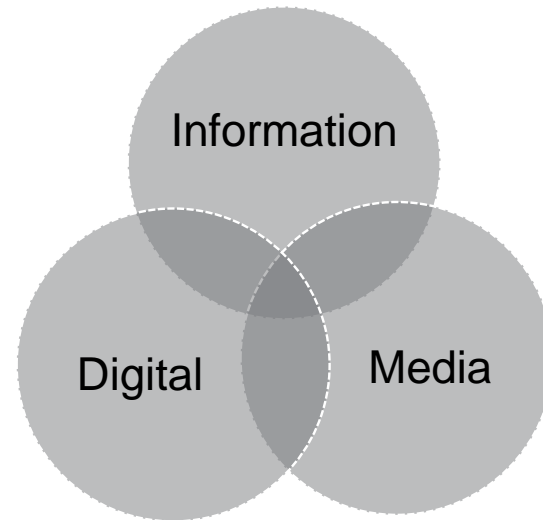
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INTRODUCTION : WHAT IS TRANSLITERACY ?

2

- Transversality
- Transformation
- Transition
- Transgression
- Metaliteracy



- New documents (redocumentarization, traces)
- New tools (platforms, networks, phones, pads)
- New practices (browsing, curation, creation, interaction)

INTRODUCTION : THE RESEARCH PROJECT

3

- Supervised personal projects in which groups of pupils make a small interdisciplinary research project on a chosen topic
- Ethnographic methods
- Characterization of typical transliterate activities which are cognitively distributed and situated

TERMS AND ISSUES: AN ECOLOGICAL AND INTERACTIONIST APPROACH TO INFORMATION PRACTICES

4

- 150 high school pupils observed in their global information related activities, inside and outside school
- Several qualitative methods, to integrate the question of the context
- Attention to all the actions taking place during the working time
- A comprehensive recording of speaking on what is being realized as well as description of the situation.

1 TEACHER LIBRARIAN: PERSONALIZATION OF AN INSTITUTIONAL ARRANGEMENT

5

- Social aspects: organization
- Technical aspects: tools
- Cultural aspects: legitimacy

- Several didactic attitudes

CREATION OF DIDACTIC AND PEDAGOGIC TOOLS

6

- Distributed cognition tools
- Mediating tools
- Evaluation tools

- The role of the teacher librarian as trainer is a guarantee of the individual's autonomy

AWARENESS OF THE “ART OF PRACTICE”

7

- A direct correlation between capabilities to organize the information environment, and to coordinate the work among the members of the groups and the success of the projects
- *Grammatization of information*: a process of creative learning, construction of knowledge and information competencies leading to information culture or *transliteracy*

2 TRANSLITERACY AND MEDIATION: PROACTIVE POSITION OF THE TEACHER LIBRARIAN

8

- Organizing a training program
- Working together with the disciplinary teachers
- Following the pupils' rythm and progress

ADAPTED EDUCATIONAL AND DIDACTIC TOOLKIT

9

- Planning work
- Verbalizing situations to create reflexivity
- Providing mediating tools

ENHANCING THE INDIVIDUAL INFORMATION POTENTIAL: CREATION OF FORMAL KNOWLEDGE FROM INFORMAL PRACTICES

10

- Valuing personal and informal skills
- Mixing various gateways into knowledge
- Linking personal and school experiences

3. PERSPECTIVES

11

From a linear information retrieval process to a complex information transculture

Skills and tools

Competencies

Culture

Perspectives

12

- Time, space, social arrangements
 - Think of the complementarity between real and virtual spaces
 - Try to fit to many different ways of working and learning
 - Build a creative, peaceful social space (ecosystem) dealing with different users : professors, pupils, parents...
- A real cognitive construction of knowledge on information, not only pragmatic skills and useful competencies, requires a positive pedagogic activity
- Creative learning construction of knowledge and competencies on information lead to information culture or transculture

Thank you for your attention !

13

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<http://www.scoop.it/t/culture-de-l-information>

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