TLIT4U project – overview of the achieved results

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Final Conference, May 13, 2024, Sofia (Bulgaria)
Project 2021-1-BG01-KA220-HED-000027624

Project Summary

The project proposal is relevant and connected with priorities and needs/gaps identified in different documents at national and EU level. Within the EU, the issue of literacy is still high on the agenda for Member States. The Digital Economy and Society Index (DESI) shows that 4 out of 10 adults and every third person who works in the EU lacks basic digital skills.

With the implementation of the project, the partner team believes that will contribute significantly to the integration of new educational approaches in higher education. This will positively impact a number of challenges facing EU Member States, as innovation in education requires a higher level of knowledge and skills possessed by learners.

Project Summary: Intellectual Products

PR 1	PR 2	PR 3	PR 4
A conceptual model based on an adapted STEM model for game-based transliteracy training for students and adults and a teaching curriculum	Didactic interactive learning tool (online guide)	Designing a game scenario and tools for learning analytics	Developing a learning product (game) for teaching transliteracy

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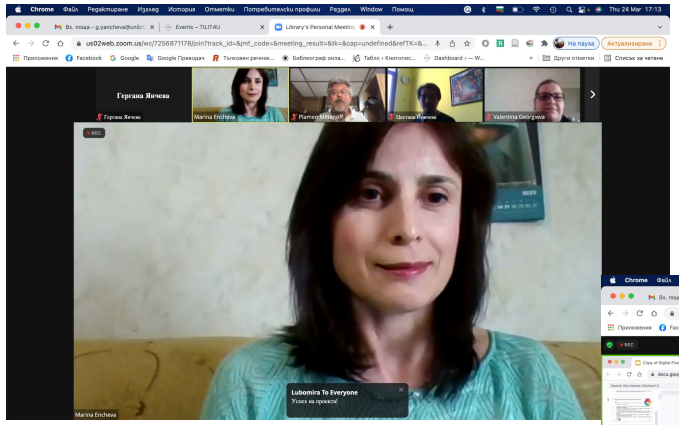
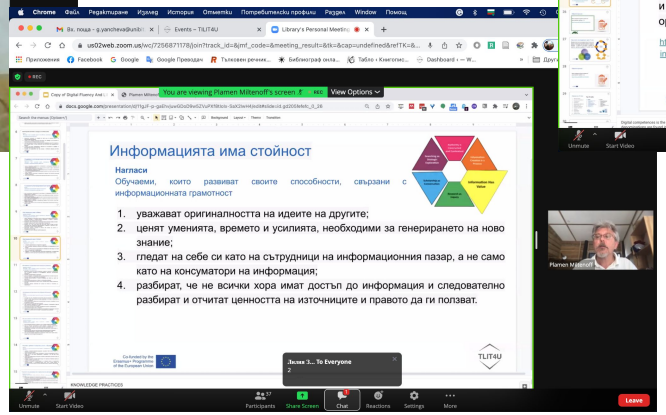
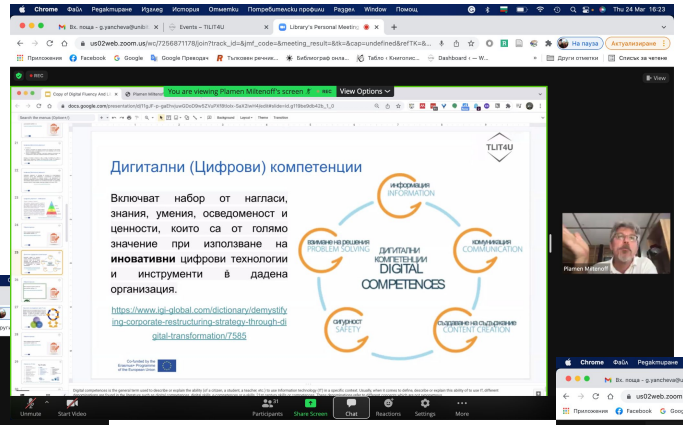
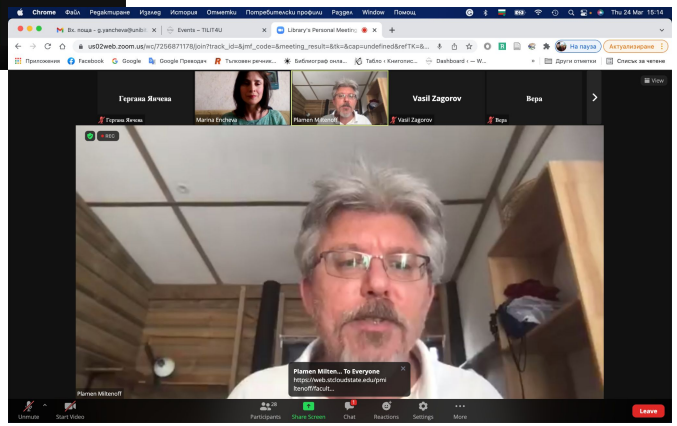
Project Result 1: Development of a Model for Training and Teaching of Transliteracy: TLIT4U Findings









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Project Result 1: Development of a Model for Training and Teaching of Transliteracy: TLIT4U Findings

TLIT4U Project Will Create a Draft Conceptual Framework Based on Survey Findings

It Aims to Address Different Perceptions and Training Approaches to Transliteracy and STEAM in Bulgaria, Finland, and Italy

Educators Need to be Creative, Innovative, and Inspiring

The Game Will be Used in Higher Education and Non-formal Educational Institutions

TLIT4U Project Will Develop an Innovative Game for Teaching inquiry-based Learning

Modern Education Should Shift from Memorization to Interactive, Personalized, and Results-oriented Learning

It Can be Adapted for Various Target Groups, Including Adults

This Framework Adapts the STEAM Model for Inquiry-based Learning

Serious Gaming can Enhance Digital Fluency and Transliteracy in Higher Education, Motivating Students to Apply Inquiry-based Learning in Their Research and Creative Endeavors

Project Result 1: Development of a Model for Training and Teaching of Transliteracy: TLIT4U Findings

Information Literacy Needs to Continue to be Part of Curricula and Training, Because "It is the Basis of Digital Literacy - the Ability to Master Ideas, to Discuss Problems, to Create

Technologies Change the Way of Teaching, Stimulate Curiosity, Participation, and Active Teaching.

Teachers Need to Know the Available Tools.

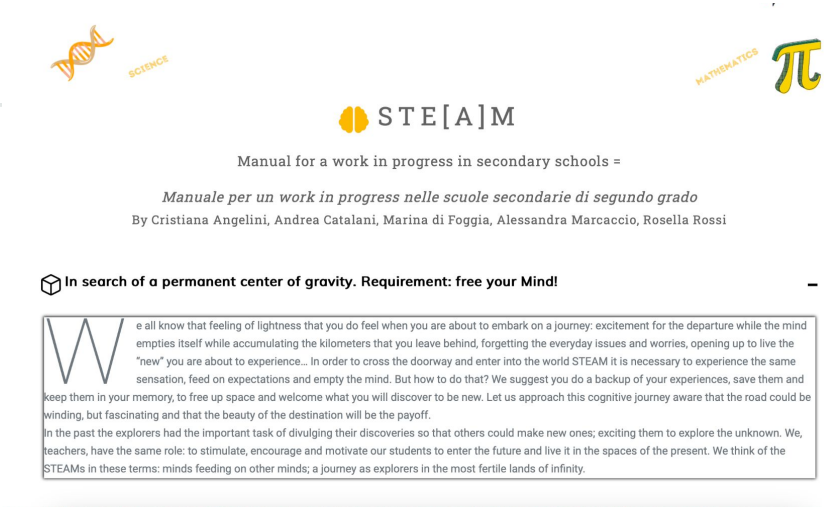
Team Working: Not All of Us Possess Innovation and Creativity, But if We Know How to Work Side by Side aWith Such "Bright" People and be a Good Support to Them, the Result Will be There. The World Needs Not Only "Discoverers", But Also "Executioners" to do the "Donkey Work" of a Given Project

Serious Attention Needs to be Paid to the Improvement of Digital and Media Literacy Skills, to Exercise Vigilance, to Increase the Skills of Critical and Analytical Thinaking, to Successfully Search the Various Sources of Information and to Develop Reading Comprehension Skills, that Would Help Discover Facts Confirming or Refuting Specific Information

Librarians Need to be Reminded of the Basic Rules of Digital Safety. The Topic of Digital Safety Needs to be Included in the Curricula, but not Superficially, but Thoroughly Considereda at Schools. Librarians Also Need to Prepare Trainings Focused on Digital Safety, Which are Aimed not only at Schoolchildren and Students, but Also at Older People Who are not Familiar with These Issues and can Easily Fall Into Vulnerable Situations

PR 2: Development of didactic materials for teaching transliteracy

The purpose of the project result is to develop a methodological guide for teaching transliteracy in an adapted curriculum with STEM and game elements. The target group again are the teachers who need to be assisted in the teaching process, as there are no such systematic guidelines, and there is still almost no combination between the humanities and the sciences, and the transliteracy.



PR 3: Design of Game-based Learning: Design Thinking Workshop

The Educators Possess the Knowledge and Wisdom, but They are not so Flexible and Often Skip Their Insight and Focus on the Educational Traditions and Practices.

The Students Can See the Necessity and Educational Needs in Different Shapes and Forms.

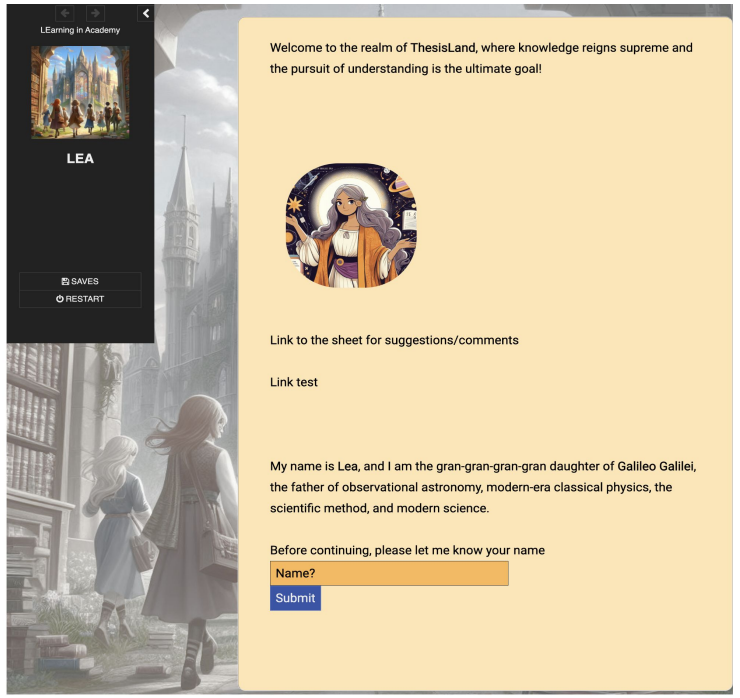
Both Approaches will Combine the Useful with the Pleasant for more Effective Education.

PR 3: Design of Game-based Learning: Results of the Workshop

01	**T**he Event Was Too Short
02	**T**he Students Made 3 Versions of the Course in Transliteracy and Digital Fluency
03	**T**heir Ideas are Interesting but a Little Bit Chaotic
04	**T**he Students Want to Participate More Actively in the Teaching-learning Process
05	**T**he Students' Ideas Need Additional Evaluation from the Educators

PR 4: Game Development: Evaluation

The last project result, 4, refers to the actual development of an educational tool – a game to be used by students, teachers, and librarians to form and upgrade transliteracy skills – digital, information, media, data, visual, etc. The developed product has a direct relation to the quality of teaching in universities and non-formal education centers – libraries.



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Thank you for your attention!