**Transliteracy in the Classroom**

 Until recently, literacy meant being able to read and write. Today, however, educators and students are experiencing a vast ocean of types of literacies. Consequently, the term *transliteracy* come into our vocabulary. Transliteracy is defined as “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 networks.” [1] Since ancient times communication among people has evolved and become more creative and more diverse. In ancient times people’s communications centered upon orality to art. As centuries passed, people began to express ideas in print and then in images; photographs and movies. Since the late 1980s, multimedia presentations and use of Internet technology has become popular. Print is no longer dominant for learning, although text remains an anchor regarding communication norms. [2]

 For educators interested in the historical beginnings regarding transliteracy, it is key to read about the foundational work of Alan Liu at University of California, Santa Barbara. In 2005, he created the Transliteracies Research Project. Later Omas along with colleagues at the Institute of Creative Technologies at De Montfort University in the UK, created ad developed Production & Research in Transliteracy (PART). This is now called the Transliteracy Research Group [3].

 Transliteracy is holistic by nature and supports meaningful learning for students of the 21st century. This is because transliteracy allows students to engage with past, present, and cutting edge information repositories quickly, profoundly, and globally. [4]

 On page six of her article Gail Bush [5] has created an excellent definition using factors that describe the transliterate student:

1. Fluently uses the most fitting medium for the message;
2. Intentionally aims toward neutrality, parity, global consciousness, and local purpose;
3. Demonstrates understanding of specific architectures of participation and interacts accordingly;
4. Maintains an open, mindful, and critical approach to information and ideas while staying cyber-vigilant and ensuring the best possible outcome for oneself and the community of learners;
5. Demonstrates respect for the process understanding that every transaction has aspects of both ephemerality and permanence.”

 In order to use transliteracy practices effectively, we must educate students to critically evaluate information. We must also match digital tools correctly with learning outcomes. Some educators advocate using slogans to help students stay on task when they are engaged in transliteracy practices. For example “pick, don’t click” and “we need to read, not speed” [2] are signposts to remind students that conscious critical thinking can be paired with stimulating digital formats.

 The concept of transliteracy is still relatively new in classrooms around the world. To support student engagement so that they have the ability to have meaningful and purposeful interactions with information found across a multitude of platforms, educators must be up to date and ware of all aspects of digital technology. Here are four useful digital tools for any classroom: NEARPOD; FLIPGRID; REMIND.COM; and REWORDIFY.COM.

**References**

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 [2] Jaeger, P. (2011) Transliteracy: New library lingo and what it means for instruction. *Library Media Connection* 30(2): 44-47.

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