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Digital multi-modal media literacy skills in Interdisciplinary contexts: Teenagers' documentary research and artistic creation resources and practices

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Université du Québec à Montréal's Chair of Multimodal Media Literacy (Chaire UQÀM en littératie médiatique multimodale / LMM) has been studying and analysing contemporary literacy practices and literacy teaching and learning for the last decade (Lacelle, Boutin & Lebrun, 2017; Lebrun, Lacelle & Boutin, 2012; Martel, 2018).

This particular study focuses, firstly, on documenting the multimodal and digital resources (tools, practices, etc.) mobilised by teenagers in documentary research and artistic creation contexts. It also aims at the development, the validation, and, with the direct collaboration of teachers and students, the implementation of a design-based research model (DBR / Basque, 2015; Boutin & Lacelle, 2017; Lalonde, Carlos & Pariser, 2016). This model relies on learning and teaching devices and tools that support documentary research and artistic practices based on multimodal media literacy skills. This presentation, mainly built around results related to our first objective, will be an occasion 1) to discuss the inventory of multimodal and digital resources present in the environment of Quebec's teenagers; and 2) to epitomise its importance in the construction of our own DBR model.