Introductory Note

In contemporary societies, citizens communicate and make meaning in a mediatized world. Such demands a bundle of literacies that open critical discussions about the changing relationship of literacy and learning.

The present dossier of *Revista Lusófona de Educação* results from a peer-review selection of the papers presented at the *MILT conference - Media Literacy for Living Together: the future of media and learning in participation*, held in June 26-28, 2019 at Lusófona University in Lisbon. The MILT conference was the culminating event for the MILT-Media Literacy for Living Together project (July 2018-June 2019) co-financed by European Commission Directorate-General for Communications Networks, Content and Technology as part of the Pilot Project Media Literacy For All (Grant agreement no LC – 00865164).

The MILT project emphasized the key role of improving media literacy, especially among young people. A key rationale of this project was to enable participants to become agents of social change through their use, analysis and creation of media and broader social engagement, incorporating the inclusion of minorities, marginalized groups and online interest communities as part of the general public. In order to achieve MILT goals, a multi-case study and research action project was conducted in Cyprus, Ireland, Portugal, Greece and Denmark (the five partner regions). MILT project was designed having in mind youth active participation, meaning *youth have a reason to believe that their involvement will make a difference* and *in order to participate youth need a challenge, competence and to be connected*. In MILT project, the situated context of youth participants was taking in account and each intervention has had in common media creation and analysis as a learning constructivist approach.

As a major strength of MILT project for youth, referred here as both basic school students and university students, one can see the engagement on participation as a result of challenge, competence and connectedness. Another strength is a multi-disciplinary learning approach to media literacy, guided by a civic purpose for all students and contextualised for each audience. For instance, the students from 2nd and 3rd cycles of Basic Education in Portugal benefit by working with students of videogames and trainers, as well the videogame's students benefit from making a videogame with a social purpose and having direct access and cooperation with minority children. As an audience, those children use the smartphone as the primary device to access online content and only access personal computers (PC) at school and those PC are not so performant as videogames university students are used to. Therefore, such limitation was an important learning process for them. A total of 106 participant children (students of Basic school), 86 undergraduate youth (University students) and three graduate students, were directly reached by MILT project in Cyprus, Ireland, Portugal, Greece and Denmark.

Making media and reflecting on it (not necessarily by this order) and playful learning pedagogies are more and more capitalized at every level of formal schooling. This dossier texts are all connect by the aim of playful learning and creativity in the convergence of media and education fields.

The guest editors are grateful to *Revista Lusófona de Educação,* to the *European Commission* that co-founded the MILT project and to each author that make possible this reflection on media (literacy) and other literacies in a playful learning approach.

This dossier opens with a paper from José Raimundo, Pedro Cardoso, Miguel Carvalhais & António Coelho, *Aspects for Cultivating Creative Literacy Through Play: An analysis on primary literature review and preliminary laboratorial work,* that addresses two important research questions in relation to games and creative literacy: how can games be used to develop creative literacy? And how can such games be designed? Relying on Creativity Studies, Game Studies, Game Design, Theory in Education, Arts, Science, Philosophy of Literature and Technology, Psychology, Neuroscience, and Evolutionary Studies the authors propose a framework for stimulating creative acts and discuss preliminary findings from laboratorial work.

In *'Escapando de la clase tradicional': The Escape Rooms methodology within the Spanish as Foreign Language classroom,* Mário Ferreira da Cruz, reflects on the skills needed for the 21st century work contexts and the resulting changes in teaching and learning practices within foreign languages learning. Involving students of Spanish as Foreign Language (SFL) in the creation of two educational escape rooms, the author puts in practice a playful learning pedagogy to empower students' communication, collaboration and critical thinking.

Carla Sousa & Conceição Costa, in *Game Creation to promote Media and Information Literacy (MIL) skills in Basic Education Teachers,* discuss the results of a presential workshop, supported by an online platform, for teachers of Basic Education in Portugal. The workshop aimed to promote Media and Information Literacy (MIL) competence in teachers, through collaborative experiences involving digital games creation. The research focused on teachers' motivation to enrol in the workshop, their perceptions about videogames and learning and their perspectives on media education in formal school settings. Videogames creation is appointed by teachers as having a great potential pedagogical value and in what respects media education programmes at school, teachers' views are aligned with UNESCO's Media and Information Literacy goals. Nevertheless, teachers pointed out the need for changes in Portuguese educational system, in order to include media education in the curricula.

In *Robot dogs, interaction and ludic literacy: Exploring smart toy engagements in transgenerational play,* Katriina Heljakka & Pirita Ihamäki present an experimental study with pre-schoolers and seniors interacting with a toy robot, namely a smart toy dog resembling a golden retriever puppy. The research highlights how a robot toy invites playful interaction with both audiences, as well the role of the robot toy in facilitating social engagement among the two generations of players.

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