



53Project Acronym: TRANSLITERACY

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UPF	Universitat Pompeu Fabra	Spain
UOC	Fundació per a la Universitat Oberta de Catalunya	Spain
UOXF	The Chancellor, Masters and Scholars of the University of Oxford	UK
JYU	Jyväskylän Yliopisto	Finland
UMINHO	Universidade do Minho	Portugal
UdelaR	Universidad de la República	Uruguay
PUJ	Pontificia Universidad Javeriana	Colombia
UNITO	Università degli Studi di Torino	Italy
ARS MEDIA	Ars Media SRL	Italy

RMIT University (Australia) participates in the research but is not a beneficiary of the TRANSLITERACY Project.

This article is under consideration in a journal revision process.

1. Introduction

This report aims to synthesise the main results of the research conducted in Portugal in the scope of the *Transliteracy* project, whose general goals are to know transmedia practices and learning strategies in non-formal educational contexts of teenagers from eight countries.

In Portugal, the sample consisted of 78 teens, between the ages of 12 and 16 , from two schools – an urban and a semi-urban – in the northern part of the country, to whom both quantitative and qualitative methods were applied – questionnaires, workshops, interviews and media diaries.

Starting mainly with the questionnaires and media diaries written by participants, we sought to identify the way young people use media, trying to understand 1) to what extent traditional media are still present in their lives, 2) if the arrival of new media enabled the emergence of a new relationship with the media universe by young people, which encompassed not only the traditional reception of contents, but also the production of messages and media contents. This possibility was then examined bearing in mind the transmedia narrative concept, which provides for the participation of the public in expanding of stories delivered by mass media.

In a second moment, by cross-reading data coming particularly from workshops and interviews, we sought to understand how the teens' self-declared media practices are reflected in their socialization process and what perception the participants have of the way new media (specially videogames) and the Internet affect different dimensions of their lives.

Finally, we wanted to know more about the informal learning strategies teenagers develop outside the classroom, what motivations they have and if they find any relationship between formal and informal learning.

In the next point we present the theoretical framework that supported our research, the metodological option and the questions which guided the research. Then, we divide the main outputs of the research according to themes, before the closing remar



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