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The TRANSLITERACY project consortium is composed of:

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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.

**The complete paper is under consideration of an
academic journal revision process.**

Introduction

Before the ICT's generalization in everyday life, what teenagers did, thought, consumed, shared or socialized between them, were the matters that investigators found worrying about adolescence and youth, and few times, the educational field found valid reasons to worry and deal with these issues unless they disturbed the regular development in school activities. But since the intensive and extensive appropriation of digital resources in all social and cultural aspects of society, the school was forced to include unpublished pedagogical challenges in its curricula and daily functioning, without having enough tools or understanding of the dimension of the problem faced. As it was described in the *Transmedia Literacy Project*, in specialized bibliography there are different theoretical approaches and methodological options to diagnose and address the problems arising from the incorporation of ICT into the classroom as a basic pedagogical resource to access and transform knowledge. In the perspective assumed by the international team composed of researchers from 8 countries in Latin America and Europe, some of the questions that could help to promote a more rapid and efficient adaptation of the school to the complexity of the changes, should be located in the study of adolescent transmedia practices. Namely: What transmedia production and exchange practices are adolescents developing in the new media environments? What informal learning strategies are adolescents displaying outside of school? How can schools recover these practices to improve the teaching-learning process within the institution? What can educational institutions learn from transmedia narrative? How could the content generated by students be integrated in the learning process?



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