Isabel Rodríguez de Dios, Johanna M.F. Van Oolsten, Juan-José Igartúa (Universidad de Salamanca, Spain; University of Amsterdam, Netherlands): Adolescents' Digital Skills: The Influence of Parenting Styles.

The advent of digital technology has had a significant impact on our lives in the past few years. Adolescents are at the forefront of the use of this technology, but it is a matter of concern whether they have acquired the skills that are needed to function effectively in this environment. As it has been found that parents play an important role in young people's development, it remains indispensable to consider the role of parents in the improvement of digital skills. Nevertheless, there has been limited research on the impact of parental mediation on adolescents' digital skills. Therefore, the main objective of the present study was to analyse the impact of two ways of parental mediation (active and restrictive) on the level of adolescents' digital skills. A secondary objective was to assess whether there are differences in the level of both types of parental mediation according to adolescents' sociodemographic characteristics (age, gender and geographic location). With this aim, we collected data from a cross-sectional survey among 1.446 adolescents (12-18 years) from thirteen secondary schools in Spain. Structural equation modelling revealed that restrictive parental mediation reduces adolescents' digital skills, whereas active mediation has no influence on these skills. Moreover, and consistent with previous literature, results showed that younger minors receive more active and restrictive mediation than the older ones. Furthermore, active mediation was significantly more frequent in female adolescents than in male adolescents and in urban areas than in rural areas. On the contrary, there were no differences between genders and areas in the level of restrictive mediation. Results suggest that restrictive mediation is not the most appropriate because, by restricting the use of digital media, we are limiting and affecting the development of adolescents' digital skills.

Rosalía Winocur, Carlos Barreneche Jurado, Gilberto Eduardo Gutiérrez (Universidad de la República,Uruguay; Pontificia Universidad Javierana, Colombia): Transmedia skills, adolescents and pedagogical challenges.

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. In the perspective of

such problems, schools and afterschool programs must devote more attention to promoting the new media literacies, understood as a set of cultural competences and social skills that young people need in the new media landscape. In this paper we will review the main conclusions that emerged from the study of transmedia teaching skills and strategies of adolescents in Colombia and Uruguay within the framework of the Horizon 2020 Transmedia Literacy project. We will present 10 key outputs to show the following analysis dimensions 1) the symbolic dimension of transmedia practices reflected in their transmedia skills, their consumption practices, their strategies for privacy regulation and their modalities of socialization of content; 2) analytical alternatives to overcome dichotomous categories that do not always help to understand the various dimensions involved in transmedia practices; 3) the gender perspective, which often shows an invisible gap; and 4) the crossings and tensions between the universe of adolescents in the networks, and the universe of the secondary school.

Francisco Javier Albarello (Universidad Austral, Argentina): Transmedia study skills: reading practices among university students.

Transmedia literacy looks at practices young people engage in outside the education system – practices that often turn into informal learning experiences. As with other forms of participatory culture in the digital ecosystem, these learning experiences occur among peers, whether in an autodidactic manner via search engines or through contents produced and shared by students on the web, and employ various devices and platforms. But what happens to study methods in the formal education system? Can the concept of transmedia literacy be applied to how students read and study? In this investigation, we describe and explain study practices carried out by university students preparing for exams. After in-depth interviews with 28 university students between 20 and 22 years old, we examined the resources and devices they use, like printed texts, personal computers, smartphones, social media, online videos, and search engines. The results show that students use these tools in a complementary and collaborative fashion, harnessing their potential and identifying their benefits in order to better understand study concepts and contents. Therefore, we conclude that young people, in view of their study needs, leverage their transmedia skills to take advantage of the instructional power of these devices.

luke gaspard, Heather Horst (RMIT University, The University of Sidney, Australia): The Value of Expertise: Media Practices and Identity among Australian Youth.

The Internet has become recognised as the contemporary "playground" for young people due to its potentiality for identity construction, engagement with peers and others, and new forms of literacies (boyd 2008; Buckingham 2007; Jenkins 2006, et al.

2009; Sjöberg 1999). This is coupled, rightly or wrongly, with broader perceptions about youth being "digital natives" (Palfrey & Gasser 201; Tapscott 2009), or possessing greater competence than the adults who provide, manage and shape their online experiences (Buckingham 2005 et al. 2005; Livingstone 2002). Despite the complex and richly varied ways in which Australian youth explore and utilise media, distinct instances of "producing" media objects are not common to the way in which young people perceive their own media practice. Drawing upon survey responses of 860 young people based in Melbourne, Australia focused upon media use, this paper examines the implications of young people's clear demarcation between more "active" forms of media use against those more "passive" such as navigating, sharing and viewing media content in discourse and practice. With this apparent disconnect between Jenkins' theoretical framings of authorship as to the circulation of culture and Australian youth's practice and perception of meaningful media engagement, this paper considers the potential repercussions for the distance between how users and academia view media engagement and the ways in which the value of expertise is articulated in discussions of participatory culture and transmedia literacies more broadly.