Araciele Maria Ketzer, Rosane Rosa (Universidade Federal de Santa Maria, Brazil): "From so much economize on education, we will be rich in ignorance": Contranarrativas juvenis of the Brazilian student movement.

The movement occupation of public schools in Brazil by secondary students in the period 2015-2016 was a phenomenon that evidenced the youthful protagonism and the precariousness of basic education in the discussions of the public and media agenda. In addition to occupying schools and streets, the students occupied online social networks, like Facebook to express their opinions and demands. Thus, our central objective is to investigate the communicative and representational processes of resistance constituted in the context of the secondary student movement 2015-2016, having as a focus study the State of Rio Grande do Sul. As a methodological procedure, we will use a combination of approaches, such as exploratory research, semistructured interviews, and the online-systematic observation of the Facebook pages of the schools occupied by the students interviewed. As results, we can highlight the existence of a participative and collaborative management, mobilization capacity, posture critical and political in relation to the hegemonic media, proposition in relation to public education, and the use of different communicative strategies in the appropriation of online social networks, process that brings us to the potential of this scenario to educational communication and the exercise of communicative citizenship.

Sara Cortés, Rut Martínez, Julián de la Fuente (Universidad de Alcalá de Henares, Spain). La familia Telerín: Connected Learning Through Transmedia.

Nowadays, transmedia storytelling has shaped new ways to produce children's contents, where the audience has an active role (Livingstone & Bovill, 2013; Cortesi et al., 2015) Those experiences in digital media allows to connect storytelling with personal interests and school activities, also would enhanced the link between adults and children (Ito et al. 2013; Jenkins, Itō, & Boyd, 2015). The main goal of this paper is to analyze the new transmedia release of one the most successful and recognized TV cartoons all over Spain and Latin America: La Familia Telerín. Therefore, we want to discover how it has been recovered by the production company Anima Kitchent, in order to understand the role that transmedia storytelling plays out in this content. Adopting a digital anthropology approach (Horst & Miller, 2012), our data comes from big data, focus group and virtual ethnographic method. The findings provide us a clear view about how a transmedia storytelling support social values, media skills and learning activities into everyday children lives.

Yamile Becerra (Pontificia Universidad Javierana, Colombia): Youth and Privacy of Digital Information: recognition of their techonological practices.

A frequent view of the State, educational institutions, media and families in the face of the use and digital activity of young people is that they interact in an irresponsible and naive way with ICTs, an affirmation that supports a vigilant, protectionist and restrictive institutional attitude towards a connectivity perceived as risky, which distracts them, exposes them and makes them vulnerable. This discourse has strengthened the idea that technologies bring more threats than opportunities, and that mistrust and fear should prevail in their use, isolating the voice of the children and ignoring in turn a universe of practices, knowledge and ideas of their own that could contribute to strengthen educational processes or accompaniment and technological empowerment. What are the explorations and interests of young people against digital privacy while sharing and generating content? So far there is no corpus of studies in Colombia that directly addresses this issue or that of account of its voice and technological practices; nor in terms of digital privacy. I trace this inquiry for the practices considering the contributions of Michel De Certeau and Jesús Martín-Barbero; the digital privacy and the young - ICT relationship developed by Julie Cohen, Danah Boyd and Sonia Livingstone, and the methodological proposal based on what Elizabeth Dubois and Heather described as trace interviews. The ethical issue is the paramount importance due to its data, I establish discussion groups with young people between 12 and 18 years of age, inhabitants of Bogotá and belonging to contexts with limited economic resource. It is they who discuss, manipulate and interrogate the visualizations of their own data, allowing them to reflect their voice and to highlight their doubts and challenges, which are also facing data literacy and digital sovereignty in Colombia.

Gabriella Taddeo, Simona Tirocchi (INDIRE, Università degli Studi di Torino, Italy): Expressing inner voices in a narrative social system: the Wattpad practices of Italian teenagers.

Despite the beneficial, user-centered rhetoric surrounding online participation, the extent to which teens participate as well as the motivations and beliefs behind such participation are still empirically under-investigated. This paper aims to contribute to the debate at hand by exploring how and why Italian teenagers take part in a writing-oriented social network such as Wattpad. Wattpad is a tool for sharing both reading and writing experiences currently boasting millions of users throughout the world. These new forms of authorship and readership have been explored through a mixed method approach, including participatory workshops, interviews and netnography. Findings show that not all teens who participate in Wattpad inspire to the "star" model; the motivations, values and gratification emerging from their writing practices vary

greatly from individual to individual and do not necessarily adhere to the ideals of success within the classical, mass media driven, cultural industry.

Maria-Jose Masanet, Mar Guerrero-Pico, María-José Establés (Universitat Pompeu Fabra – Barcelona, Spain): Digital Apprentices: Spanish teenagers learning to produce, manage and perform transmedia contents.

This article presents the results of the Spanish context of a study carried out with adolescents within the Transmedia Literacy project (European Union Horizon H2020 Program). It explores the transmedia skills that teenagers have and the informal learning strategies carried out to acquire them. The results show that teenagers have different transmedia skills but they have them to very varying degrees. Their acquisition of these skills is conditioned by their motivations, attitudes and context. YouTube is a key source of information and learning of transmedia skills among Spanish adolescents. Based on these results the myth of the digital native is deconstructed and the concept of digital apprentice is considered.