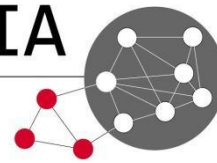




TRANSMEDIA LITERACY



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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

Abstract: Transmedia literacies: Media practices of Australian youth

Access to the Internet is a ubiquitous feature of young peoples' lives. Whether in the home, at school, a local library, or other public spaces offering free Wi-Fi service there are now a number of opportunities for teens to engage in online activities unimaginable even a short time ago. Alongside this exponential growth in access possibilities cheaper and more widely available convergent digital technology provides the tools that enable youth to participate in ever-increasing arrays of media practices.

As young people literally and metaphorically withdraw from public life due to issues of perceived safety, lack of suitable public spaces and protected socio-cultural positions in society (Ariés 1973; Buckingham 2000; Qvortrup 2009a, 2009b), 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).

This report presents findings from Australian data carried out as part of the eight-nation research project, *Transmedia Literacy: Exploiting transmedia skills and informal learning*

strategies to improve formal education, funded by European Union Horizon 20/20. Utilising survey responses of young people based in Melbourne, Australia there is discussion to the types of media used by Australian youth and the use and the types of activities they engage with within their mediated lives. In this report we draw upon responses from a purposive sample of 860 twelve to eighteen year olds attending five high-schools and one primary school in the Greater Melbourne region. Young people were surveyed between August 2016 and May 2017 and survey data was analysed through a frequency analysis focused upon patterns of use and engagement with these teens. Three dominant factors shaped the rate and frequency of media engagement: gender, whether siblings are present within the household and parents' level of education. These factors also determine the types of software and social network services a young person engages. Throughout this report we reflect upon these trends among Australian youths' media through comparative analysis to youths in other Anglophone nations, especially the United Kingdom and United States. Beyond national government or other state regulatory funded bodies, this report stands as one of a small number that engages in wide-scale exploration of the media practices of young people living in Australia¹. As such it provides valuable insight to how teens consider their mediated lives and the experiences they seek and engage with in online spaces.



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¹ An excellent example of large-scale sample work on Australian youths media practices can be found in another European Union supported work, *Risks and safety for Australian children on the internet* (2011), authored by Leila Green and colleagues.