



Project Acronym: TRANSLITERACY

Project Full Title: TRANSMEDIA LITERACY. Exploiting transmedia skills and informal learning strategies to improve formal education

Call Identifier: H2020-ICT-2014/H2020-ICT-2014-1

Grant Agreement: 645238

Type of action: RIA

Project Duration: 36 months

Starting Date: 01/04/2015

D5.2.4. – Paper about the research findings in UK/Finland

Deliverable status: Final

File Name: D5.2.4._paper_findings_UK_Finland.pdf

Due Date: 30th November 2017

Submission Date: 30th November 2017

Dissemination Level: Public

Task Leader: JYU

Author: Raine Koskimaa (raine.koskimaa@jyu.fi)

The TRANSLITERACY project consortium is composed of:

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.

Introduction

This is a comparison between the main findings of the Transmedia Literacy research in Finland and the UK. The fieldwork included a questionnaire on media habits, workshops focusing on participatory culture and video games, and interviews with students from four schools in each country (two primary schools, two upper secondary schools). The schools in Finland were selected so, that there were two schools from urban area and two schools from rural area. In the UK the schools were selected so there was one in an urban area and one in a city area. Only two schools were needed in the UK as they covered both age groups.

The workshops and interviews were video recorded and afterwards they were transcribed and analysed in regards to the informal learning strategies and transmedia skills mentioned, demonstrated or implied during the sessions. The transmedia skills were grouped as skill sets and each research team produced detailed mapping of the informal learning strategies and transmedia skills to provide a basis for international comparisons. This paper provides a provisional comparison between the findings in Finland and the UK, based on the Top 5 Outcomes listing produced by the research teams in each country, and the overall comparison of the informal learning strategies and transmedia skills mappings. The aim is to identify possible differences between these data sets, or other interesting issues, which would deserve a closer scrutiny, and thus, to provide a proposal for research article to be elaborated in collaboration between the Finnish and UK research teams.



The TRANSMEDIA LITERACY project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 645238