



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

D5.3.6. Article about the research findings in Finland ready for submission

Deliverable status:	First Draft
File Name:	D5.3.6. Article_reseach_findings_Finland.pdf
Due Date:	November 2017
Submission Date:	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: The Finnish Media Landscape

This article presents the first findings of the Transmedia Literacy Skills research project (EU Horizon 2020) in Finland. The data gathering occurred in two periods: 1. March-May 2016, questionnaires, workshops and interviews in four Central Finnish schools, and 2. May-June 2017, netnographical observation of three popular Snapchat personalities. The research methodology and procedures were designed in the international Transmedia Literacy Research Consortium, and similar field work was conducted in eight countries altogether (Australia, Colombia, Finland, Italy, Portugal, Spain, the UK, Uruguay).

Around 2009 happened a major change in the media use of Finnish youth. In 2009 still, television took a major share of time spent with media, but after that, Internet use has taken over television (Rahja 2013; Herkman & Vainikka 2012). For the youth, the online phenomena are not a separate domain, but seamlessly intertwined with their physical life-world. The youth mainly have the same kind of interests in both domains, that is, friends, hobbies and media contents. (Uusitalo 2013) The time spent online has increased in every age group, but the growth has been most rapid amongst the young adults (15–29 years). (TNS Gallup 2012.) The youth are often watching television and using the Internet simultaneously, and mobile devices enable non-stop media use: one fifth of them uses mobile device practically everywhere and all the time. (MTV3 2013.) Reading habits of the youth have been changing. Magazines, journals and newspapers are increasingly read online, if read at all. Already five years ago, in 2012, 84% of the age group 13–29 year old read newspapers online.

