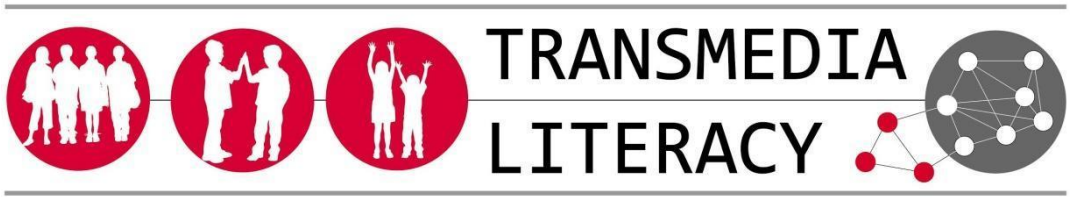

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UPF	Universitat Pompeu Fabra	Spain
UOC	Fundació per a la Universitat Oberta de Catalunya	Spain
UOXF	The Chancellor, Masters and Scholars of the University of Oxford	UK
JYU	Jyväskylän Yliopisto	Finland
UMINHO	Universidade do Minho	Portugal
UdelaR	Universidad 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.

1. 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.

2. Top Findings Comparison

We will start this comparison with the Top 5 Outputs listing produced by the Finnish and UK teams, based on their fieldwork. These listings were produced by each research team, as an interim result after all the field work materials were coded and analysed.

FINLAND	**UK**
Social media is the main channel for receiving and following news of daily events, but also of media contents.	Children are learning digital new skills, often despite not as a consequence of what they learn in school. There is a disconnect between how and why young people are learning digital skills and what schools are currently offering young people.
Game related information like releases of new titles is received almost exclusively through friends and social media (Youtube); game articles, reviews and criticism in print and online game journals are not read at all by the Finnish teenagers.	For various reasons- technical and social - children living in poverty are more likely to be excluded from opportunities to learn with digital technologies. Despite the 'digital native rhetoric' the links between social and digital inequalities remain apparent in our research with young people.
Googling is by far the most important information searching strategy and also a vast majority of media engagement starts through Google; the various platform specific search tools (like Youtube Search) are used only rarely.	A minority of young people are participating in the gig economy, earning money and anticipating digital labour as a career. A small but significant group of young people in our qualitative study were engaging in online practices (such as fixing computers, or creative works) that had some form of economic benefit for them. This could be the start of a future career, but likely shaped by a number of constraints and challenges.
The transmedia skills are unevenly internalized; teens may e.g. have difficulties in differentiating content based genre categorizations (horror, fantasy etc.) from platform or media based categorizations (tv series, book etc.), but simultaneously fluently understand concepts like transfictional identity.	Device is really important – owners of pcs are much more likely to go on the open or dark web whereas exclusively smart phone and tablet owners much more likely to stay within walled gardens provided by apps. The affordances of apps are increasingly shaping some young people's digital practices and their level of digital skills.
Lack of fandom activities and fan-like attachment to pop culture icons, sports stars or other visible personalities. This is seen eg. in how many of the students had problems even to name five favourite stories, or in that they don't engage in typical fan activity of producing favourite story, personality etc. based social media content.	Teenagers that we talked to have little or no understanding of digital technology's infrastructures and economies – they see the Internet as synonymous with famous brands such as Facebook.

The most obvious characteristic in the Finnish case is a limited application of the transmedial possibilities. Youtube and Google and dominating the media use in a striking way. Youtube is the favoured source of entertainment, news, and instruction, and Google is an almost exclusive starting point for any information search. Wikipedia should be added here, as the standard way of looking for information on a specific issue (like when the students were preparing questions for a Trivia game, or, during the game, when they were allowed to look for answer online) was doing a Google search, then following a link to Wikipedia. Print media and broadcast tv play almost no role in the life of these teens. Despite the heavy involvement in (online) media, the students did not express behaviour typical of media fandom, nor did they recognise and acknowledge themselves as fans, but in a very few exceptions. The fan-like relation was limited to regular following of e.g. certain bands or artists, but no fan production activities were detected. There was also a mixed result concerning the Narrative and Aesthetic Skills (elaborated below), the teens expressing highly nuanced understanding and appreciation of phenomena like transmedia identity, but simultaneously struggling to differentiate between content based genre categorizations and media/platform based genre categorizations.

In the UK, the Top Outcomes relate to the digital divide and disconnection. At the top of the list, there is the disconnection between the digital skills teens employ in their daily lives, and what the school is teaching them. Skills that teenagers find important to them, are mainly learned informally, outside of school. Both social and technical issues are creating and maintaining inequalities which undermine the 'digital native rhetoric' – not all teenagers are equipped to grow up as digital natives. Division is taking place also based on the preferred (or available) devices. Those using primarily PC are browsing the net more widely than those using smart phones and tablets. The mobile device applications seem to be taking an important role in directing the digital practices of their users, and consequently, their digital skills as well. There is also very limited understanding of infrastructures or economies of digital technology, and the youth identifies Internet with the big, visible brands like Facebook. There is a minority in the UK sample, who are already turning their online practices into profit making, and even

into a career. As they were still in school, they had not yet to face the full challenges of the online labour (technical or creative).

Taken together, both the Finnish and UK Top Outcomes are challenging the digital natives rhetoric. Whereas there is fluency in digital practices amongst teens, that fluency is limited to a very narrow field. On the level of this comparison, it seems that in the UK the limitations are, at least partly, created by inequal opportunities of teens to take advantage of digital technology, whereas in Finland the lack of motivation seems to be more decisive factor. The impact of preferred devices detected in the UK is a phenomenon which would require a more detailed analysis, in itself, but also in comparative terms looking at if such relation is detectable also in Finland.

3. Informal Learning Strategies and Transmedia Skills Comparison

3.1. Informal Learning Strategies

Below, the Informal Learning Strategies listings from Finland and the UK are compared. For the comparison, the Strategy listings were somewhat condensed and rearranged.

Finland	**UK**
Search for information, from: -Internet Search -Youtube -Online forums -Search Engines -Wikipedia	**Search for information**, from: -Books -Family -Friends -Internet Search -Search Engines -Social Media -Wikipedia -Youtube -Teacher
Trial and error / Learning by doing -software -video games	**Trial and Error** -Computer -Games

-devices	-Schoolwork -Search Engines -Smart Phone -Social Media
Learning about gaming through videos and streams -Online videos (in storytelling)	**Imitation**, from -Family -Friends -Game Tutorials -Online videos -Teachers
Search for solutions with available materials -in storytelling / creation	**Search for solutions with available materials** -Computer repair -Future Plans -Schoolwork
Getting information (tacit knowledge) through -family -friends	**Other** -Social Media -Blocking

On this level of generalization, the strategies appear quite similar. Information search, trial and error, and searching for solutions with available materials significantly figure in both samples. Imitation appears are a specific category in the UK, with the source of imitation varying from family and friends to online materials, and to teachers. In Finland, especially in relation to gaming, online videos and streams were often mentioned as a source of learning. This is comparable, to large part, with the imitation in the UK, with the exception, that not all learning related to gaming videos happen through imitation, but there is also fact and opinion sharing involved as well (which, in its turn, is similar to learning from social media in the UK category Other). Family and friends are very important sources of instruction in both countries. Information may be sought after from family and friends, or their behaviour may be imitated. In Finnish sample, more indirect influence, termed here 'tacit knowledge' transferral was also detected. The most obvious difference between Finland and the UK is, that there is more varied sources of information employed in the UK.

3.2. Transmedia Skills

The Transmedia Skills mappings are presented here in significantly reduced form to make the comparison easier. The categorisation used here, with four main skill categories of Productive Skills, Narrative and Aesthetic Skills, Social Management Skills, and Risk Prevention Skills, is borrowed from the Finnish Skills mapping (which was heavily influenced by the Spanish mapping), which has less main categories than the UK one. The main categories in the UK Skills mapping were: Writing; Audio; Audiovisual; Visual; Painting; Drawing; Performance; Programming; Games; Social Media; Critical Attitudes.

Productive Skills (summaries)	
Finland	**UK**
To conceive and plan, outline, revise/edit -writing (blogs, poems) -audio (music) -audiovisual (videos, game streaming) -visual (photography, painting, drawing, comics)	To conceive and plan, outline, revise/edit -writing (articles, blogs, poems, reviews, stories, fanfiction) -audio (learning to play music) -audiovisual (animation, video, Let's Play) -visual (photography, graphics, painting, drawing -performance (act, cosplay, sports, Scouts) -programming (game programming)
Modify one's own and others' productions	Modify one's own and others' productions
To appropriate others productions	To make a collage of photos
To use software and apps as tools	To use software and apps as tools
Publish/share online	Publish/share online
Managing publications	Managing publications
	Selling content

On this level of generalization, where e.g. the prevalences of specific skills are not taken account, the skill sets appear to be quite similar. The most obvious difference is that

there are somewhat more varied skills in the UK sample, especially in writing and. Also, game programming skill appears only in the UK skill list. In music production, there are more advanced skill involved in the Finnish sample.

Narrative and Aesthetic Skills (summaries)	
Finland	**UK**
To recognise and describe genres (literature, cinema, music, video game, Youtube, comic,	Recognising genres (art, books, games, music, vlogs, tv and film, sports)
Knowing characteristics and naming different formats	
Recognising the aesthetic of an audio-visual product	Paying attention to appealing graphics, appreciating realistic graphics
Knowing the characteristics and naming different narrative worlds	Recognising narrative worlds
Recognising and understanding transfictional identities	
Recognising adaptations between formats	

The most significant differences between the countries can be found in this category. In the Finnish sample group, there is more nuanced recognition of transfictional identities (identities spanning over wide transmedia franchises, or appropriation of fictional characters from various sources as in Mash-Up videos), recognition of adaptations between formats (e.g. how a novel character differs from a film character in a filmatization), and understanding differences between formats (films, series, trailers etc). Also the acknowledgement of aesthetic values of audiovisual productions was more varied in Finland. In further study, it should be checked out first, if this discrepancy is an artifice created by the different approaches to the categorisation. In any case, this seems to be one of the central areas to be looked into in more detail.

Social Management Skills (summaries)	
Finland	**UK**
Collaborating	Collaborating
Coordinating	Using different roles
Organising	Organising
Leading	Being taught by others

Teaching	Teaching and advising
Recommending	Choosing the characters of own socialization
	Contacting others

In quite similar listings of social management skills, one aspect draws attention. 'Leading social action' appears in the Finnish list, but not in the UK one, whereas admitting the role of 'being taught by others' appears in the UK list, but in the Finnish one. On the other hand, the UK teens seem to be more in charge of the forms of their own socialization.

Risk Prevention Skills (summaries)	
Finland	**UK**
Evaluating -critically reflecting on oneself's digital identity -economic significance of copyright issues	Family opinions on -age (parental control of appropriate contents) -money used for technology -interacting with strangers -trust between family members and worry by adults
Managing relations and contacts in social media (privacy and security)	Taking into account cheating/hacking prevention in game servers
Controlling personal details shared in the Internet	Engaging in privacy-related activities (blocking, hiding IP address, filtering audience) -hiding face when Skypeing with online acquitances -sharing/not sharing social media passwords with parents
Filtering shared content in regards of recipient	Being aware of trolling
Constructing and managing digital identity	Being aware of inappropriate content, recognizing that parents would not accepts everything seen online

In general, teens in both countries are relatively well informed about the potential risks in the digital media usage. The role of parental control is more visible in the UK sample,

and there are more advanced forms of securing digital identity employed in the UK as well. There may be cultural differences (independence of teens; security) reflected in these skill sets, which would be worth closer look.

4. Conclusion

There is a tendency in bilateral comparisons to emphasise differences. This comparison, too, brought out several differences between the informal learning strategies and transmedia skills of teens in Finland and the UK. Still, **the main outcome of the comparison is the overall similarity of the situations**. The informal learning strategies employed, and transmedia skills available, are to a large extent the same ones in both countries.

The main differences detected here:

-there are more varied sources for search of information employed in the UK

-in content production skills, there are more varied forms of writing employed in the UK, and there are also game programming skilled teens in the UK sample but not in Finland; in Finnish sample, more advanced music production skills were visible

-in narrative and aesthetic skills, there were the biggest difference, in that the Finnish teens recognised better transfictional identities, adaptations between forms, and differences between formats

-social management, Finnish teens more readily acquired the leading position, whereas the UK teens were able to accept the position of being taught by others; also, the UK students were more in charge of the forms of their own socialization

-in risk management, parental control was more emphasised and there were more advanced forms of digital identity securing employed in the UK

The most acute issues for further study would be 1. to look at the limited field of digital fluency, to which extent it is caused by unequal opportunities of teens to take advantage of digital technology (prevalent in the UK), and to which extent by the lack of motivation (prevalent in Finland). 2. The impact of preferred devices (PC vs. mobile phone/tablet) detected in the UK require a more detailed analysis, also in comparative terms looking

at if such relation is detectable in Finland. 3. The more varied forms of writing (possibly supported by more varied reading habits) in the UK, and almost total lack of print media consumption among the Finnish teens, should be looked at, if there is a more general tendency in the traditional/digital media usage. 4. Is there a significant difference in the parental control and independency of teens in their media use, between these countries, and how is parental control exercised more in detail would be important to scrutinize.

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