



<b>Project Acronym:</b>	TRANSLITERACY
<b>Project Full Title:</b>	TRANSMEDIA LITERACY. Exploiting transmedia skills and informal learning strategies to improve formal education
<b>Call Identifier:</b>	H2020-ICT-2014/H2020-ICT-2014-1
<b>Grant Agreement:</b>	645238
<b>Type of action:</b>	RIA
<b>Project Duration:</b>	36 months
<b>Starting Date:</b>	01/04/2015

#### D.4.1- National analytical reports on transmedia skills and informal learning strategies (one per country)

<b>Deliverable status:</b>	Final
<b>File Name:</b>	D4.1.national_reports_transmedia_skills.pdf
<b>Due Date:</b>	December 2016
<b>Submission Date:</b>	March 2017
<b>Dissemination Level:</b>	Public
<b>Task Leader:</b>	UPF
<b>Author:</b>	Carlos A. Scolari (carlosalberto.scolari@upf.edu)

The TRANSLITERACY project consortium is composed of:

<b>UPF</b>	Universitat Pompeu Fabra	Spain
<b>UOC</b>	Fundació per a la Universitat Oberta de Catalunya	Spain
<b>UOXF</b>	The Chancellor, Masters and Scholars of the University of Oxford	UK
<b>JYU</b>	Jyväskylän Yliopisto	Finland
<b>UMINHO</b>	Universidade do Minho	Portugal
<b>UdelaR</b>	Universidad de la República	Uruguay
<b>PUJ</b>	Pontificia Universidad Javeriana	Colombia
<b>UNITO</b>	Università degli Studi di Torino	Italy
<b>ARS MEDIA</b>	Ars Media SRL	Italy

**RMIT University** (Australia) participates in the research but it is not a beneficiary of the TRANSLITERACY Project.

## Summary

In this deliverable, we present the preliminary national analytical reports on transmedia skills and informal learning strategies. In particular, there is one table per country in which a brief description of every item is given. **The order of the national analytical tables is the following: Australia, Colombia, Finland, Italy, Portugal, Spain, United Kingdom and Uruguay.**

It is important to note that in the case of Australia, the table only shows **preliminary results**. As mentioned in the Periodic Technical Report, fieldwork in this country has been delayed due to problems related to school selection. For this reason, the Australian team has not finished the coding process of the data collected in fieldwork. Also, at the last part of this document (p.20), there is an additional table which contains the overall results of all countries. This deliverable will be completed in month 27 (*D.4.2- Final report on transmedia skills and informal learning strategies*).

### Australia (RMIT University)

Informal learning strategies	Description
<b>Narrative exploration</b>	Teens' reasons for playing series-based games consist primarily of the narratives attached to these games and a desire to explore these expanding story-worlds. In the main having to keep up with the latest game releases and developments in game-design is not a primary reason for gaming. There are some teens who are keen to express they play new games, however this appears as more related to status impression within a group rather than with particular interest in a new game-design.
<b>Learning by exploration</b>	As with the above teens primary learning with game-play takes place via self-exploration. To this end in-game tutorials are useful to this. However teens typically indicate learning how to play a game in the first instance is relatively straightforward and easy.
<b>Be a good loser</b>	Teens are primarily concerned with the exploration involved in gaming worlds. "Winning at all costs" is not a characteristic of their game-play, although being able to complete levels in platform games are recognised as major markers of achievement. But doing so is dependent on a teens skill in game-play rather than the use of tricks and cheats.
<b>Informal gaming arrangements</b>	Gamers typically meet offline friends informally on online gaming platforms. There is a general understanding of when friends tend to play as opposed to specific arrangements being made to organise online meetings. Utilising platforms, whether social media or otherwise for organising gaming activities is not a feature of the teens engaged with thus far. Typically teens are happy to play with whomever they encounter online; it is possible some of these people they have played with previously. Only one teen mentioned forming a friendship with a person he had first met via online game-play.
<b>Genre recognition</b>	Genre identification is a relatively straightforward process for teens. They recognise familiar narratives, but struggle when these have been blended / mashed with other narratives to produce new narrative forms. They struggle with the point of the new media output.
<b>Cyber safety</b>	Teen safety was one of the most frequently mentioned considerations of their media-use. Particularly accounts being hacked, receiving unwanted messages / friend requests from strangers, then scams and click baits. Also of considerable concern were rude people, haters and the permanency of content on the Internet. The language they

*Transmedia Literacy – Deliverable 4.1. – National analytical reports on transmedia skills & informal learning strategies*

	used in relation to online security is reminiscent of school discourses in terms of how classes on cyber safety would be presented.
<b>Transmedia skills</b>	<b>Description</b>
<b>Group knowledge and group relations</b>	Typically within friendship groups there are certain individuals with specific game experience and knowledge. Typically these teens provide support to others who they may introduce to these games. It is not often teens mention a single individual as being the “gaming person” within a friendship group. Often there may be a group of friends who share an interest in gaming and band around this as a common interest and / or there may be friends who sometimes have overlapping gaming interests.
<b>Search information</b>	<i>Google</i> is the first point of contact for the searching of any form of information. Utilising video objects (via <i>YouTube</i> links) were the primary research tools. Other specific websites that teens would utilise not common.
<b>Learning by video</b>	Beyond self-exploration, and more prominent than learning from friends, <i>YouTube</i> videos provide a core-component to where game-play learning takes place.
<b>Both transmedia skills &amp; informal learning strategies</b>	<b>Description</b>
<b>Rule followers rather than rule-breakers</b>	Typically cheats are not seen as a popular means of coping with difficult moments in game-play. There are occasions however when making use of resources, exclusively <i>YouTube</i> videos, provide a means of overcoming problematic moments. The general attitude is that cheats spoil the exploration that is regarded as an important element for playing a game in the first instance. Cheats can however be justified in particular instances. When for example a game-player finds himself competing in an online-gaming world where the “sides” are not equal. Feeling there are too many gamers in opposition a player may choose to employ a specific cheat. Preferable to cheats is to make use of knowledge from offline friendship groups.
<b>Recommend - advice</b>	Recommendations typically come from peers. Parents are not involved in this process, except with one teen whose father had introduced him to gaming as a child; his father still possessed some, but now a limited influence in this process. Overwhelmingly <i>YouTube</i> is where teens learn about new games as opposed to magazines or other web-based spaces. Often teens would encounter a game via appealing advertising in other media leading teens to independently explore sources, typically obtained via <i>Google</i> searches but

	almost exclusively leading to <i>YouTube</i> videos, that would further their knowledge of a game.
<b>Other findings</b>	<b>Description</b>
<b>Convenience gaming</b>	A number of games are played, especially those based on tablets and mobile phones, as they offer brief easy access into game-play. They fit smaller amounts of time teens may have at their disposal where they can engage in the activity typically for 30 minutes and less. This may be due to having restrictions on media time where engagement with more complex console games is not possible. Or to fit journeys to school or to other locations, or just as short-term distractions or intermissions from other activities.
<b>Lack of industry awareness</b>	How the media industry functioned was not common knowledge or interest shared by the teens. Some teens could discuss in detail particular gaming companies and their offerings but this was the exception rather than the rule. One team saw the gaming industry as a possible career-path but the role to pursue and how to achieve this indicated this was more a loose idea as opposed to making any real efforts to explore this pathway.
<b>Solitary media experience</b>	The vast majority of teens indicate their online lives take place in isolation. They do not perceive themselves as part of online communities. They very seldom post content whether <i>YouTube</i> videos or social media. They rarely leave comments on <i>YouTube</i> videos; the majority of the teens thus far do not possess <i>YouTube</i> accounts. It is rare for teens to communicate with non-offline friends in online spaces, except when during online game-play. And here teens typically mention this is centred on gaming action, rarely in other aspects of a teen's life.
<b>Entertainment</b>	In many cases it is more common for teens to relate to their online experience as being entertainment driven, which fits into a suite of other activities that form their leisure-based lives. Teens also tend to be self-aware in recognising spending too much time on-line is not a healthy pursuit and that participating in the offline world should be more important than their media-based activities.

## Colombia

Transmedia skills	Description
<b>To program</b>	Youngsters program videogames.
<b>To modify pictures</b>	Teenagers use image editing software.
<b>To coordinate actions in videogames</b>	Youngsters coordinate videogame strategies remotely by using videoconference software.
<b>To coordinate roles in content creation</b>	Teenagers plan, assign roles and tasks, before undertaking a project.
<b>To sketch out stories</b>	Youngsters produce brief, written descriptions of a story before developing it into hyper-textual forms.
<b>To modify videogames</b>	Teenagers modify aspects of videogames such as physical appearance and weapons by using “mods” (software).
<b>To evaluate information sources</b>	Teenagers assess the quality of information searches based on criteria such as search history (known sources), views count, etc.
<b>To review videogames</b>	Youngsters do videogame testing for companies in order to produce reviews.
<b>To hack mobile devices</b>	Teenagers meddle with mobile phones in order to get free services.
<b>To optimize limited resources</b>	Youngsters make the most of hardware, software and access limitations in order to be able to use digital tools.
<b>To use several communication channels simultaneously</b>	Teenagers practice multi-modal communication by using video, text, images and sound as information sources.
Informal learning strategies	Description
<b>To watch YouTube channels</b>	Youngsters watch gameplay videos in order to get familiar with games or learn more about them.
<b>To consult online forums</b>	Teenagers visit videogames forums online in order to find out about strategies, rules, characters, skills, and to formulate questions.
<b>To ask questions clearly</b>	Youngsters prepare and write down very carefully their questions on search engines in order to get the right answers. E.g., "How to make paper flowers?" Instead of "paper flowers".
<b>To discuss homework assignments with peers online</b>	Teenagers discuss homework in video chat groups before starting to play videogames.
<b>To use videogames environments for discussion</b>	Youngsters discuss non game -related stuff through videogame communication channels .
<b>To make friends online</b>	Teenagers make friends with other people from around the

*Transmedia Literacy – Deliverable 4.1. – National analytical reports on transmedia skills  
& informal learning strategies*

	world through videogame environments. This helps them practice foreign languages.
--	---

## Finland

Transmedia skills	Description
<b>Taking photos with smart devices</b>	Storing and managing pictures with smartphones and tablets.
<b>Taking photos with a digital camera/SLR-camera</b>	Choosing lenses, using filters, positioning, lighting etc.
<b>Recording music</b>	Self-production and recording.
<b>Editing photos</b>	Social media applications, ready filters, the advanced options of photo editing software.
<b>Drawing comics on computer</b>	Using a drawing tablet.
<b>Video editing</b>	iMovie and other light software; pro-level software such as <i>Sony Vegas</i> .
<b>Editing music</b>	Modifying audio files, eg. <i>Audacity</i> .
<b>Sharing music</b>	Sharing music in social media.
<b>Using cloud services</b>	<i>iCloud, OneDrive, Google Drive, DropBox</i> . Saving and sharing files.
<b>Recording gaming videos</b>	Presenting own gaming, using the ready capturing components of video game consoles and exclusive capturing hardware on computers.
<b>Capturing images from video games</b>	Same as above.
<b>Sharing gaming videos</b>	Live streaming, editing captured videos and publishing in <i>Twitch</i> and /or <i>Youtube</i> . Sharing with friends through eg. <i>Whatsapp</i> .
<b>Arranging and managing game sessions and other related activities</b>	Managing gaming activities through <i>Whatsapp</i> , online chats and <i>Facebook</i> .
Informal learning strategies	Description
<b>Searching information from <i>Youtube</i>, learning about gaming through videos and streams</b>	Searching instructional materials such as manuals, tutorials, Let's Plays in <i>Youtube</i>
<b>Searching information from online forums</b>	Searching for peer information, usually related to hobbies, eg. sports discussions. More passive (browsing) than active (posting questions or answers).
<b>Searching information with search engines</b>	Mostly <i>Google</i> , searches mainly related to general issues, not specified inquiries
<b>Searching information from <i>Wikipedia</i></b>	Searching for more detailed information
<b>Getting information through friends</b>	Getting information both live (realtime) and online (asynchronous), recommendations for applications etc.
<b>Getting information through family</b>	More technically oriented information (eg. how to get started with new mobile phone) learned from the family



*Transmedia Literacy – Deliverable 4.1. – National analytical reports on transmedia skills  
& informal learning strategies*

	members. Kids often also teach their parents, or younger siblings may teach the older ones.
<b>Searching information from social media</b>	Information about current events about the world and friends often found in social media.
<b>Trial and error</b>	The most common way of learning about software, video games and new technology is just starting to experiment and learning along the way.

## Italy

Transmedia skills	Description
<b>To review books and give aesthetical judge</b>	Youngsters, in particular females, are involved in new forms of active reading. By using <i>Wattpad</i> , they can access free online user-generated books. So they are more directly involved in the decision- making on what to read (without intermediaries who decide for them) and they explore their literary tastes by discussing and comparing them with peers.
<b>To produce and post produce video</b>	Youngsters make short videos using mobile phones. They don't post them but simply share them with their peers through several mobile apps.
<b>To produce short memes with sentences and tips about life</b>	By editing pictures and writing texts, youngsters share their thoughts, emotions, and lifestyles.
<b>To create quite sophisticated video-narrations</b>	Teenagers use to create stories (e.g. using Snapchat) by selecting photos and effects, and trying to anticipate what their friends would like to watch. It seems like they are acquiring a skill related to a "film director", a "direction" skill.
<b>To write original stories to express identity and emotions</b>	Teenagers write stories that allow them to express their identity, wishes, and positive and negative emotions and values.
<b>To produce music creating little music "industries"</b>	Teenagers create mixtapes, playlists, and sounds for free download. At the same time, they also sell their music on these platforms.
Informal learning strategies	Description
<b>Learn to socialise using irony</b>	Texting by <i>Whatsapp</i> , using irony is one or the most frequent activities. Youngsters perform identity strategies and social interactions while exploring their capacity to remediate and remix famous catchphrases and media suggestions.
<b>Use of tutorials</b>	<i>LearnByYourself</i> strategy is quite spread among Italian youngsters– they are keen on using <i>Youtube</i> tutorials as well as question/answer sites as <i>Ask</i> . They can learn about several things– technological tips about mobile phones and other devices, ways to play and pass levels in videogames, and, in females' case, suggestions on how to make up and "dress codes".

*Transmedia Literacy – Deliverable 4.1. – National analytical reports on transmedia skills  
& informal learning strategies*

<p><b>Experiment emotions through games</b></p>	<p>Several youngsters describe videogaming as a way to experiment strong emotions and to observe themselves in such contexts: the kind of emotions they want to explore are not only positive (fun, adrenalin, agency), but also negative ones (fear, hunger) ones. They resort to videogames as a playground for experimenting emotions they rarely can live so intensively in the “real” life.</p>
<p><b>Learning by doing “tutorials” about their passions</b></p>	<p>Tutorials also represent a sort of training ground to experience a passion and to communicate with peers (e.g., tutorials about survival strategies).</p>
<p><b>Experiment passions or anticipate and “try” experiences through videogames</b></p>	<p>Teenagers experiment situations in which they would like to be involved (e.g., army or war strategies). This way, they have the opportunity to anticipate and experience what they would like to test in their future, real life.</p>
<p><b>Youtubers as “friends” or reference point for life</b></p>	<p>Teenagers not only appreciate Youtubers for their tutorials or their fine use of irony. Sometimes they also represent an emotional reference point for solving problematic situations in the youngsters’ personal life.</p>
<p><b>Writing stories to improve their English by using collaborative strategies</b></p>	<p>Teenagers create stories in English and collaborate with other peers to create plots and characters</p>
<p><b>Watching series in English</b></p>	<p>Teenagers watch series on their computers, before they arrive on Italian screen. This way they improve their English.</p>

## Portugal

Transmedia skills	Description
<b>To edit video</b>	19 of the 77 respondents said to use regularly some kind of video editing software (Q14). However, very few record videos to be posted online ( $\bar{x} = 1,68$ in Q41, considering the five points scale, being 1 never and 5 everyday) and most of them seemed to lack experience when asked to produce some kind of narrative (including in video format). It is more likely that the videos they record are very informal and spontaneous.
<b>To write fanfic</b>	The writing of fan fiction seems to be relevant in some students' lives. Q46 got a 2,47 mean and Q49 an even higher one ( $\bar{x} = 2,68$ ). The workshops and interviews highlighted some (few) students very committed with this kind of content creation. However, some don't like to share their creations and some prefer to remain anonymous. 25 students said to use regularly software for reading and writing, namely <i>Wattpad</i> (Q14).
<b>To modify pictures</b>	Taking pictures and upload them is a fairly regular practice among the students ( $\bar{x} = 2,93$ in Q44). And 34 of the 77 respondents said to use regularly an image editing software. However, the interviews and workshops made us believe that the modifications made are very simple (done by using the features of Instagram or <i>Snapchat</i> ).
<b>To coordinate actions in videogames</b>	Playing videogames with friends, in presence and online, is a regular practice ( $\bar{x} = 3,45$ in Q34 and 3,60 in Q36). <i>League of Legends</i> were a very popular game among the sample and the students seemed to have an interesting understanding on how important it was to coordinate actions to win in a MOBA.
<b>To be interested in other contents related to a story already enjoyed</b>	Considering some transmedia practices (Q39, Q40 and Q48), we may say they are regular. Regarding Q39 (To like the movie and look for the book, the video game, the music...), the mean was 3,22 In Q40 (To search online videos of the games of my favorite video games...), the mean was 3,42. The shopping of merchandizing (Q48) got a smaller, but still relevant, mean (2,90). The point 3 of the scale was "At least twice a month". Besides, the students showed to know a lot of transmedia narratives in the workshops and in the interviews.
<b>To code/to manage a website or blog</b>	Very few students said to code (Q14 - 6 out of 77) or to use software for webdesign/ blog editing (Q14 - 4) regularly. Social networks are the main spaces for content sharing or publications. The participation in blogs, sites or forums are also

	very low (Q28): 60 students said to do it less than twice a month (13) or never (47)
<b>Participation on social media</b>	Most students have an account on <i>YouTube</i> (75 out of 77), Facebook (71), Instagram (56), Snapchat (52) and <i>Whatsapp</i> (48). Regarding their activities, using the social networks (Q26) happens every day for 68 of them and watching <i>YouTube</i> channels (Q31) is very regular (4,35 in the previous 5 points scale). Only the mean of sharing with friends of stuff they liked (Q43) exceeds the middle point of the scale, reaching 3,67. The lowest value is for creating a video and uploading it ( $\bar{x} = 1,68$ in Q41).
<b>Informal learning strategies</b>	<b>Description</b>
<b>To watch <i>YouTube</i> channels</b>	As mentioned above, to watch <i>YouTube</i> channels is very common. The workshops and the interviews showed that YouTubers related to videogames are very important for the students: they are one of the favourite ways of entertainment and they are also references on how to play.
<b>To consult online forums, tutorials or instructions manuals</b>	To search for video tutorials are very common: Q52 got a 4,23 mean. However, regarding to videogames, both workshops and interviews showed that trial and error is their main learning strategy.
<b>To learn with friends and siblings</b>	Besides trial and error and YouTubers, friends and siblings (particularly when they are older) are also a very relevant source of learning. The students enjoy to play with their friends, both on and offline, as mentioned above and reinforced by the workshops and the interviews.
<b>To learn about media and grownups</b>	Some students said in the interviews that their parents help them to create their social media accounts and teach them basic privacy rules. However, adults are seen as less savvy than their own and their peers. This is especially true when talking about teachers: some students mocked their teachers' competence to use <i>YouTube</i> in the classroom, for instance.

## Spain

Transmedia skills	Description
<b>Cheat – Break rules</b>	In some interviews, teenagers refer to instances when they had to resort to ‘extra help’ in order to pass a level, or to boost their characters’ skills. These forms of cheating span from looking up <i>YouTube</i> tutorials to straight up tweaking a game code.
<b>Adapt to ruled environments</b>	Some teenagers talk about how they grasp gameplays, different levels in a videogame, or describe how they have to proceed in order to meet the rules of the online communities they participate in.
<b>Adapt to changing environments</b>	Most of the gamers in the sample stress the need of keeping up with the latest developments in design or gameplay.
<b>Think strategically</b>	Most of the hardcore gamers claim to be able to assess pros and cons, strategically design their games avatars, weigh and decide among multiple routes... Social media users keep two different profiles to separate their online and offline worlds and exploit them accordingly.
<b>Think economically/statistically</b>	During their accounts, gamers mention how they optimise game resources by making calculations on time, food, artefacts...
<b>Be creative and experiment</b>	When faced with a challenge, some gamers resort to creativity and experimentation such as ‘crafting’ diverse tools in <i>Minecraft</i> , or giving objects a different use than the original.
<b>Be a good loser</b>	Some teenagers reflect on how it is important to be a good loser to handle frustration while gaming.
<b>Organise/coordinate</b>	Some gamer teams organise and coordinate their roles and next movements through <i>Skype</i> and <i>Whatsapp</i> .
<b>Collaborate</b>	Some teenagers work in pairs or groups in order to get a fan fiction done or pass a gaming level.
<b>Teach-learn offline &amp; online</b>	Most of the interviewees affirm that they learn from different people, be it their parents, teachers, and peers. But teenagers also teach them when they do not know how to deal with apps, social media, games, etc.
<b>Recommend - advise</b>	Most of the interviewees affirm that they get advice or recommendations from different people, be it their parents, teachers, and peers. But teenagers also recommend them about the latest videogames, apps, or social media platforms.
<b>Know and contextualise media objects</b>	Some teenagers, especially the older ones, can describe the functioning of the media industries behind their hobbies. For example, the music or gaming industries. Others are able to contextualise media objects from a historical perspective or drawing on news media that covers specialized information. At the same time, most teenagers are aware of particular media

*Transmedia Literacy – Deliverable 4.1. – National analytical reports on transmedia skills  
& informal learning strategies*

	processes and risks (privacy issues, identity management).
<b>Interpret media objects</b>	Many teenagers can distinguish different genres and formats among the media objects they enjoy. They can recognise familiar narrative worlds and are able to link them to previous productions. In addition, they can point out the aesthetic features of a media object in a basic manner.
<b>Make judgements about media objects</b>	Some teenagers show a critical attitude towards cheating on videogames, or sharing content on social media without permission or consent. They also make critical judgements on the aesthetic quality of a media object, and self-reflect on their own media diet.
<b>Take, edit or share photos</b>	Some teenagers account of taking, editing or share photos through social media ( <i>Instagram</i> ) or specialised apps ( <i>PicsArt</i> ) or software ( <i>Photoshop</i> ).
<b>Informal learning strategies</b>	<b>Description</b>
<b>Search for information on YouTube or Google</b>	Most of the interviewees resort to <i>YouTube</i> tutorials or <i>Google</i> for guidance and tips when they are doing their homework or want to learn more about the topics and objects they like. Unless there is a clear purpose (i.e. learn how to pass a level or solve a Maths problem), searches tend to be random.
<b>Trial-error</b>	Most of gamers get the handle of gameplays by experimenting and failing until they succeed.
<b>Imitation</b>	Some teenagers confess that they have learnt to play games by watching their elder siblings or parents.

## United Kingdom

Transmedia skills	Description
<p><b>Consume media (particularly across platforms and devices; their “media diet” and reasons for their choices/preferences)</b></p>	<p>Most students in our research cohort owned a game console and/or a smart phone and tablet. They used their console for gaming, talking to their friends within games, and watching video streaming services such as Netflix. They used their smartphones mainly for listening to music, watching short videos, taking pictures, social networking, and gaming apps.</p> <p>Boys were more likely than girls to own a console because they were more likely than girls to play action or violent games developed for big –screen networked console gaming. A few girls played these games but they felt they were playing genres that ‘belonged’ to boys.</p> <p>Consoles were, of course, kept at home while students carried their smartphones with them at all times. So their choice of device was attributable to its convenience and utility. Games on smartphones were primarily used to relieve boredom. While games on consoles were framed by the students more as a hobby or social event. Some of our cohort could not afford a smart phone but they would still have at least an older console at home that, for some students from poorer households, wasn’t connected to the Internet.</p> <p>Our students watched videos on streaming services or on <i>YouTube</i> on any device they had to hand. Their choice (of device) would depend on the context for example - on a smart TV at home with their family, or on a smart phone if out with friends However, students who couldn’t afford a data contract would only watch videos on public Wi-Fi or with friends who had a better service.</p> <p>For a minority of students their main device for gaming was a powerful pc or laptop. This significantly influenced the breadth and depth of their digital practices. Pc users were more experimental and creative users – for example they would modify their games and be much more likely to create and upload their own content</p> <p>The students were generally unconcerned about platforms – the content (and the best or most convenient device to access it) was more important.</p>
<p><b>Classify/define/organize media content</b></p>	<p>The more sophisticated gamers, particularly pc gamers, could name and define a number of genres and modes of gaming such as ‘sandboxing’. But within the majority of the cohort there was only a basic awareness of game genres. For example, they</p>



	<p>would call games ‘action games’, ‘shooters’ or ‘sports’ game. The most important influence on their choice of game was their friends. FIFA Football on the console was very popular because it was a team game that many students played together.</p> <p>We found some girls who played ‘shoot-em-ups’ but they felt isolated from the girls who played games popular among girls such as Colour Switch and dating simulators.</p> <p>Students were generally restricted to how they organised content by the affordances of the device and platform. Because many used services through corporate controlled apps such as iTunes or Spotify or networks such as PlayStation, they could only organise their content in ways the app permitted – tagging for music for predefined genres for example.</p> <p>The only young people who were able to challenge the confines of apps were again, pc or laptop users who could for example alter a game’s rules.</p>
<p><b>Produce and share content (including posting on social media, uploading photos on closed/open closed networks, keeping blogs etc.)</b></p>	<p>We found evidence of video editing but only within a small minority of young people in our schools. Usually with their smartphones, a few students made their own narrative films for fun (such as short horror films). But it was very rare for them to share these on public websites. Some students filmed everyday events on their smartphones but they would only share these on closed peer-to-peer networks – they didn’t edit or upload them to social media. Some more confident students made their consumer videos such as ‘unboxing’ new gadgets for their own <i>YouTube</i> channel.</p> <p>None of our students said they used video to express their fandom e.g. making Star Wars or Harry Potter films. We found one student who writes fan fiction but he didn’t share it online or indeed with anyone.</p> <p>We found fans of Japanese Anime who watch it on <i>YouTube</i>, read stories in graphic novels, and drew their own Anime characters. One student we interviewed had created her own digital Anime drawings and she was getting paid by a Japanese comic to draw more. This student also engaged with a range of online communities for example feminist discussion groups.</p> <p>We found a few students who go to ComicCon events. But they don’t blog or make films or write fan fiction. It was more about dressing-up for the day during a social event with friends/or family.</p> <p>The majority of sharing was reposting memes, or sharing music or videos with friends rather than sharing their own original</p>

	<p>content.</p> <p>Students told us they learned to use games apps by teaching themselves; through trial and error, and from talking to their friends about how the app or game works.</p> <p>When students got stuck in games or they were looking for a competitive advantage they would consult the game’s manual and help files, ask other players within the game, go online to read about the game on forums, or watch play-backs or walkthroughs other gamers had posted online. We didn’t meet any students who had posted their own walkthroughs. They told us about expert or celebrity gamers who posted videos and their gaming was in comparison amateur and therefore unworthy of uploading for public evaluation.</p> <p>In this skills domain, the pc gamers once again stood out. A group of mainly boys (but included some girls) told us they had become disillusioned with console gaming so they had gone online and learned from <i>YouTube</i> tutorials how to build their own low-cost gaming pcs. They went on to develop their own modifications for games, participate in pc gaming communities online and even experiment with encryption software such as the Tor browser.</p> <p>Many young people we spoke to said their default strategy for acquiring any new skill - from gaming to bike maintenance - was to look for a guide on <i>YouTube</i>.</p> <p>Some students learned some of the basic skills from their parents such as to set-up Wi-Fi while others talked about teaching their parents skills they had learned elsewhere. Children and parents particularly fathers and sons were more likely to play console games together but the children told us they would go practice and learn to become better players so their parent was no match for them.</p>
<p><b>Learn new skills (such as peer-to-peer tutoring, watching tutorials, following walkthroughs etc.)</b></p>	
Informal learning strategies	Description
<p><b>Search for information on different websites (Google, YouTube, online forums,)</b></p>	<p>The students in our cohort told us when they needed information for school including homework and coursework they would go to Google or Wikipedia and either type in their research question or some key words. Some students would go to forums or communities such as <i>askfm.com</i> or <i>Yahoo</i>. Answers but only if they couldn’t find the answer using <i>Google</i>.</p>
<p><b>Use of tutorials</b></p>	<p>We found many of our interviewees using to <i>YouTube</i> find tutorials to solve a range of practical technical problems including how to build a pc, how unlock a phone, how to modify a game, and even how to hack their school’s network. They also looked on <i>YouTube</i> for walkthroughs and solutions to gaming problems such as how to exit a level.</p>

*Transmedia Literacy – Deliverable 4.1. – National analytical reports on transmedia skills  
& informal learning strategies*

<p><b>Learning by making tutorials about their passions</b></p>	<p>We found very little creative fan fiction. Instead, we found quite a few young people mimicking famous YouTubers. Some, for example, had their own <i>YouTube</i> channels on which they would ‘unbox’ consumer items or offer consumer advice to their peers. They had refined their presentational techniques, editing, and social media strategies (such as linking accounts) over time to reach a wider audience.</p>
<p><b>Imitation</b></p>	<p>We found many young people started gaming by playing with their parents or older siblings. But they become much better players than their parents so looked for greater challenges online. Many had gaming heroes – expert gamers who were celebrities in their communities.</p>

## Uruguay

Transmedia skills	Description
<b>To edit video</b>	Most of the interviewed teenagers and participants of these workshops don't edit video. The few who do it express their main interest as that of sharing their creations and enjoying themselves.
<b>To write fanfic/Wattpad</b>	Most teenagers do not write <i>fanfiction</i> . Only few participate in fanfiction forums or write in <i>Wattpad</i> . One of the teenage girls did not actually write but instead made "covers" in <i>Wattpad</i> at the request of the stories' authors.
<b>To upload and modify pictures</b>	All teenagers upload photos to social media and edit them, generally employing the tools offered by the very social media apps, such as Instagram. Some use special apps and programs for photo editing.
<b>To socialize and to be included (refers to being included in some social group)</b>	In the 12 to 14 years range, playing videogames is a popular activity, and a basic socialization too, practiced especially among boys, whether individually or collectively. There are observable differences between the compulsive and solitary gamers and those who play as part of their social interests and of possessing relevant information for forming part of a peer group. Between ages 16 to 18, we can see a reduction in the compulsive practice of gaming when interests and social spaces widen and diversify.
<b>To experiment</b>	Most teenagers note their pleasure while experimenting in games. They point out this allows them to discover new worlds and that it tests their imagination in the sense that it allows them to live situations that are impossible in real life.
<b>To empower</b>	The practice and mastery of the game is an empowerment factor. Being a good player constitutes a distinctive and prestigious feature among their peers.
<b>To accept the lost and to compete</b>	Some teenagers mention that, when playing videogames, they learn how to be "graceful losers" in front of others. Sore losers ("rat kids" from the Spanish "niños ratas") get mad, scream and insult others.
<b>To be strategic</b>	Many of the teenagers claim that playing videogames teach them to quickly weigh various options to decide amongst them (to be more strategic).
<b>To have more concentration</b>	Many teenagers mention that playing videogames gives them greater concentration and mental agility.
<b>To combine different ways of</b>	Most teenagers emphasize the importance of videogames for

<b>communication</b>	combining different forms of play and communication through social networks (chats, videochats, <i>Skype</i> , etc.), and face to face.
<b>To organize free time</b>	In most interviews and workshops, teenagers pointed out they devoted an important amount of time from their daily routine for playing videogames though there were differences between those who engage in them during all their free time and those who do it occasionally.
<b>To recognize the different kinds of videogames</b>	Older teenagers establish various categories of videogames: stories, strategies, social media, competitive, apps, graphic adventure, violent, on line. The preferred categories are centered in graphic adventure. Among older boys, most participants see themselves as gamers. They have a preference for games which feature building ( <i>Minecraft</i> ) or navigation through various worlds. Most show a preference for games with elaborate graphics.
<b>To act and empathize</b>	Many teenagers mention that playing videogames allows them to put themselves in someone else's shoes when changing roles.
<b>To collaborate and coordinate actions in videogames</b>	Most teenagers point out various collaboration strategies in the video gamer community, such as for example helping each other out when confronted with a difficult and complicated situation. Likewise, they get organized for certain videogames through the very tools offered by the games such as <i>Skype</i> or <i>Whatsapp</i> . We may observe that some teenagers participate in <i>Whatsapp</i> groups with people from the videogame who they do not personally know.
<b>Informal learning strategies</b>	<b>Description</b>
<b>To learn by doing/Trial-error</b>	Most teenagers say they learned by observing what their siblings or friends did (real or virtual) and then practicing intensely through trial and error, which exercises their capacity for tolerating frustration. They insist that at the beginning, looking is key, if you don't look you don't learn. Many reject official videogame tutorials explaining how to play, preferring videos uploaded by more experienced gamers. They look for English speaking youtubers, not those from Uruguay. While they accept they do not frequently employ tutorials, they do admit that often their "older" siblings or neighbors tell them how to beat a game. Few indicate using tutorials, though it is likely they employ them more often than they claim.
<b>To search and discriminate information</b>	Most interviewed teenagers state they look for information on the internet, particularly in <i>YouTube</i> , to help them solve

*Transmedia Literacy – Deliverable 4.1. – National analytical reports on transmedia skills  
& informal learning strategies*

	<p>problems or answer questions about their videogames or any other subject. Most do not have a strategy when they look for information; they simply make a question and click the first reference. However, some teenagers develop abilities to combine and discriminate the validity of the sources they employ. The task of increasing, diversifying and discriminating for the best sources is a process that permanently feeds from new search and optimization strategies for shared information in social media.</p>
<p><b>To learn new abilities</b></p>	<p>Most point out that videogames and their search for associated information, allows them to acquire and master English in a way that is not possible in school. English is a basic socialization and exchange tool for teenagers and virtual communities in other countries.</p>

## Preliminary Global Analytical Table

This is the Global Analytical Table which contains the preliminary results of all the participants countries in the TRANSLITERACY Project.

Transmedia skills	Description
<b>Producing</b>	<p><b>Producing skills refer to the ability to produce through different media platforms and languages.</b></p> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Understand the basics of creative writing (e.g., beginning, development and end)</li> <li>• Use the <i>Office</i> package</li> <li>• Create and keep an online writing space (e.g., blog, <i>Wattpad</i> account...)</li> </ul> <p><i>Audio</i></p> <ul style="list-style-type: none"> <li>• Understand the different steps of audio production (e.g., script, recording, editing...)</li> <li>• How to record</li> </ul> <p><i>Visual</i></p> <ul style="list-style-type: none"> <li>• Take pictures with cameras or mobile phones</li> <li>• Draw and sketch</li> <li>• Paint with different techniques</li> <li>• Understand the different steps of audiovisual production (e.g., script, filming, editing)</li> <li>• How to film with an array of devices (e.g., cameras, mobile phones)</li> </ul> <p><i>Graphics</i></p> <ul style="list-style-type: none"> <li>• Understand the different steps of graphic design production</li> <li>• Use of design software (e.g., <i>Illustrator</i>, <i>InDesign</i>, <i>Photoshop</i>...)</li> </ul> <p><i>Programming</i></p> <ul style="list-style-type: none"> <li>• Understand the different steps of graphic design production</li> <li>• Use a programming language (e.g., <i>HMTL5</i>, <i>CCS3</i>, <i>Ruby</i>, <i>Python</i>...) for coding a website, an app or a videogame.</li> </ul>
<b>Modifying</b>	<p><b>Modifying skills relate to the ability to modify already existing media products or objects.</b></p> <ul style="list-style-type: none"> <li>• Hack apps, software and videogames</li> <li>• Customise videogames (e.g., mods)</li> <li>• Remix and sample audio and footage</li> <li>• Edit photos, drawings, paintings</li> <li>• Adapt content to different media</li> <li>• Adapt content to different audiences</li> </ul>
<b>Content management</b>	<p><b>Social skills comprise those related to communicating with others while gaming, learning and producing</b></p> <ul style="list-style-type: none"> <li>• Search content online (e.g., <i>Google</i>, <i>YouTube</i>...)</li> <li>• Curate content (organize, select and verify information)</li> <li>• Upload, share and download content</li> </ul>

<p><b>Problem solving</b></p>	<p><b>Problem solving skills refer to the ability to cope with situations while gaming, learning and producing and to solve them successfully</b></p> <ul style="list-style-type: none"> <li>• Cheat-break rules (knowledge and capacity to break the rules or cheat when facing a challenge)</li> <li>• Adapt to ruled environments (e.g., game rules, steps, interfaces communities, etc.)</li> <li>• Adapt to changing environments (e.g., to be up to date on the latest developments in gaming)</li> <li>• Think strategically (e.g., pros and cons assessment, game avatar design , previous planning, multiple routes, keeping two accounts to separate online and offline worlds)</li> <li>• Think economically/statistically (optimising game resources through calculations on time, food and artefacts, etc.)</li> <li>• Be creative and experiment (e.g., crafting' diverse tools in <i>Minecraft</i>, giving objects a different use than the original, etc.)</li> <li>• Be a good loser (e.g., handling frustration while gaming)</li> </ul>
<p><b>Socialising</b></p>	<p><b>Social skills comprise those related to communication with others while gaming, learning processes and production</b></p> <ul style="list-style-type: none"> <li>• Organise/coordinate (e.g., getting together through <i>Skype</i> or <i>Whatsapp</i>, or other social platforms to organise gameplays, to write fanfics, etc.)</li> <li>• Collaborate (e.g., working in pair or groups other to play videogames, record videos, take photos, etc).</li> <li>• Teaching and learning process (this process can be peer-to-peer or transgenerational: parents to children/children to parents; teachers to students/students to teachers).</li> <li>• Recommend/advise (this process can be peer-to-peer or transgenerational: parents to children/children to parents; teachers to students/students to teachers).</li> <li>• Select people to follow on social media (teenagers choose some people to follow, especially friends &amp; celebrities)</li> <li>• Construction, design and identity management (e.g., building a fictional self or a public profile in social media)</li> <li>• Manage emotions and experiences through media interaction (e.g., avatars in videogames, movie characters, etc.)</li> </ul>
<p><b>Having a contextual vision-critical attitude</b></p>	<p><b>Contextual vision-critical attitude skills relate to having advanced knowledge about one's media diet, and having critical thinking and ethical attitudes towards media products</b></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Understand the media and technological structures (e.g., knowing the basics of a cultural industry).</li> <li>• Contextualise media products in relation to the evolutionary, social and cultural context (e.g. history of the internet, new media and video games, etc).</li> <li>• Basic knowledge of the process of interaction with the media (e.g., being aware of privacy issues, managing self-identity, preventing risks...).</li> </ul> <p><i>Analysis, interpretation and practice</i></p> <ul style="list-style-type: none"> <li>• Recognise the genres / formats of the different media products.</li> <li>• Recognise narrative worlds.</li> </ul>



	<ul style="list-style-type: none"> <li>• Recognise intertextual relationships.</li> <li>• Recognise aesthetic and formal aspects.</li> </ul> <p><i>Judgments and attitudes:</i></p> <ul style="list-style-type: none"> <li>• Show an ethical attitude (e.g., cheating in video games, sharing content without permission though social media...)</li> <li>• Make critical judgments about the aesthetic quality of a product</li> <li>• Make critical judgments about media consumption</li> </ul>
Informal learning strategies	Description
<b>Search for information on different websites (Google, YouTube, online forums,...)</b>	Most of the interviewees resort to <i>YouTube</i> tutorials, <i>Google</i> or online forums for guidance and tips when they are doing their homework or want to learn more about the topics and media objects they like. Unless there is a clear purpose (i.e. learn how to pass a level or solve a Maths problem), searches tend to be random.
<b>Use of tutorials</b>	<i>LearnByYourself</i> strategy is quite spread among Italian youngsters– they are keen on using <i>Youtube</i> tutorials as well as question/answer sites as <i>Ask</i> . They can learn about several things– technological tips about mobile phones and other devices, ways to play and pass levels in videogames, and, in females’ case, suggestions on how to make up and “dress codes”.
<b>Learning by making tutorials about their passions</b>	Tutorials also represent a sort of training ground to experience a passion and to communicate with peers (e.g., tutorials about survival strategies).
<b>Learning by doing / Trial-error</b>	Most teenagers say they learned by observing what their siblings or friends did (real or virtual) and then practicing intensely through trial and error, which exercises their capacity for tolerating frustration. They insist that at the beginning, looking is key, if you don't look you don't learn. Many reject official videogame tutorials explaining how to play, preferring videos uploaded by more experienced gamers. They look for English speaking youtubers, not those from Uruguay. While they accept they do not frequently employ tutorials, they do admit that often their "older" siblings or neighbors tell them how to beat a game. Few indicate using tutorials, though it is likely they employ them more often than they claim.
<b>Imitation</b>	Some teenagers confess that they have learnt to play games by watching their elder siblings or parents.
<b>Working alone offline /online</b>	When teenagers work alone to do their homework or create any kind of production, they can do it both in online or offline environments.
<b>Working / discuss with peers/adults offline /online</b>	Some teenagers work and discuss they can do it with peers or adults both in offline and online environments. For example, more technically oriented information is learnt from the family members.
<b>Fostering hobbies to improve language skills</b>	Most teenagers point out that videogames and their search for associated information, allows them to acquire and improve their English level in a way that is not possible in schools. English is a basic socialisation and exchange tool for teenagers and international virtual communities. Also, watching series and films, or writing stories in English is another way to improve their language skills.
<b>Learn to socialise</b>	Texting by <i>Whatsapp</i> , using irony is one of the most frequent activities.

<b>by using irony</b>	Youngsters perform identity strategies and social interactions while exploring their capacity to remediate and remix famous catchphrases and media suggestions.
<b>Experiment emotions through games</b>	Several teenagers describe their use of videogames as a way to experiment strong emotions and to observe themselves in such contexts. The emotions they want to explore are not only positive ones (fun, adrenalin, agency) but also negative ones (fear, hunger). They use videogames as a playground for experimenting emotions they rarely can experience so intensively in “real” life.
<b>Youtubers as “friends”, role models or life advisers</b>	Youtubers represent, sometimes, an emotional reference point to solve problematic situations in their personal lives.
<b>Use gaming environments for discussion/to solve problems</b>	Teenagers discuss both game-related stuff and off-topic things through videogame communication channels. Also, they use videogames to solve problems and coordinate with other gamers to achieve their goals.

