Lifelong Learning Programme

2012-1-GR1-GRU06-10487

NEW TRANSGENERATIONAL VISUAL LITERACY

Structure:

a) Examples of methodological approach

b) Further information

Who this is for:

Managers of formal and non-formal learning places (libraries, social centers, community houses, adult training programs, etc), volunteer tutors, trainers and teachers.

D3. NTVIS METHODOLOGY

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Nothing is permanent. As in life, things change. And so is true in the world of education. The models and practices that have been taught for generations are tested in a time when learners and policy makers' behaviors and resulting expectations are evolving without official study, strategy and systematic transformation.

NTVIS has witnessed the strong shift produced for the social media. When Seniors comes to attend our trainings they were saying they were part of the conversations, whatever the conversations are.

For them it represents a real need to avoid exclusion.
Mobile devices are changing very fast, new services, new Apps and new ways of doing.

That was probably the most powerful message of NTVIS is not the device, is what you can do with the device.

The first door NTVIS has opened for Seniors was communication at family level and suddenly they realize Youngers don't talk anymore, but What'sApp all the time.

Seniors have discovered the concept of real time information anywhere. They have learnt the "jargon" of the "#hashtag" and #tweet# very often announced in radio and TV.

This document entails guidelines for the Methodology of the NTVIS Project.

The NTVIS project includes partners from 6 countries: Spain Greece, Bulgaria, Slovenia, Poland, Turkey, funded by the Grundtvig partnership. NTVIS is dedicated to the development and promotion of New Transgenerational Visual Learning among Seniors and Youngers

Information on the NTVIS project can be found at http://ivetagr.org/dtedu/ntvis/

WHY THE FUTURE OF EDUCATION IS A SHARED EXPERIENCE?

Channel exchange of knowledge was in the first place conversation seniors with the young (eg: a story about their experiences), followed by young people using these knowledge ¸ (content) were responsible for teaching 'seniors to use social media and teach them the secrets of operation of the digital world.

The aim was to reduce the gap and difference between the traditional and technological environment we lived in as youngsters and seniors.

The concept of interactive visual expertise and visual literacy making young people and adults to work together in a common framework and thus to foster the creation of new educational content between generations.

THE SOCIAL ENCOUNTER OF THE MOVING TARGET

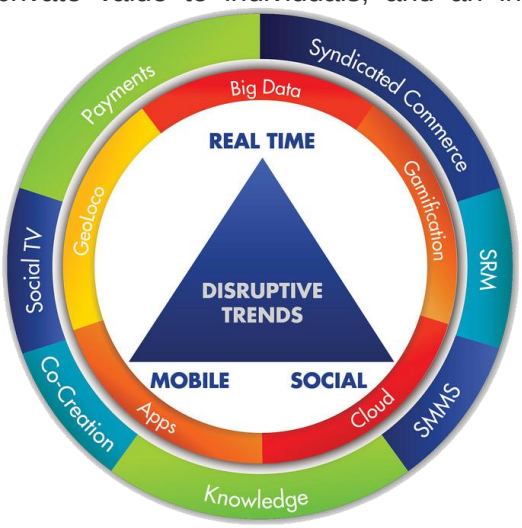
NTVIS address two types of social encounter connected to the cultural valorization; random and planned. Every individual chooses one consumption experience from a set of consumption experiences. Subsequently, individuals have a series of pairwise social encounters.

Consumption experiences have a direct private value to individuals, and an indirect or derived potential social value.

Personal Social Experience is triggering the changes, which are realized (in part, or in whole) in their subsequent social encounters.

This is the main core of

the Disruptive Trends we are facing today.



1. THE COGNITIVE EMOTIONAL EXPERIENCE

'Experience' is a term often used with little attention to meaning, mostly interpreted as a sensation. It generally indicates the 'complex of all which it is distinctively human' and stands at the centre of educational endeavor. Education per se might be defined as an emancipation and enlargement of experience. Experience implies process and content: it includes what we do, and also how we act and are acted upon, the ways in which we do and suffer, desire and enjoy, see, believe, imagine, love. The process of experiencing has two meanings: 'having an experience' and 'knowing an experience'. Primary experience is what occurs as through a minimum of incidental reflection, and secondary reflective experience through the intervention of systematic thinking. Experience has within it judgment, thought and connectedness with other experiences. Also 'experiencing' and 'what is experienced' stand to one another in the most complete interdependence, comprising a whole (Dewey, 1963 and 1966). Experiences, defined as interactions with time-space, people, and tangible –intangible product and services, constitute the quintessence of Education today. Empowering personal and collective identities, self-reflection, critical thinking, protection and sustainability of cultural legacy. 77% of the EU citizens declare education as important for everyday life (EUROSTAT Pocketbook, 2011). However cognitive-emotional accessibility to Education literacy content is alarmingly low. Especially the youth, who is innate to the digital world, acquires lesser literacy with lesser opportunities for meta-cognition and critical

thinking (EACEA/2008/01, EUROSTAT 2012). Fernandez, Garcia and Prieto establish a cultural consumption pattern of adolescents in 28 OCD countries, where only movies and theater prevail as consumption.

While between the Grand Tour and the late 20th century, the cultural rite of passage has not required skills, the rise of skilled consumption, as the hallmark of the 21st century, demands special skills (Ury, 1990; Lundvall and Johnson 1994; Prahalad and Ramaswany, 2004; Florida, 2006; Jenkins, 2006; Potts et al. 2008; Pendergast in Benckendorff, Moscardo and Pendergast, 2010:1-36). Sophistication, social status and connoisseurship are not any more associated with leisure, but compete with disciplinary ethic, where leisure has become heritage consumption. There is consensus among scholars that cultural/education consumption is a universal right, rather than a privilege of the elite, and that consumption of high culture/education is reputable consumption (Rausell and Carrasco, 1998:4; John, 2005:1; Pirkovič, 2009:23-29; Mifsud-Bonnici, 2009:53-59; Chan and Goldthorpe, 2007:374. Abeledo and Rausell, 2001:7-8). Still the CH Sector overlooks the need to develop critical skills among cultural consumers and raise the awareness for semiotic codes, particularly among the youth.

Cognitive-emotional experiences build the prerequisite for the final heritage product, as users attach personal meanings to heritage assets. Educational experiences foster active mental processes, combine observations and shared practices, and promote informal learning and lifelong learning. There is a need for a value-driven knowledge acquisition pattern in heritage places, capable of integrating new technologies into the Educational experience. The possibility for the collaborative (co) creation of validated contents in a participatory Educational space with cognitive-emotional access to the values of heritage, is overlooked from the supply side perspective, e.g. cultural heritage agencies, institutions and authorities: the strongly subsided educational sector has not yet realized adequate communication with the public, nor views in the heritage experience in situ the core cultural heritage product per se: (Moscardo, 1996:378; Poria, Reichel and Biran, 2006:318-319; Papathanasiou-Zuhrt and Sakellaridis, 2005:218 and 2009:301; Shirt, 2011:163; Richards, 2013). Collaborative cultural education consumption towards a cognitive-emotional experience.

With the advent of pervasive technology locational restrictions are lifted, experiences dematerialized, the dynamism in data production-consumption increases, our knowledge and communication pattern is transforming (Mangold and Faulds, 2010:361-365; Kaplan and Haenlein, 2010:67-68; Kietzman et al., 2011:251). Pervasive media and smart specialization have changed the way people interact, work, deliver services, and create products and values (EU DG Regional Policy, 2011:7; European Commission 2012:4). Driven by the digital shift and globalization, the new race of skilled workers, handle mobile businesses with highly customized services, that traditional distribution channels cannot offer, where supply and demand merge into a successful unity (Rausell, 2011:54-55; Egdeman and Eskildsen 2012:9). As a result of the changes in the economic landscape, the educational Sector is required to effectively respond to both internal and external influences: the Sector's survival

and regeneration depends directly on the ability educational Sector to innovate internal operations, consumer interfaces, and new ways of learning.

The major economic and technological shifts have necessarily changed the profile of the student consumer: skilled individuals enter en masse the phase of self-designing collaborative cultural consumption at heritage places. Scholars document that educational consumption is stratified by education and not by class, as consumers explicitly seek for authenticity and use Social Media to broadcast their experiences and emotions to family and friends in real time (Harvey and Lorenzen, 2006:13; Chan and Goldthorpe 2007:379; Lizardo and Skiles, 2008:10). Tapping the power of distributed networks they share ideas and expertise quickly and effectively, create and share information and knowledge with richer patterns of participation and engagement through Social Media and wired communities (Kaplan and Haenlein, 2010:63; Kietzman et al., 2011:245). In regards to both first hand and mediated cultural heritage experiences, Social Media are transforming the learning panorama by providing unprecedented opportunities for co-creation, self –directed learning, collaborative learning and lifelong.

2. WHY NTVIS IS INTRINSIC MOTIVATION?

Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding.

Definitions of Intrinsic Motivation:
"Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials."
(Coon & Mitterer, 2010)

"Intrinsic motivation refers to the reason why we perform certain activities for inherent satisfaction or pleasure; you might say performing one of these activities in reinforcing in-and-of itself."
(Brown, 2007)

Experts also suggest that people are more creative when they are intrinsically motivated. In work settings, using extrinsic rewards such as bonuses can increase productivity, but the actual quality of the work performed is influenced by intrinsic factors. If you are doing something that you find rewarding, interesting, and challenging, you are more likely to come up with novel ideas and creative solutions.

Intrinsic motivation is an important topic in education, as teachers and instructional designers strive to develop learning environments that are intrinsically rewarding.

The factors that they identify as increasing intrinsic motivation are:

Challenge: People are more motivated when they pursue goals that have personal meaning, that relate to their self-esteem, when performance feedback is available, and when attaining the goal is possible but not necessarily certain.
Curiosity: Internal motivation is increased when something in the physical environment grabs the individual's attention (sensory curiosity) and when something about the activity stimulates the person to want to learn more (cognitive curiosity).

Control: People want control over themselves and their environments and want to determine what they pursue.

Cooperation and Competition: Intrinsic motivation can be increased in situations where people gain satisfaction from helping others and also in cases where they are able to compare their own performance favorably to that of others.

Recognition: People enjoy having their accomplishment recognized by others, which can increase internal motivation.

"The functional significance, or salience, of the event dictates whether intrinsic motivation is facilitated or diminished.

NTVIS found that Seniors are heavily oriented towards “intrinsic motivation”. One of the main reasons is not just because they can have access to an entire new world but to “re-connect” at different levels with their family and above all develop a new complicity channel with their grandchild.

3. NTVIS APPROACH

Many adults, such as the elderly or those with low literacy skills, are not motivated to use technology or are afraid of using technology. For these people, a conventional IT training course has limited success. However, if we can find the right “hook”, they can overcome their fear and become motivated to learn more.

For example, the “Get Digital” programme which was delivered to over 2,000 elderly people found that the prime motivator for elderly people to use the internet is its potential to keep in touch with their families – and their favourite tool was Skype, which they found easy to learn and use.

The curriculum has to be developed with this in mind. Trainers are asked to use the “hooks” which web 2.0 tools can give, to motivate and encourage adults to learn.

Hooks vary from one person to another and from one group to another, but some which are consistently popular include:

- Keeping in touch with friends and family – Skype, e-mail, safe online forums
- Hobbies and interests – Interactive hobby websites
- News and events – e.g. listening to radio stations from your country of origin or reading newspapers in your native language
- Sharing photographs - e.g. using FlickR or Picasa to share family photos.

It has been found that introducing adults to the Internet through these (and similar) activities has a much higher success rate that offering more traditional computer or IT training courses.

Other benefits of this approach are:

- It can be supported by non–professional trainers and by volunteers as well as by professional tutors
- It can be delivered using various models, including informal support, group training and peer supported learning etc.
- The learning is more meaningful to individual learners.
- It can be monitored by the learners themselves, who can direct and develop their individual progression routes.
- It is extremely suitable for delivery in informal learning spaces such as libraries and other public Internet access points.

As already stated, based on our experiences of working with digitally excluded people, we have learned that the use of Web 2.0 applications can be highly motivating.

We observed for example, that people with low levels of literacy could set up a Facebook profile, take part in chat sessions and upload photos very quickly, with minimal support offered by a friend or other user.

We concluded that the use of Web 2.0 tools could interest and motivate digitally excluded people – even if they do not have a clear idea of its potential. We believe it would be erroneous to produce a didactic programme for digitally excluded adults.

But it would also be mistaken to assume that motivation without guidance leads automatically to learning and hence to knowledge.

For this curriculum we have chosen some Web 2.0 tools that could have an impact on the quality of life for the users, so immediate applicability was a major selection criteria for the curriculum blocks.

Another criteria was the existence of high quality online line tutorials and guidance, either produced by the tool developers or by third parties.

Although use of these tools and resources can be very intuitive, there are many situations in which the learner wants to rely on another person for guidance and support.

As described in the methodological notes, both trainer and trainees are viewed as learners with different experiences, skills and various levels of expertise. We recommend that every learning experience starts with a conversation to identify the learners' areas of interest. Then, supported by the trainer, they agree a curriculum and learning plan which suits their needs, whether their learning is supported on a one to one basis or within a group.

WHAT THE APPROACH SHOULD BE?

All training approach can start with a very simple trial and error session, using a naturalistic learning process, that we call ***phase 1***. Each of the curriculum blocks can be used to give an overview of possible learning areas. We suggest an approach which uses "*la main à la pâte*", making people curious and eager to learn.

When interests have been identified, ***phase 2*** plans the learning approach based on interaction with other learners, and/or trainers, eventually using some simulation software or online guides or a combination of them.

It may be useful to use a more structured approach, where each learner makes a written commitment to learning activities, based on specific activities that deliver some specific results e.g. 3 videos, 10 photos, 5 tweets. It is important to recognize that, even in a group situation, not everyone is required to explore the same curriculum block at the same time. For example, one learner could be working on a blog page at the same time as another is working on Facebook, with other learners supporting each other in the development of their basic skills.

Each of the teaching phases can be monitored through a simple evaluation process, included on the learner sheets, which checks the status of the learner against each activity.

In ***phase 1,*** it is most likely that individual trainees explore the tool of most interest to them, using online tutorials and trainers as support when required.

In ***phase 2***, a modulated time table is required, so that everybody in the group can plan their learning journey. As the trainee is in charge of his/her learning process, the trainees can monitor what has been achieved and what hasn't been achieved.

METHODOLOGICAL APPROACHES

Generally speaking, we recommend a naturalistic learning approach as a starting point. For example, we suggest that you do not initially spend time on teaching users how to turn on the computer and connect to networks as this could present a barrier and lead to demotivation. Instead, you could hand over the device with an application switched on and let people try it out.

In that phase of the training process, while recognising that simulation does not permit real interaction with the Web 2.0 tools, it can be helpful to use simulations. It allows the less confident user to repeat tasks, before executing them for real. When using simulations, explanatory videos could provide additional support and further resources could be explored.

Experience tells us that simulation sessions should be very short. They can be used to support the learning process, but should always progress to allow autonomous exploration and use of real applications.

Initial conversations (whether individual or group), should identify whether there is a need for basic computer skills assessment.

The range of potential beneficiaries is wide, not just in the different partner countries, but even at each partner's level. It is still commonly accepted that a course has to be teacher-centred and that hierarchical pedagogical relationship is unavoidable. When trainers and managers gain *conscientiousness*, in the Freirian understanding of the term, of the oppression factor that every hierarchical learning relationship includes, then we can introduce different ways of facilitating learning for every subject – including Web 2.0 tools - and mediate learning processes between adults, so avoiding "trainer-dependency", especially in adults with low levels of confidence.

DIFFERENT APPROACHES - SAME CURRICULUM

Basically we can consider three approaches to the delivery of a curriculum: the naturalistic approach, the positivist teaching approach and the constructivist learning in cooperation approach. Here, we consider the suitability of each approach. Naturalistic and positivist approaches do not include interaction between trainees during the learning process.

In the first situation the trainee interacts directly with the application or with some kind of interface or simulation suggested by the application or with the attendant of the library or other venue. This can be difficult for people with few IT skills, but welcomed by some educationally disadvantaged adults.

In the second approach, there is a top-down interaction between trainer and trainees, based on knowledge transmission that can be appreciated by educationally disadvantaged adults with a scholastic view of adult training.

The constructivist "learning in cooperation" approach is possible in a tutorial situation – one trainer with one trainee, but is mainly designed for working with groups, while appreciating the motivations of individual participants. During the setting up of a working program – the curricular project of the group – the trainer can introduce suggestions for curriculum blocks that can be different for different trainees, to suit their individual needs.

Examples of different approach

The next two tables exemplifies the three different approaches within the context of a specific curriculum block.

Basic internet skills: *registration*	
Activity	- Read instructions - Respond on an on-line form - Submit an online form (if required) - Confirm a request by e-mail

Approach	***Naturalistic***	***Positivist***	***Constructivist***
Houssaye triangle	Learning	Teaching	Training and learning (occasional teaching)
Curriculum	No curriculum required, only a guide line	Prescriptive	Modulated orientations – construction bricks
Tools	Trial and error	Simulation software or teacher conducted	Dialogue based on concrete work oriented by leading motive
Learner	One learner. Interaction with application	The learner is the trainee in personal or group training session	Both trainer and trainee are in a learning process
Trainee	Trainee is self-trainer.		Trainee in interaction with trainer
Trainer	No trainer involved	Set up the simulation software or lesson package based on his / her experience	Trainer in interaction with trainee combines curriculum blocks permitting learning process
Evaluation	Self-evaluation form	Step by step evaluation through appreciation of the teacher – virtual request succeeded (virtually or effectively)	Evaluation in dialogue. Each of the trainees succeeds the request pretended.

Social networking: *Facebook*	
Activity	Create a profile and add pictures Finding friends or Groups Update status and share information

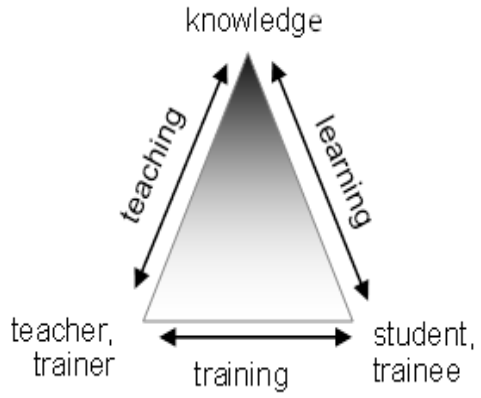
Approach	***Naturalistic***	***Teaching***	***Constructivist***
Houssaye triangle	Learning	Teaching	Training and learning (occasional teaching)
Curriculum	No curriculum required, only a guideline	Prescriptive	Modulated orientations – construction bricks
Tools	Trial and error	teacher conducted session based on facebook page projection	Dialogue based on concrete work oriented by facebook exploration
Learner	One learner – interaction with application	The learner is the trainee in personal or group training session	Both trainer and trainee are in a learning process
Trainee	Trainee is self-trainer.		Trainee in interaction with trainer
Trainer	No trainer involved	Set up the simulation software or lesson package based on his / her experience	Trainer in interaction with trainee combines curriculum blocks permitting learning process
Evaluation	Self-evaluation form (Check-list – Did I succeed in my efforts? Where do I need help)	Step by step evaluation through appreciation of the teacher	Evaluation in dialogue. Each of the facebook pages is seen and discussed between people in the group, moderated by the trainer

Social networking: *INSTAGRAM*	
Activity	Create a profile and add pictures Finding friends or Groups Define Hashtag# and share information

Approach	***Naturalistic***	***Teaching***	***Constructivist***
Houssaye triangle	Learning	Teaching	Training and learning (occasional teaching)
Curriculum	No curriculum required, only a guideline	Prescriptive	Modulated orientations – construction bricks
Tools	Trial and error	teacher conducted session based on INSTAGRAM page content	Dialogue based on concrete work oriented by Instagram exploration
Learner	One learner – interaction with application	The learner is the trainee in personal or group training session	Both trainer and trainee are in a learning process
Trainee	Trainee is self-trainer.		Trainee in interaction with trainer
Trainer	No trainer involved	Self learning just following APP instructions, the green buttons suggest what to do	Trainer interaction do not exist at the creation moment but at the momment of interaction
Evaluation	Self-evaluation	Follower make comments on the image or video and connect with other networks.	Dialogue is established by the followers. Followers restrictions applies.

4. THE LEARNING TRIANGLE OF HOUSSAYE

Adult training is strongly influenced by the standard view of learning, which is based on the common form of Western school education. That is, a teaching environment with pupils looking and listening to the teacher. This model invites the trainer to use didactic artefacts to transmit information giving birth to the *banking education*, as referred by Paulo Freire. There are circumstances, even if the environment is tempting, where trainers are – just as in school, a teacher is an obstacle to learning rather than a catalyst for learning, due to teacher-centred methodologies.



Jean Houssaye (2002) considers the triangle *knowledge – trainee – trainer* as a basic representation of the relationships that define pedagogical interactions. In most cases we observe a strong interaction between trainers and knowledge. In that *teaching relationship*, trainees are the object of the relationship and trainers are the transmitters of knowledge.

In specific training sessions, in which a privileged interaction between trainee and trainer is observed, we have a *training relationship* where the knowledge is the actual object of the pedagogical relationship. In group work this type of relationship is not manageable due to the number of trainees for just one trainer.

This is why it is so important to promote contexts in which the trainee has direct contact with the knowledge. Houssaye defines a *learning relation* as one in which the trainer is the object of the action of the trainees; he becomes a mediator, a facilitator, so that the trainees can develop their acquaintance with knowledge, using the trainer's skills to support discussion, clarification and further understanding.

Learner-centred approach in cooperation is specifically useful in situations of initial assessment. The principle of learning in cooperation avoids standard teaching lessons and instigates both trainer and trainees to agree a learning contract. This requires learning facilitators with the capacity to work **with** other adults, not in the role of a transmitter of knowledge, but in a partnership, where each person contributes their own knowledge on an equal basis. The learner-centred approach can then progress to an approach denominated as "self-learning in cooperation", as in learning communities based on constructivist principles.

Circumstances, where a cultural space, such as a library, a meeting place, or some other venue, is seen as a learning centre, are propitious for the setting up of those learning groups, mediated by a trainer.