



Lifelong  
Learning  
Programme



# New Transgenerational Visual Literacy

2012-1-GR1-GRU06-10487

## D4. How to Guide

*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.*

# Guide to successful cooperation between Youth & Seniors

## **Objectives**

We employ visual literacy strategies all the time, often without realizing it. The goal of visual literacy is to highlight and investigate these processes and by doing so, create the opportunity to apply them in new and exciting ways.

While our education system directs its focus on textual and computer literacy, sensory literacy is often neglected.

Visual literacy is the key sensory literacy. It is a fundamental aspect of critical thinking. And we must teach it.

It is clear that a shift must take place in our homes, schools, libraries and social centres if we are to meet the broader literacy needs of today's learners.

## **The relation**

Teaching visual literacy skills extend beyond the classroom, too. Visual literacy is important for every field: doctors and nurses; reporters and police officers; plumbers, bus drivers and cooks.

Slowing down and understanding what we see could save a life, solve a cold case or help prepare for a natural disaster.

Youth are using the New Literacy in droves like SMS, Google, Twitter, YouTube and Facebook. Visual Literacy is Youth's way of communication as cultural and technological framework.

Seniors possess profound knowledge of semiotic things (linguistic, audio, visual meaning, gesture and spatial meaning) and multimodal patterns of meaning as combinations of components.

## **The assignment**

The new learning landscape and its hybrid patterns require new skills which need to be developed e.g. visualization, cognition, intelligence, judgments, multitasking, cooperative, performance, appropriation to master knowledge transmission along critical thinking.

While Seniors face a substantial "lack of matching" between how to implement text modes incl. paper, electronic, live and multimedia (so called multi-literacy) in content format, tools and media repositories and how to competences they do or don't fit in this scenario, the Youth need to acquire mental bridges to cognition, judgement, multitasking and cooperative mind.

Seniors play a guiding role in achieving the above, as they possess the literacy content background.

A simple cooperation Youth-Seniors must be set up to create, interact and integrate two different ways of representing, sharing, distributing and reformulating in the actual contexts and eradicate vulnerability of both groups by promoting collaborative knowledge patterns.

## **Coordinator**

It is recommended that one member of staff is appointed the coordinator of the work at the work place. This person is the one for any participant to contact with questions, cancellations etc. The coordinator is responsible training and needs special training in how to lead work between Youth and seniors.

## **Input/output**

The organisation must be aware of the fact that working with Youth and seniors is not an easy task.

To work with seniors takes time – maybe as much as it gives back. Time is needed for meetings, substitute seniors that cancel and provide necessary training.

On the other hand working with Youth takes many efforts. They understand the functions and the roles of the social networks but they have no patients to explain this.

## **Target group**

According to the NTVIS experience many seniors are willing to study new technologies or seek opportunities to be engaged actively. However, the commitment must fit in with the seniors' and youth's own private agenda.

## **Training**

The Youth and Seniors need an introduction to the workshop of which they will be part, on the role and information about how to handle sensitive information. There may be need, especially in the beginning, of support and advice. The collaborative Learningscape takes places in non-formal settings surpassing the traditional educational model, while real actors utilizing digital and non-digital narratives develop a common way of learning with high transferability degree.

The coordinator may need to offer additional expert advice or access to competence within the organisation depending on the nature and content?

## **Maintenance**

In order to retain the services and to be able to attract more volunteers you need to offer a social context to which she/he belongs. Also new knowledge is important to the recognition of being useful, to the team building between Youth-Seniors and staff.

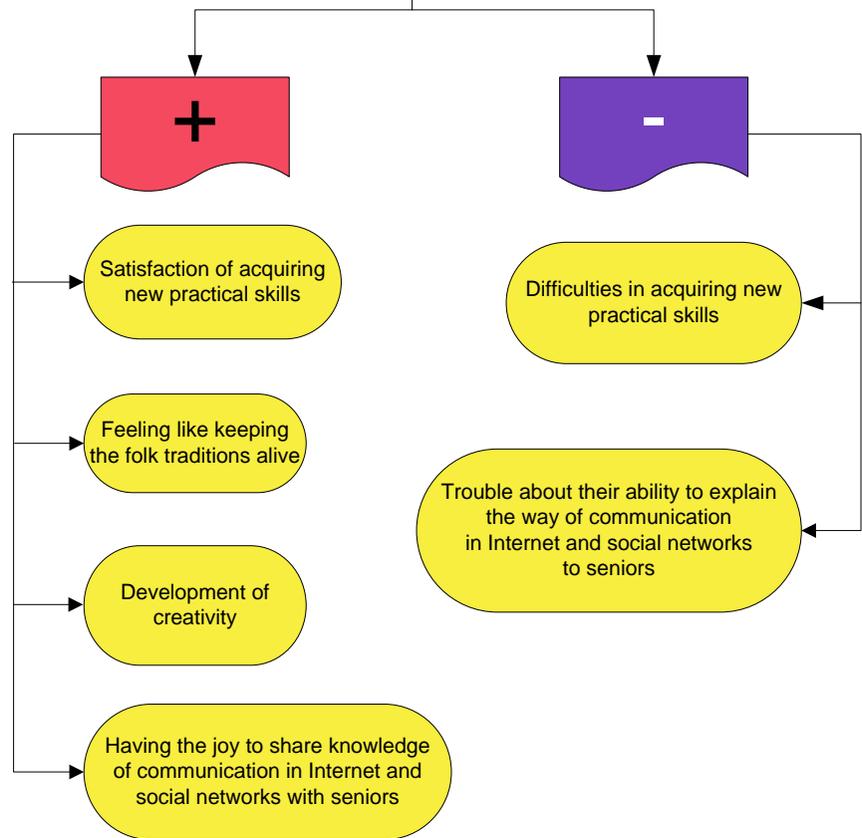
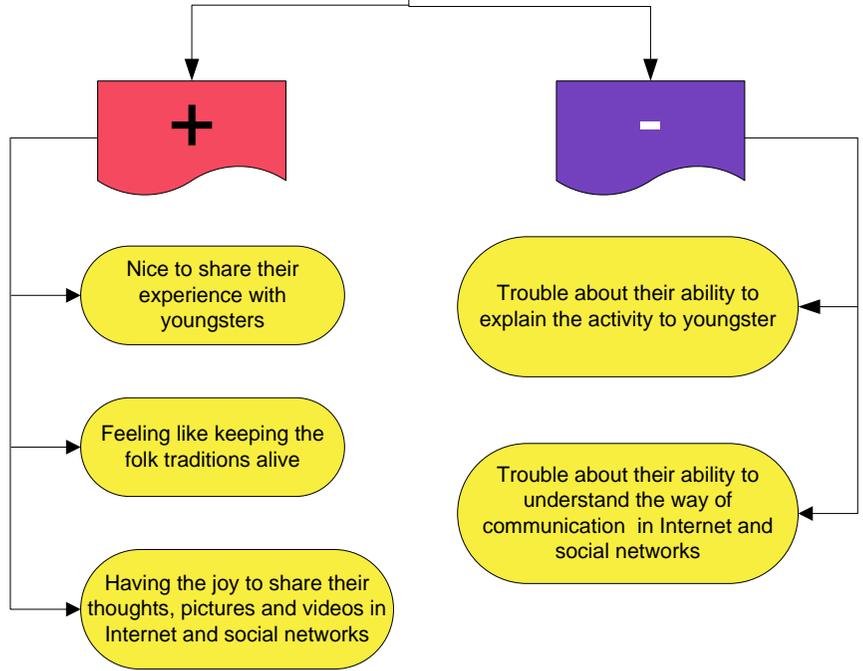
The essence of the work is that there are no costs involved, which should also mean that costs for social events must be kept down – as will be expected by those who work for no pay.



**BAD & GOOD EXPERIENCE**

**SENIORS**

**YUONGSTERS**



**STAKEHOLDERS MAP**

**PLACE**

Suitable for bringing together  
different generations

**SENIORS**

Adults and senior adults living in the city  
or small villages, members of clubs, socially  
active and with knowledge  
of Bulgarian folklore traditions, who want  
to share their experience with youngsters

**YOUNGSTERS**

Young people, who want to learn more about  
Bulgarian folklore traditions and to get  
new practical skills

**MEDIATOR**

Person with good  
communication skills

**CAMERAMAN**

Person with good  
technical skills