

# Intergenerational Learning Approaches and Media and Information Literacy (MIL)

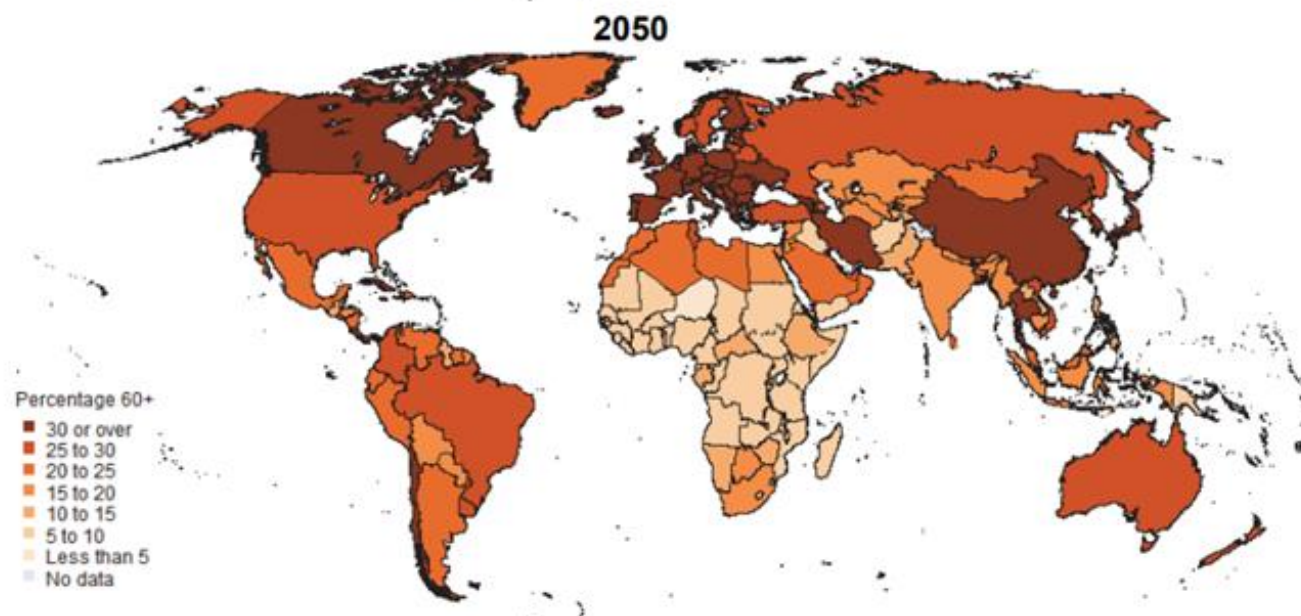
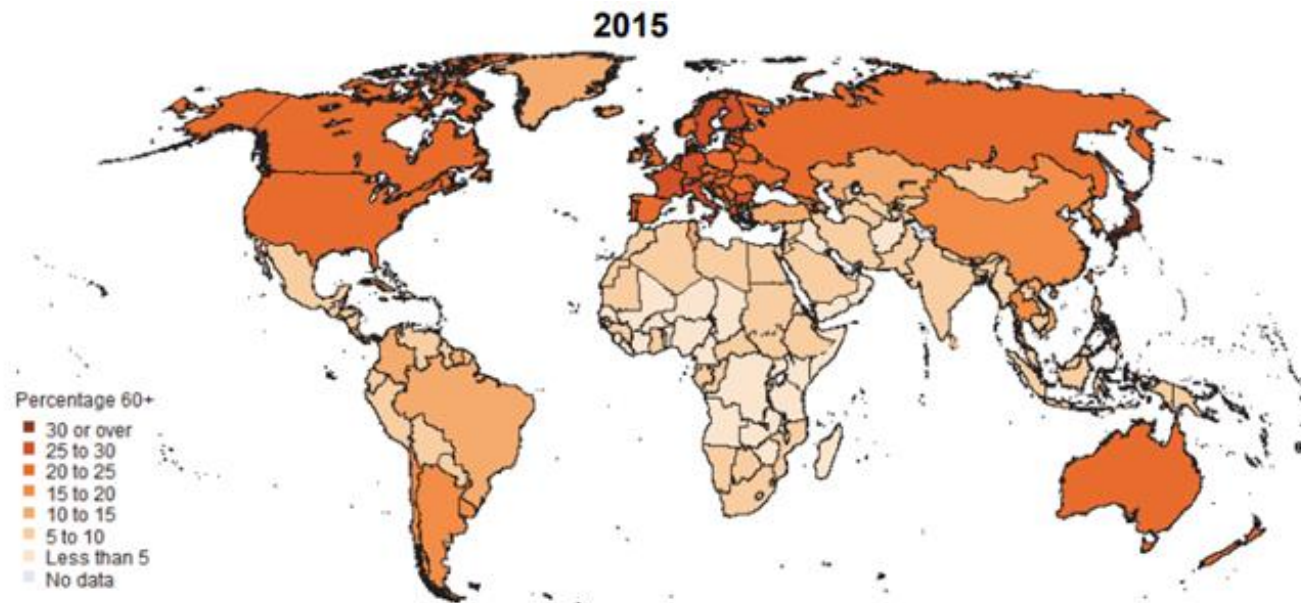
**Heike vom Orde**

**International Central Institute for Youth and Educational Television (IZI)**

**Heike.Orde@br.de  
www.izi.de**

## Overview

- **Chances of intergenerational learning**
- **Between "always online" and "digitally unprepared":  
Sketching age-specific media use and attitudes**
- **Starting points for promoting MIL**



## Intergenerational learning

Intergenerational learning describes how people of all age groups can learn

- **from,**
- **with,**
- **about each other.**

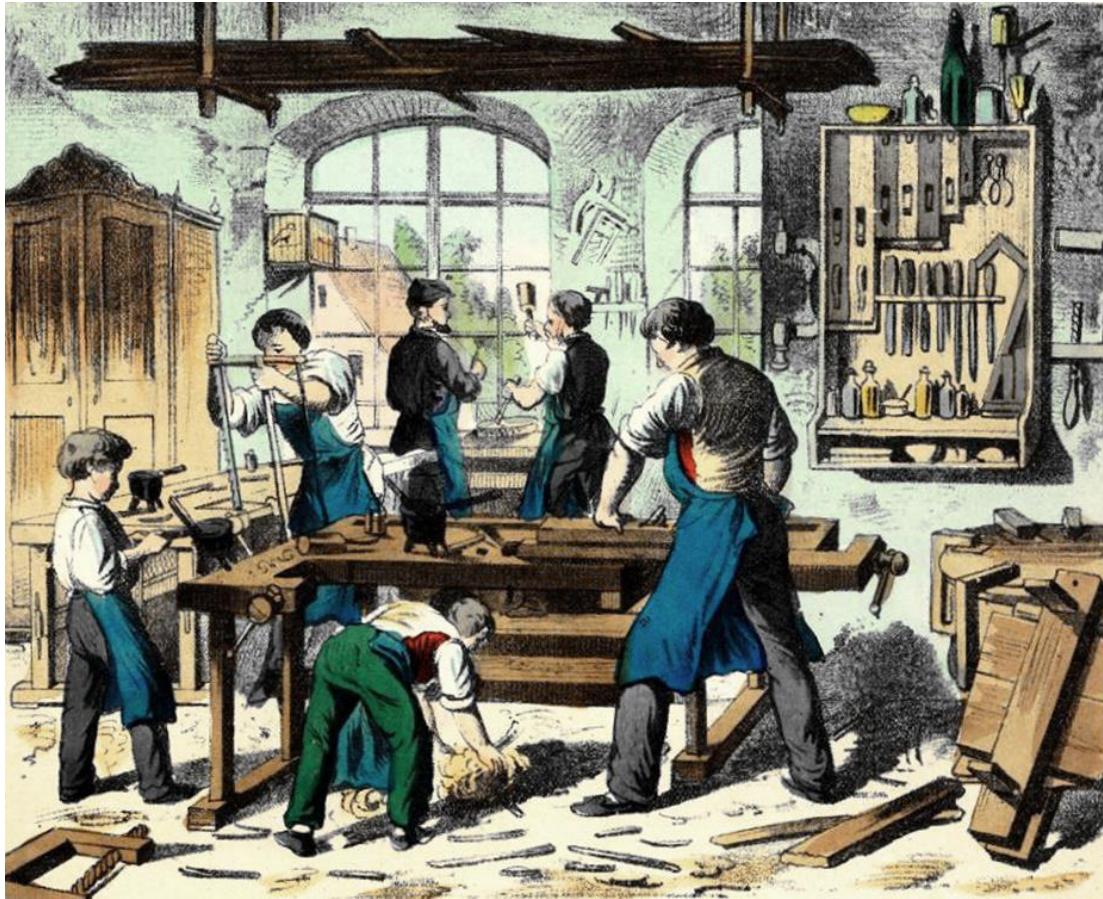




# Dimensions of intergenerational learning



Internationales Zentralinstitut  
für das Jugend- und  
Bildungsfernsehen (IZI)



Source: Was willst du werden? Bilder aus dem Handwerkerleben.  
Berlin: Winckelmann [c. 1880].  
[https://commons.wikimedia.org/wiki/File:Tischler\\_1880.jpg](https://commons.wikimedia.org/wiki/File:Tischler_1880.jpg)

## Dimensions of intergenerational learning

Learning -	from each other	with each other	about each other
Methods	Guidance, Mentoring Coaching	Participate, collaborative learning	Storytelling (oral history)
Topics	i.e. apprenticeship	any type	generations' experiences

## Chances of intergenerational learning approaches

### **Securing and developing social and cultural capital in a society**

Fostering **reciprocal learning** relationships between generations  
Enhancing intergenerational **solidarity** by enabling interaction and the exchange of experiences  
Promoting **understanding** and respect between the generations

### **Supporting social cohesion in society**

**Heterogeneity** as a source and resource of learning  
Raising **awareness** for needs of different age groups

(Cf. Kaiser: Intergenerationelle Bildungsarbeit, Bremen, 2014)

## Overview

- Chances of intergenerational learning
- **Between "always online" and "digitally unprepared":  
Sketching age-specific media use and attitudes**
- Starting points for promoting MIL



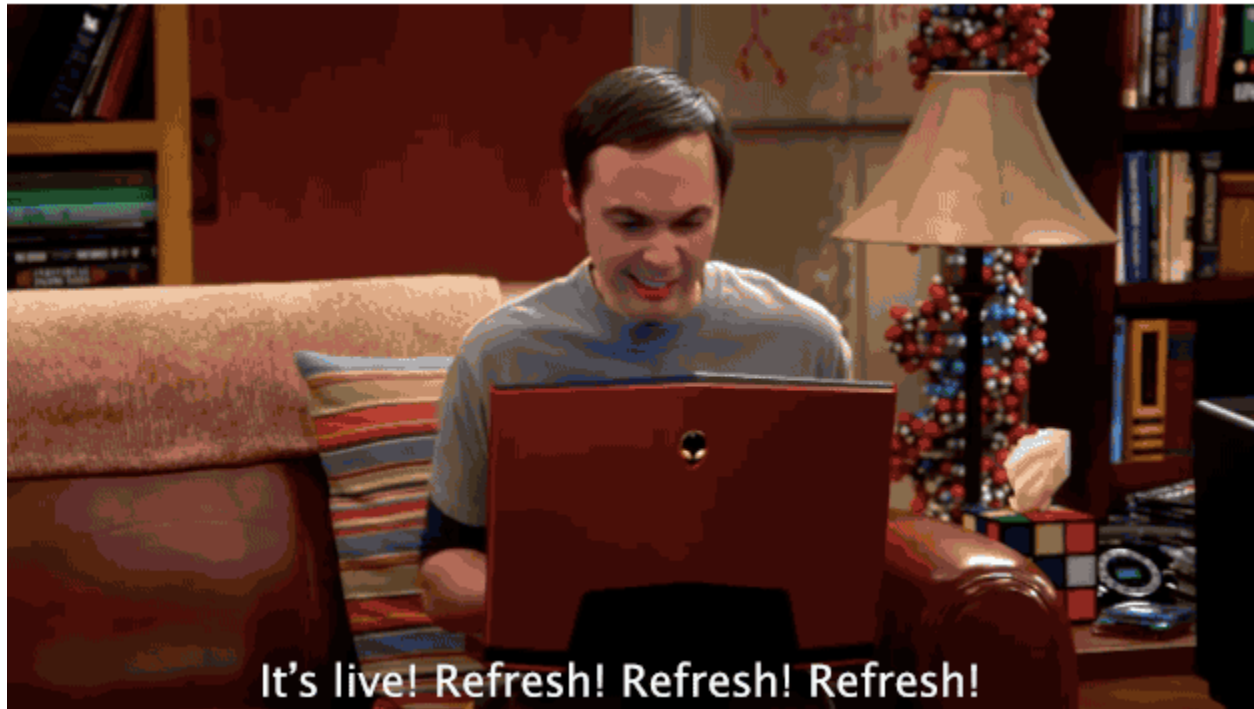
[illegible]

Word cloud of Marc Prensky's essay "Digital Natives, Digital Immigrants"

## Media generations?



Internationales Zentralinstitut  
für das Jugend- und  
Bildungsfernsehen (IZI)



## Media generations?



- Study of media audiences with a generational perspective usually means focusing on the “potential role of media and technology in **construction** and **self-construction** of generations” (Buckingham, 2006)
- Digitization is not a sufficient generation-forming factor: “adult constructions of online youth identity” (Herring, 2008)
- Age is not a sufficient criterion for describing and explaining media usage
- Young people are as competent in dealing with their generation’s digital media as older people were with their own generation’s “new media”.

Cf. Schulmeister, Rolf: Gibt es eine „Net Generation“? Dekonstruktion einer Mystifizierung. Erweiterte Version 3.0. Universität Hamburg.

[http://www.zhw.uni-hamburg.de/uploads/schulmeister\\_net-generation\\_v3.pdf](http://www.zhw.uni-hamburg.de/uploads/schulmeister_net-generation_v3.pdf) (14.07.2015);

Jandura, Olaf u. Veronika Karnowski: Digital Natives vs. Digital Immigrants – fruchtbares empirisches Konzept für die Kommunikationswissenschaft oder populärwissenschaftliche Fiktion? In: Publizistik (2015) , pp. 63-79;

Helsper, Ellen J. u. Rebecca Eynon: Digital Natives: where is the evidence? In: British Educational Research Journal (2009) pp. 503-520.

## Between "always online" and "digitally unprepared"

Comparison of

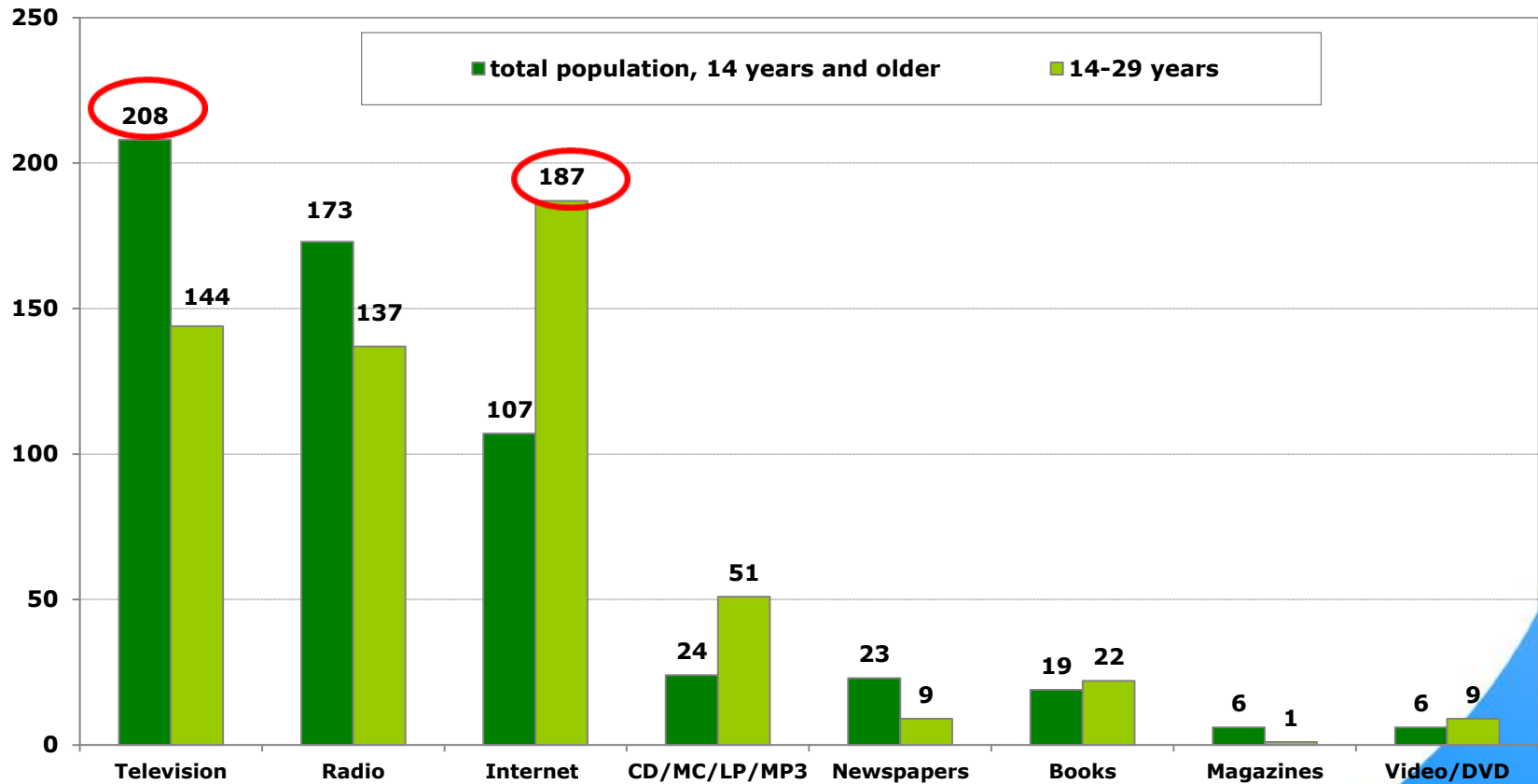
- **media use,**
- **motives,** and
- **attitudes**

of different age cohorts.



## Average amount of time spent with various media

Minutes per day, by age groups, 2015



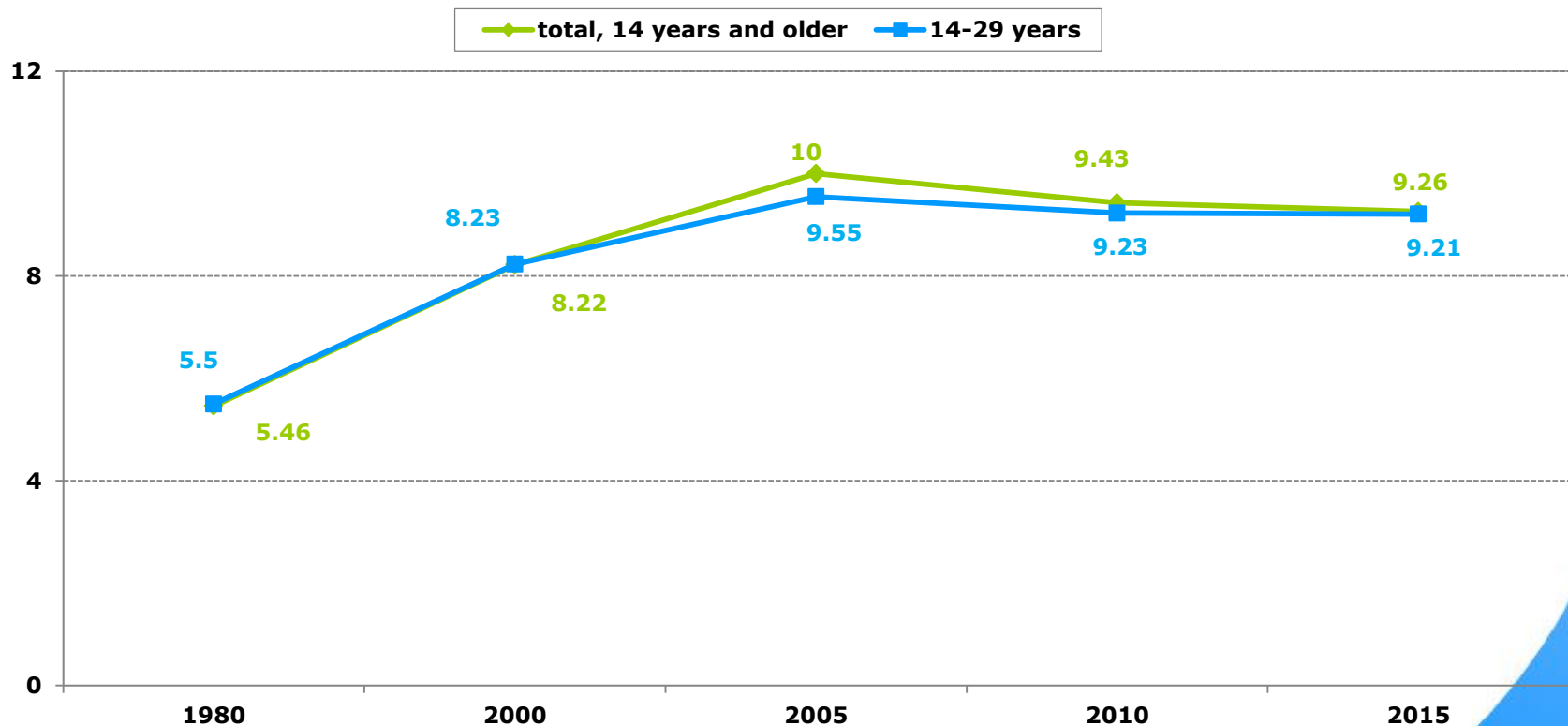
Basis: n=4,300, 14 years and older, Mon-Sun,  
5:00 a.m.–12:00 p.m.

Source: ARD/ZDF-Langzeitstudie Massenkommunikation, in:  
Engel/Breunig, 2015, p. 312.



## Amount of time spent with media stays steady

Hours per day, 1980-2015

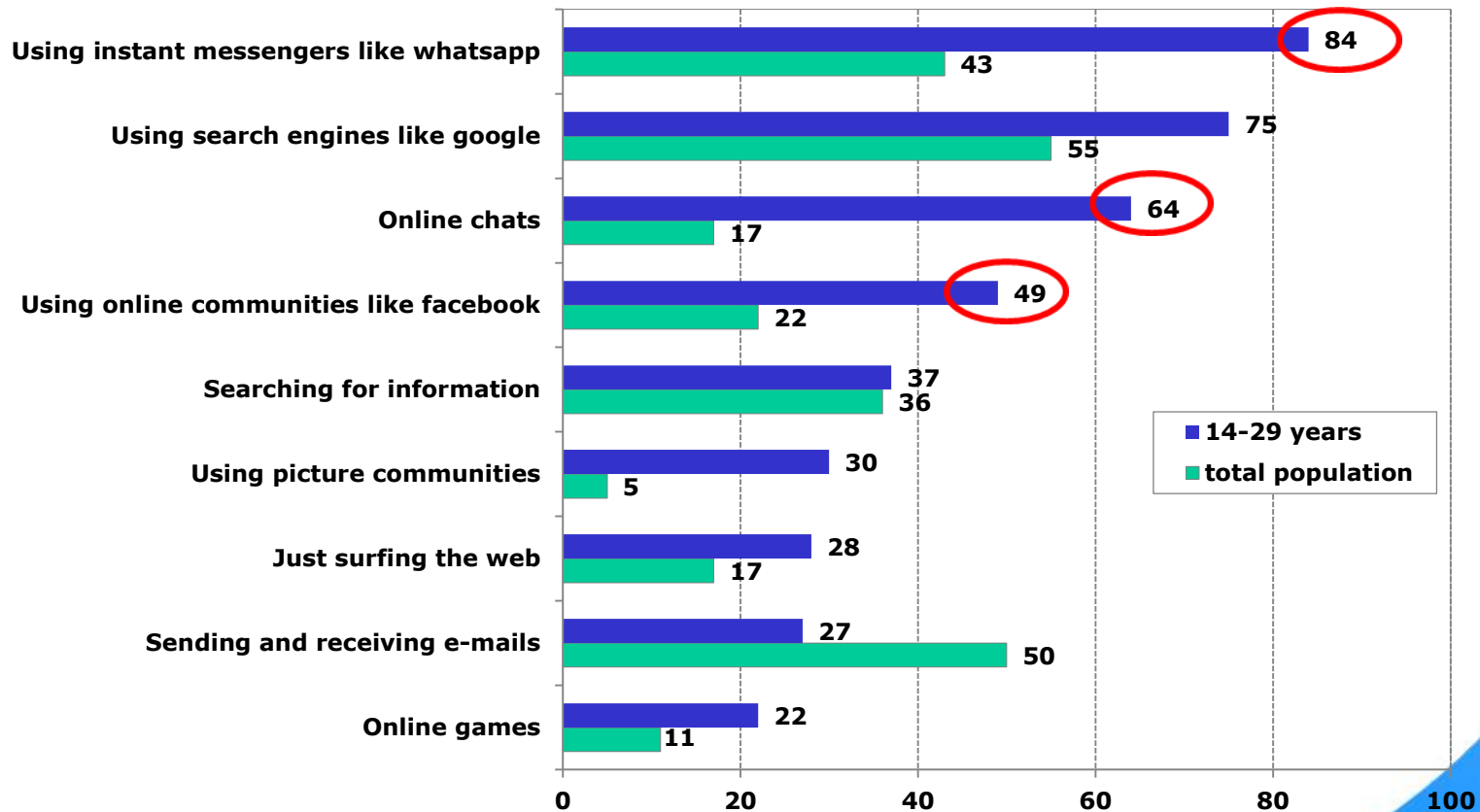


Basis: FRG total (until 1990 only old West German states), Mon-Sun (until 1990 Mon-Sat), 05:00 a.m.-12 :00 p.m., 14 years and older, until 2005 German people, from 2010 on: German speaking people; from 1980 on: 6 media, from 1985 on: 7 media, from 2000 on: 8 media incl. Internet.

Source: ARD/ZDF-Langzeitstudie Massenkommunikation 1970-2015. In: Breunig/Engel 2015, p. 7 and 8.

## Activities on the web

Daily use, 2015, selection (percentages)

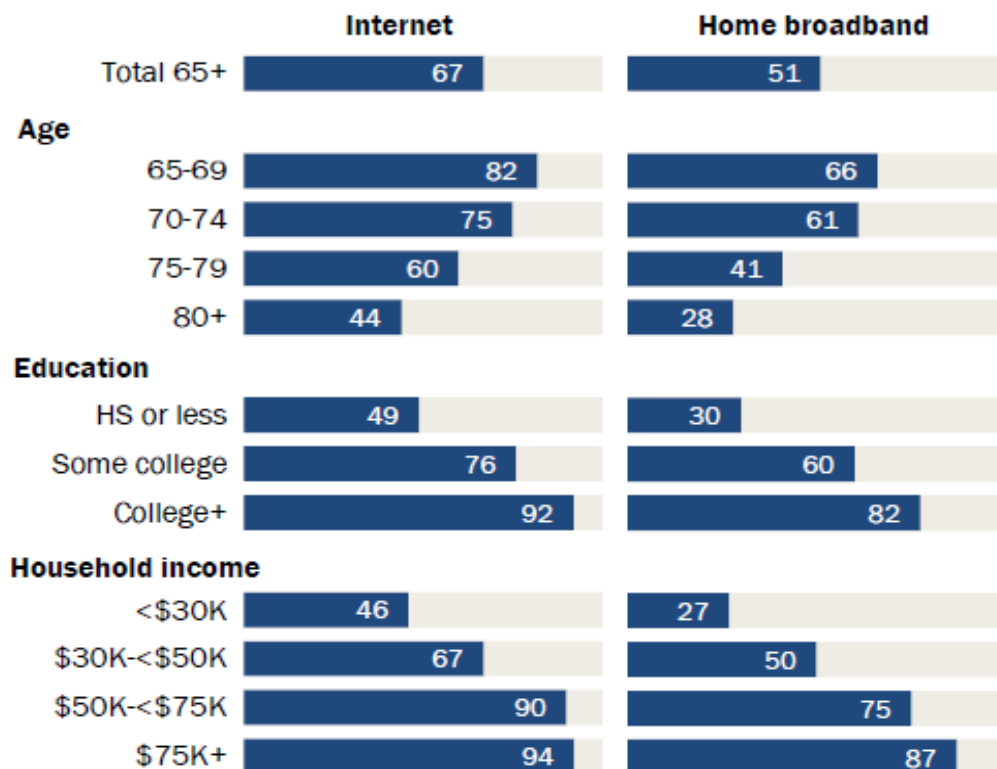


Basis: n=1,432, German speaking online users, 14 years and older.

Source: ARD/ZDF-Onlinestudie 2015, in:  
Media Perspektiven 9/2015, p. 417.

## Internet use and broadband adoption among seniors varies greatly by age, income and education

*% of U.S. adults ages 65 and older who say they use/have the following ...*



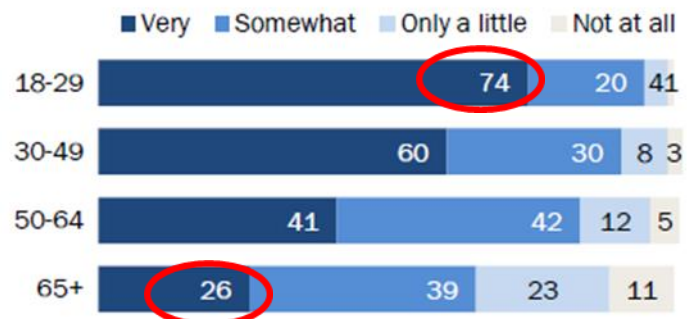
Source: Survey conducted Sept.29-Nov.6, 2016.  
"Tech Adoption Climbs Among Older Adults"

PEW RESEARCH CENTER

# How seniors self-assess their digital literacy

## Seniors are less confident when using electronic devices

*% of U.S. internet users who say they feel \_\_\_\_ confident when using computers, smartphones or other electronics to do the things they need to do online, by age*



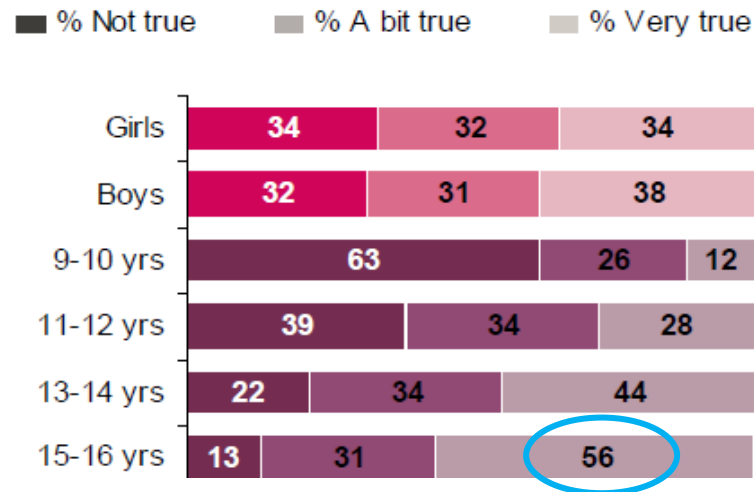
Source: Survey conducted Oct. 13- Nov. 15, 2015.  
"Tech Adoption Climbs Among Older Adults"

PEW RESEARCH CENTER

**Source:** PEW RESEARCH CENTER  
Survey conducted Oct. 13- Nov. 15,  
2015. "Tech Adoption Climbs  
Among Older Adults"

# How children and adolescents self-assess their internet literacy

Figure 15: "I know more about the internet than my parents"



**Source:**

Livingstone, Haddon et al. (2011):  
Risks and safety on the internet: The perspective of  
European children. Full Findings.  
LSE, London: EU Kids Online, p. 29



Negative effects of SNS use on youth well-being (body image, eating disorders, depression ...)

Use of Facebook by different age cohorts (Hayes et al., 2015)

- Youngest cohort (18-22 years old) had significantly more trouble controlling their Facebook use
- Facebook use has a crucial impact on their well-being and distress  
-> **vulnerable** when related to unfavorable social comparisons
- Older Facebook users are generally more skeptical about relevance and usefulness of FB features
- Results for older cohort (50-69) is associated with greater self-regulation and less impulsivity  
-> more **resilient** to the negative effects of Facebook use

Seniors aren't afraid to try new media when they see a **clear benefit**

**Sources:** M. Hayes et al. (2015). Understanding Facebook use and the psychological affects of use across generations. Computers in Human Behavior 49, 507-511; J Fardouly et al. (2015). Social Comparisons on Social Media: The Impact of Facebook on Young Women's Body Image Concerns and Mood. Body Image 13, 38-45.

## Between “always online” and “digitally unprepared”

For young people digital media are an integral part of their everyday lives (as traditional media are).

Older people (60+) use mainly traditional media with high growth rates for Internet use.

Seniors feel **less confident** about their digital competencies.

Older individuals use media in an **reflected** and **pragmatic** way, young people tend to act more **intuitively** and **playfully**.

**Please note:** generations are not homogeneous entities.

## Overview

- Chances of intergenerational learning
- Between "always online" and "digitally unprepared":  
Sketching age-specific media use and attitudes
- **Starting points for promoting MIL**

## Examples for intergenerational learning in the library

- **Learning from each other:**  
Ex.: Volunteer readers
- **Learning with each other:**  
Ex.: Creative writing workshops
- **Learning about each other:**  
Different generations become themselves a subject of learning  
Ex.: Contemporary witness projects

## Examples for intergenerational learning



Internationales Zentralinstitut  
für das Jugend- und  
Bildungsfernsehen (IZI)





## Examples for intergenerational learning

### **We are the most beautiful!**

Media workshop with adolescent girls and ladies (65+)  
Discussions about beauty stereotypes in the media and  
their impact on female identity



## Digital media as catalyst for intergenerational exchange

The missing historical-comparative perspective makes it difficult for young people to question their own media and information behaviour.

- # Privacy issues
- # Cyber bullying
- # Plagiarism

Older individuals tend to use media pragmatically and consciously-reflected, but feel less confident.

- # Quality ageing
- # Participation

All generations face the challenge of competent, critical, and ethical dealing with (digital) media and information.

- # Media and information literacy

## Principles of best practices

- **Biography:** appreciate and include different experiences of life  
-> age group-specific media use and attitudes serve as a friction surface to initiate social learning processes.
- **Interaction:** include as much communication among the learners as possible  
-> initiate a critical-reflective dialogue that allows generations to come together and talk to each other instead of only about each other.
- **Participation:** prefer self-directed learning and activating methods  
-> generations should be able to learn about, and from, one another, without experiencing their own MIL skills as inadequate.
- **Reflection:** best way to manage the impact of heterogeneity  
-> create a space in which young and old can meet, and in which they can feel valued, respected and supported.

# Thank you for your attention!

[www.izi.de](http://www.izi.de)

[www.IZI-database.org](http://www.IZI-database.org)



[Heike.Orde@br.de](mailto:Heike.Orde@br.de)