



University
of Glasgow

Cultural Learning & Literacies at UofG

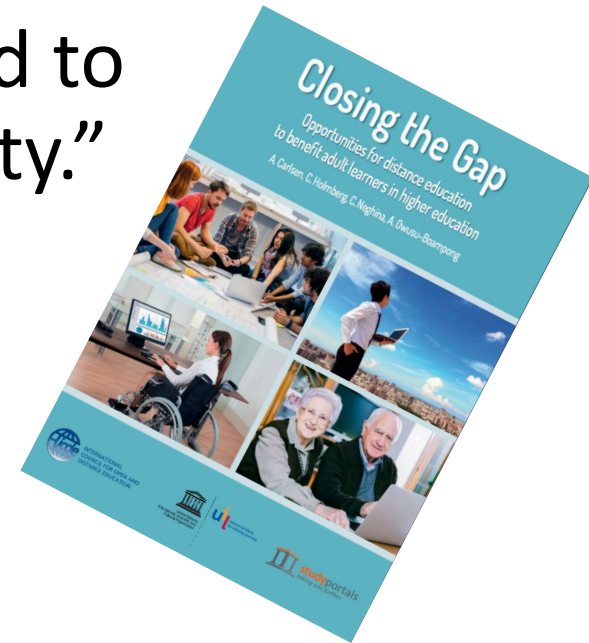
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**WORLD
CHANGERS
WELCOME**

Lifewide Literacies?

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

- (UNESCO 2003, 1)

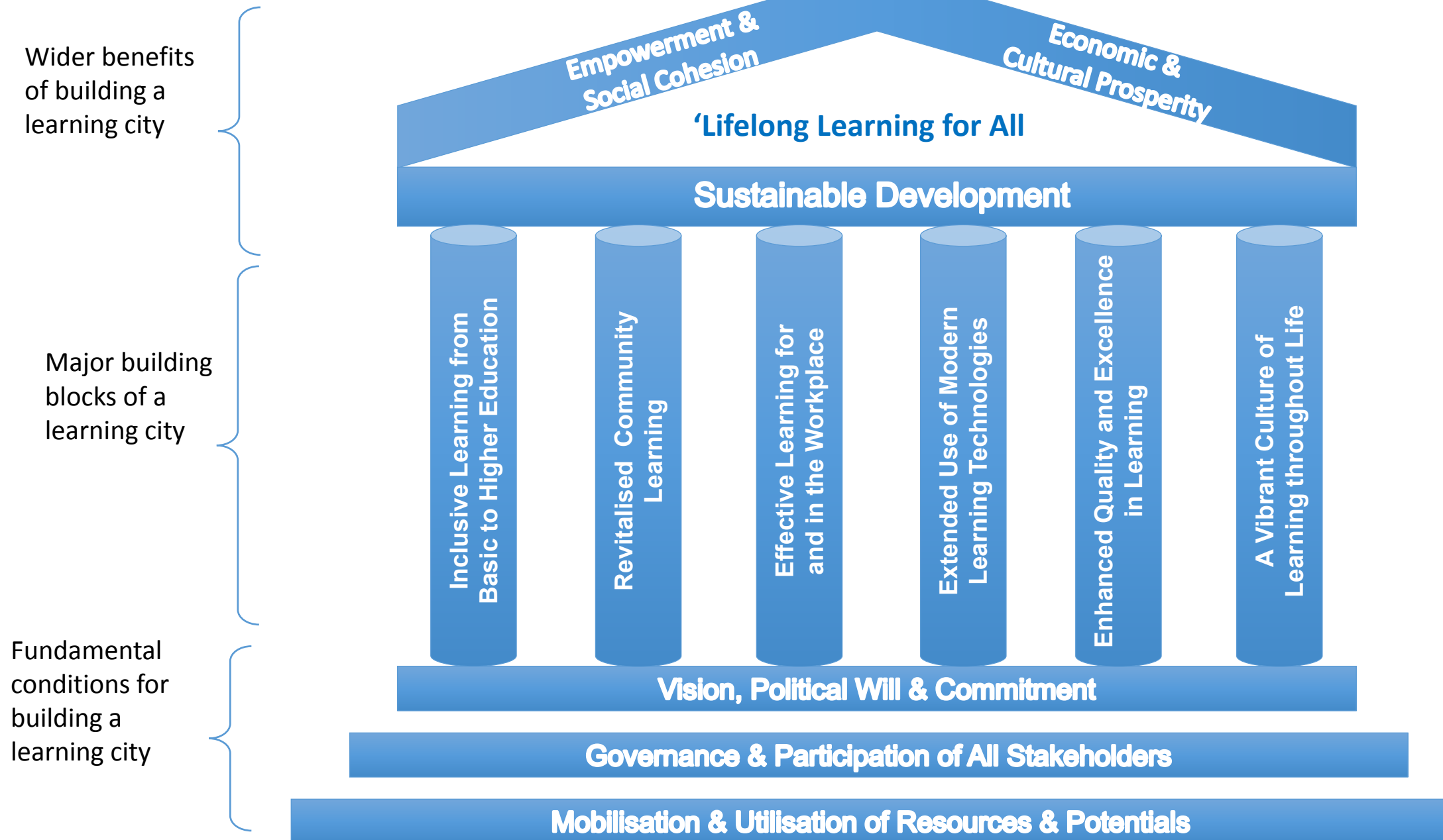


Cultural Literacy

- “Ability to understand & participate fluently in a given culture” (Hirsch, 1987)
- Understanding connections between, & complexity, of cultural artefacts & activities
- Understanding how culture shapes us, including personal & social identity (self & others)
- CL is crucial for communication, education, & employment, thus for social mobility & active citizenship



UNESCO Features of Learning Cities



Glasgow University's MSc Museum Education: *education at the core of the museum experience*

To explore the museum as a site and source of learning - socially, intellectually, historically, culturally, politically and physically

4 Museum Education Courses

- The Museum as a source for Learning
- Museums, Education & Curriculum Development
- Theory into Practice
- Access and Inclusion



Examining Cultural Literacy & Cultural Policy: Implications for MSc Museum Education students

MSc Student Profile

Slovenia Canada

China Cyprus

Scotland USA

England Greece

Italy

Museum professionals,
teachers, arts graduates,
educators & other sectors

Pre-Programme Perceptions & Positions

Past personal experiences (as visitor, museum educator, teacher, student, other)

- Purpose of & approaches to museum education
- Definition of 'culture' & 'cultural literacy' in relation to museum education
- Understanding of and attitudes towards policy

Challenge

- Supporting students to question pre-Programme perceptions by engaging with theory, experience and practice
- Supporting students to question power relations: objects, collections, buildings...
- Supporting students to question the role and influence of policy on practices
- How do we transcend the local cultural perspective?

Cultural Literacy & Policy



- Reflect on ideas associated with cultural identity and cultural literacy
- Scrutinise the language of policy
- Communicate with those involved in practice in the sector – how does policy impact and influence their practices i.e. policy in real terms?
- Explore relevant theory

(Freire, Sandell, Golding, Hooper-reenhill, Hein)

Relate to Models of Learning (e.g. Falk & Dierking)

Learning is an organic experience that occurs in a series of contexts, situated in the real world

- The personal
- The sociocultural
- The physical

Cultural Policy Development

What will this mean for a museum in Europe? *Traditional history production*

Kronborg Castle:

- Local – history of military garrison & tourism
- Regional – history of important power base
- National - history of struggle for control of the waters
- European – history of absolute monarchies & Hamlet



Cultural Policy Development

What will this mean for a museum in Europe? *Post nation state stories*

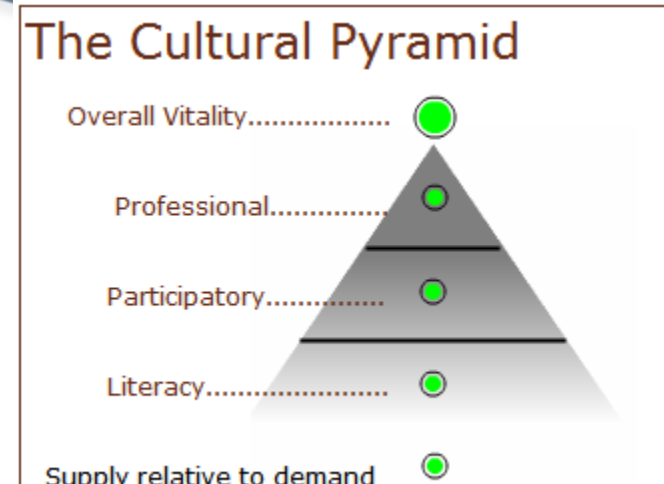
Kronborg Castle:

- Local – stories about entrepreneurship?
- Regional – stories about cultural expression of power
- National - stories about Dutch architectural export
- European – stories about places in European literature



Cultural Literacy & Cultural Policy?

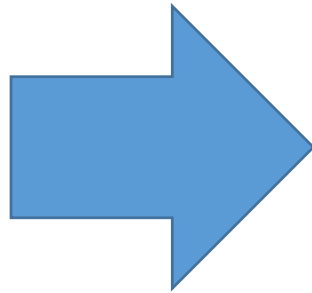
- Encourage broad cultural perspectives through open discussions & sharing of practices
- Should celebrate difference & support approaches/ ideas that transcend a narrow viewpoint
- Involve multiple voices of practitioners & professionals
- Education & implications for learning (formal/non-formal/informal) should be central to all cultural policy development
- Should reflect the human element



Literacies & Later Life Outcomes

Lifewide Literacies

- Reading
- Writing
- Financial
- Health
- Digital & Data
- Environmental
- Scientific
- Political
- **Cultural**



Potential Life Outcomes

- Educational achievement
- Future income
- General physical & mental health

BUT HOW CAN WE ASSESS INCLUSION?

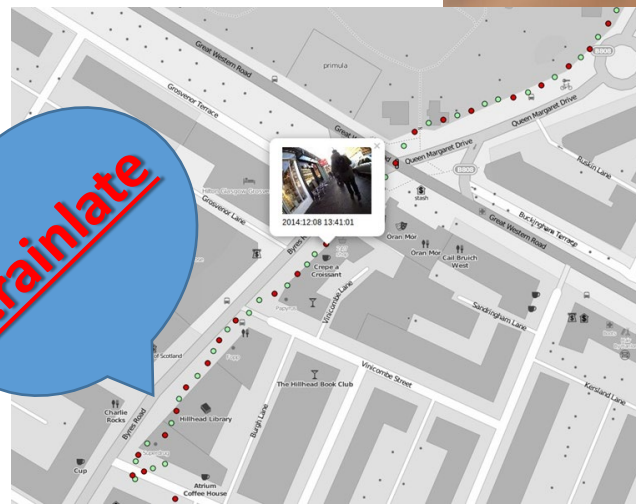
Integrated Multimedia City Data (iMCD) Project @UBDC



The Urban Big Data Centre (UBDC) is a research resource promoting the use of innovative methods and complex urban data to address global city challenges.

- Open Data:

1. Survey- 1500 Households
2. GPS Sensors
3. Lifelogging Cameras
4. Social Media Capture



*Project Mngr:
Dr. Mark Livingston*

Understanding Glasgow Survey

- **Attitudes, literacies & Behaviours**

- ✓ Education/ skills
- ✓ Sustainability
- ✓ Transport
- ✓ ICT/ technology
- ✓ Cultural/ civic

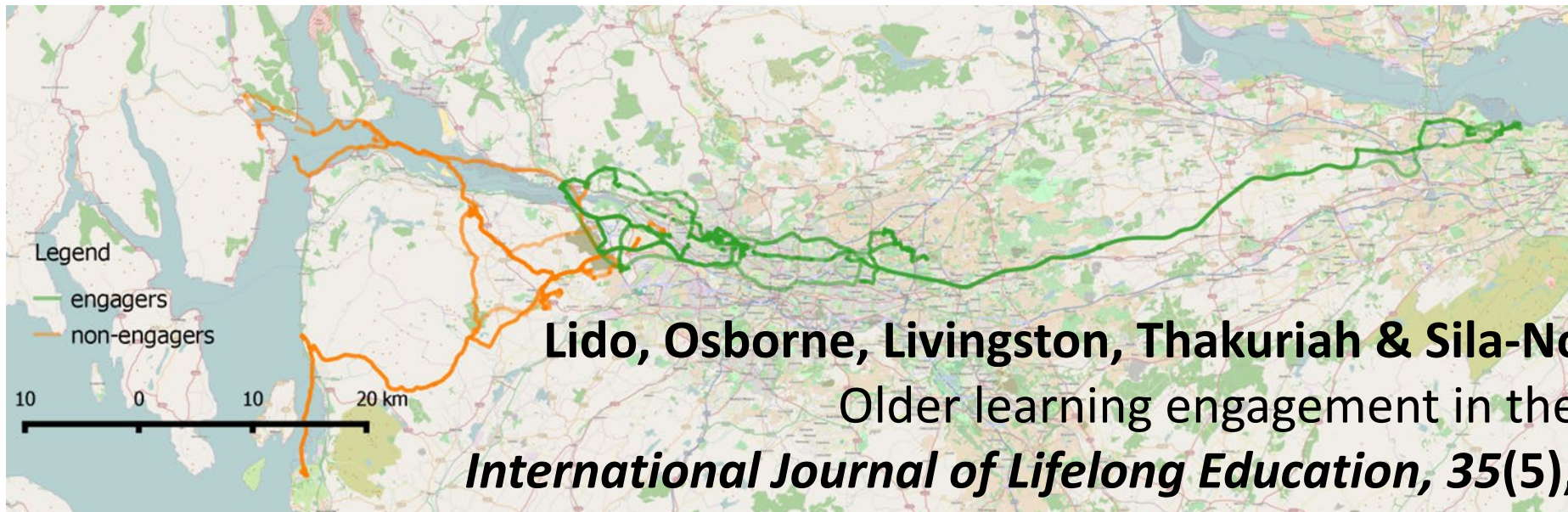
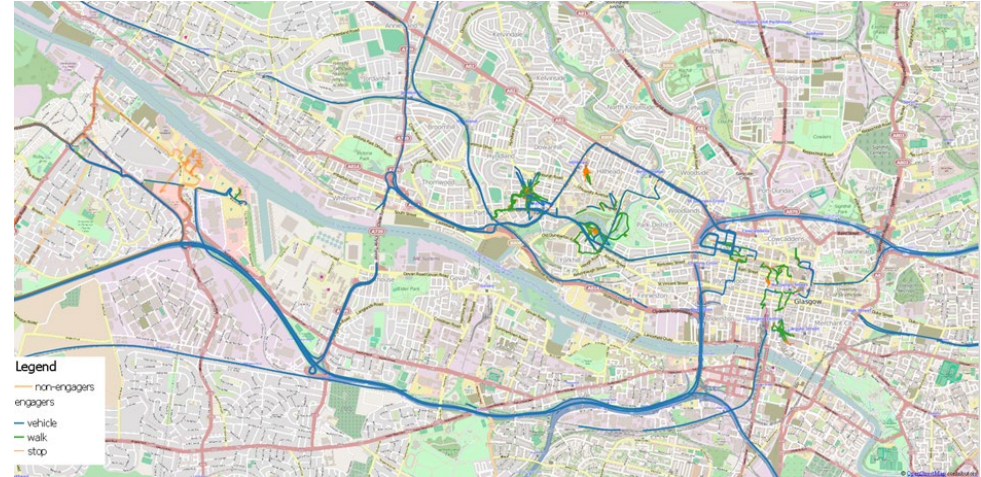


- n=2,095, 16-102 years (M= 49.42,SD=19), 45.7%Female, 54.3%Male

Engaged older Learners in Glasgow

Logistic Regressions : Older adults engaged less in all forms of learning

1. **Age** (predicts all learning types)
2. Feeling **Safe** Walking at night
3. Sense of **belonging** to area
4. **Place-** Local Authority



Lido, Osborne, Livingston, Thakuria & Sila-Nowicka (2016)

Older learning engagement in the modern city.

International Journal of Lifelong Education, 35(5), pp. 490-508.

Literacies, Area & Social Inclusion Predict **General Health**

1. Literacies matter-& HL particularly matters



Predictor	β
Eco Literacy	.11***
Financial Literacy	.20***
Health Literacy ¹	.35***

2. Area-relationship matters

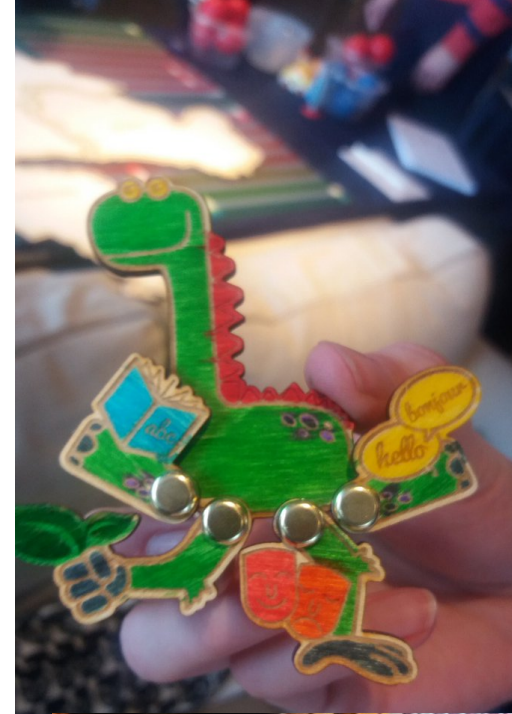


Predictor	β
Area Rating	.18***
Area Belonging	.21***
Safe Walking at Night	.08**
Plans to Move ²	-.06*

3. Social Engagement matters

Visualising Lifewide Literacies (@Ikea)

#lifewideliteracies





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What is next for Cultural
Literacy & learning
inclusion?

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