



Universitat d'Alacant  
Universidad de Alicante

Vicerectorat d'Estudis, Formació i Qualitat  
Vicerrectorado de Estudios, Formación y Calidad

Universidad  
permanente



LIFESTYLES  
REVISITED

ART  
&  
LITERATURE

# IG GROUP DEFINITION AND CHARACTERISTICS

## □ Work team definition:

- **Population:**
  - 22 participants
- **Gender:**
  - Female: 16
  - Male: 6
- **Age:**
  - 18-30 years old: 9
  - Over 50 years old: 13



AGE RANGES	Women	Men	Total
18 – 30 years' old	6	3	9
Over 50 years' old	10	3	13
Total	16	6	22



# OBJECTIVES

## 1<sup>st</sup> WORKSHOP - Intergenerational meeting



- ❑ Preparing the **milestones for the questionnaire** on ART & LITERATURE.

## 2<sup>nd</sup> WORKSHOP – My favourite Spanish Artist



- ❑ Every participant will **choose a professional** (in architecture, dance, sculpture, music, painting, literature, cinema, photography or comic strip). They must add a photography and a short description of the artist.

## 3<sup>rd</sup> WORKSHOP – My favourite Spanish Work

- ❑ Every participant will **choose a professional** (in architecture, dance, sculpture, music, painting, literature, cinema, photography or comic strip). They must add a photography and a short explanation of the reason why they chose that work.

# OBJECTIVES OF IG WORKSHOPS

## 4<sup>th</sup> WORKSHOP - Visit to La Lonja



- ❑ **Photography** Exhibition (Ramón Vidal Irles)
- ❑ **Painting** (Manuel Solbes Arjona)
- ❑ **Sculpture** (Quico Torres)

## 5<sup>th</sup> WORKSHOP - Visit to MUA (University of Alicante's Museum)

- ❑ **Exchanging ideas and discussing** from the different generations point of view about the visit to La Lonja and the exhibitions of the MUA:
  - ❑ *Ponte en mi piel* (Under my skin)
  - ❑ Winter Garden
  - ❑ How do you see Science?

## 6<sup>th</sup> WORKSHOP – Intergenerational debate



- ❑ **Analyzing** the questionnaire data and **results** and **obtaining conclusions.**
- ❑ **Debating** on ART & LITERATURE among the different generations.

# OBJECTIVES OF IG WORKSHOPS

## 7<sup>th</sup> WORKSHOP - Intergenerational debate

- Analyzing** the presentations and **obtaining conclusions**.
- Debating** on MY FAVOURITE SPANISH ARTIST & MY FAVOURITE SPANISH WORK among the different generations.

## 8<sup>th</sup> WORKSHOP – Spanish Art & Literature

- Gathering information** about the **different arts** considered by classification (in architecture, dance, sculpture, music, painting, literature, cinema, photography or comic strip) in order to offer a general view of Spanish Arts.
- Debating** about different styles.

## 9<sup>th</sup> WORKSHOP – The Falles

- A video of the evolution of The Falles in 2 minutes.

## 10<sup>th</sup> WORKSHOP - Material development

- Production of presentations, video and report.

# METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

## 1<sup>st</sup> WORKSHOP

### Intergenerational meeting

Meeting of the intergenerational work group to prepare the **questionnaire-based survey** on ART & LITERATURE and discuss its contents.

## 2<sup>nd</sup> WORKSHOP

### My favourite Spanish Artist

Every participant will choose a **professional** (in architecture, dance, sculpture, music, painting, literature, cinema, photography or comic strip). They must add a photography and a short description of the artist.

## 3<sup>rd</sup> WORKSHOP

### My favourite Spanish Work

Every participant will choose one **work** of a **professional** (in architecture, dance, sculpture, music, painting, literature, cinema, photography or comic strip). They must add a photography and a short explanation of the reason why they chose that work.

## 4<sup>th</sup> WORKSHOP

### Visit to La Lonja

The participants will **visit** La Lonja to see different exhibitions

Expressing opinions about the different styles of art. Different generations exchange ideas and defend their point of view.

# METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

## 5<sup>th</sup> WORKSHOP Visit to MUA

- **Visit** to the exhibition to be able to see different sorts of art.
- Expressing opinions about the different styles of art. Different generations exchange ideas and defend their point of view.

## 6<sup>th</sup> WORKSHOP Intergenerational debate

- **Debate** on survey results and analysis of the latter.
- Debate on ART & LITERATURE among the **different generations**

## 7<sup>th</sup> WORKSHOP Intergenerational debate

- **Analyzing** the presentations and **obtaining conclusions**.
- **Debating** on MY FAVOURITE SPANISH ARTIST & MY FAVOURITE SPANISH WORK among the different generations

## 8<sup>th</sup> WORKSHOP Spanish Art & Literature

- **Gathering information** about the **different arts** considered by classification in order to offer a general view of Spanish Arts.
- **Debating** about different styles.

## 9<sup>th</sup> WORKSHOP The Falles

A video of the evolution of The Falles, from the initial sketch up the final burning.

## 10<sup>th</sup> WORKSHOP Material development

Once the results had been obtained, the group met in order to **produce**: presentations, a video and a questionnaire report.

# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## WORKSHOP 1<sup>st</sup> and 6<sup>th</sup> - INTERGENERATIONAL MEETINGS AND DEBATES

- ❑ **NVivo analysis** (qualitative data)



NVivo is a tool which permits to contrast large amounts of textual records against one another; it facilitates text search and retrieval, as well as encoding, and additionally allows the researcher to work with an unlimited number of categories and subcategories

- ❑ The **survey** (data) and the debate group with a moderator (to support the results and define interesting themes)
- ❑ **Graphs:**
  - ❑ Age groups
  - ❑ Gender (single-sex) groups
- ❑ **Conclusions:** Detailed analysis of generational differences



# ART & LITERATURE

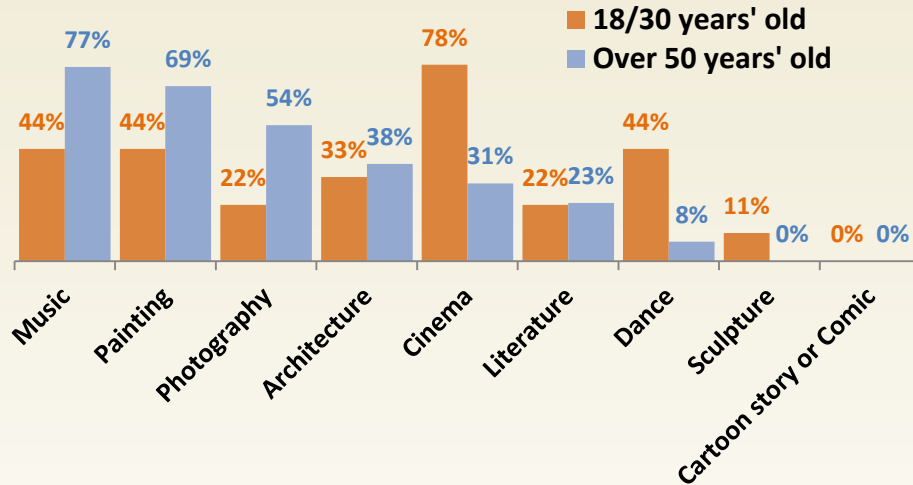
Nowadays classification defines following arts:

1. ARCHITECTURE
2. CINEMA
3. COMIC
4. DANCE
5. LITERATURE
6. MUSIC
7. PAINTING
8. PHOTOGRAPHY
9. SCULPTURE



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

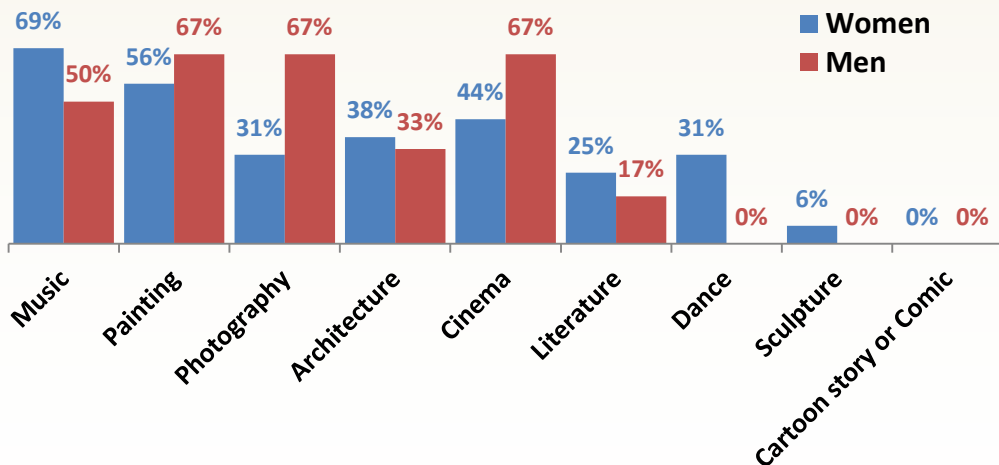
From the current classification of Fine Art, mark the 3 options that you like the most:



It is surprising that **literature** is placed in a so **unimportant position**.

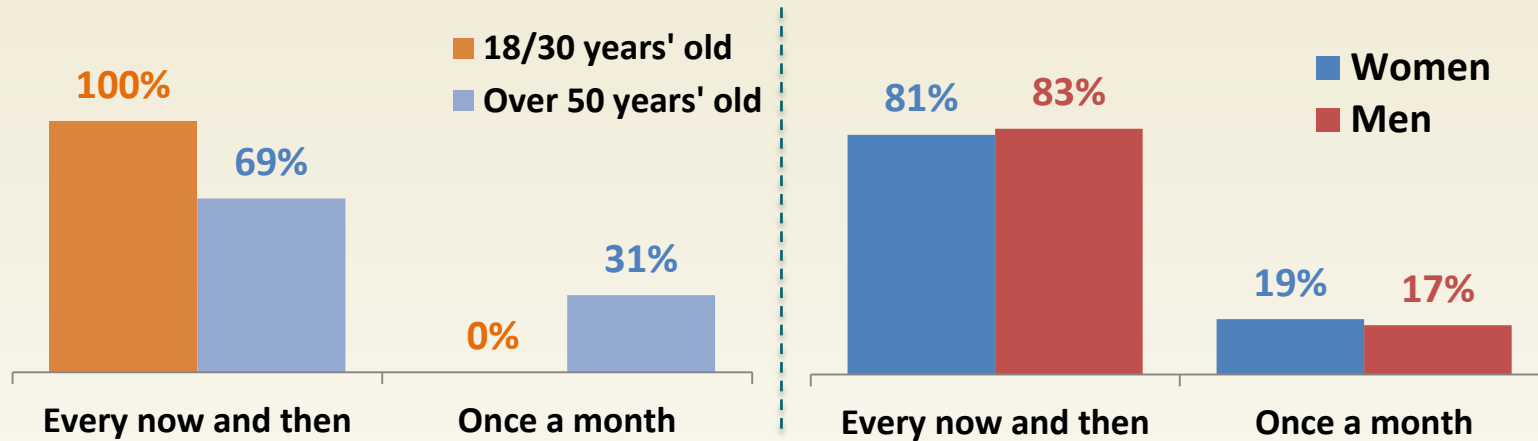
We all have developed literature in our lives that's why it is not especially appreciated. It is an active and dynamic group interested in other kind of art.

Lack of interest for comic and sculpture.



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

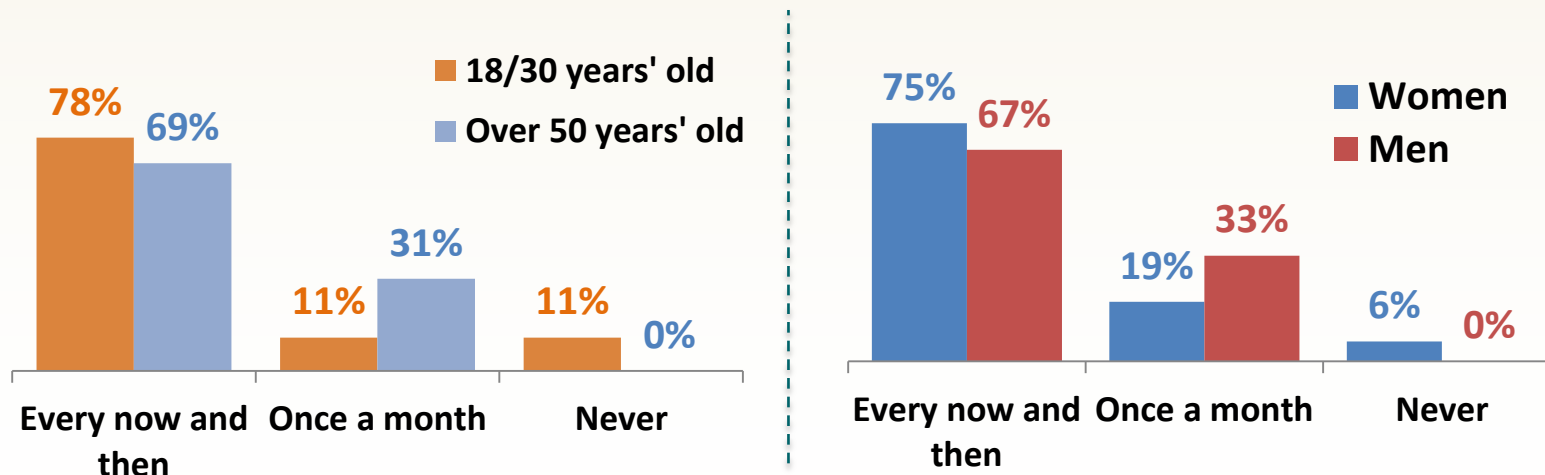
## How often do you visit painting, photography or sculpture exhibitions?



When they travel they normally visit the exhibitions.

In our city people don't normally visit exhibitions, mostly because of the lack of offer and spare time.

## How often do you attend to dance, music of theater shows?

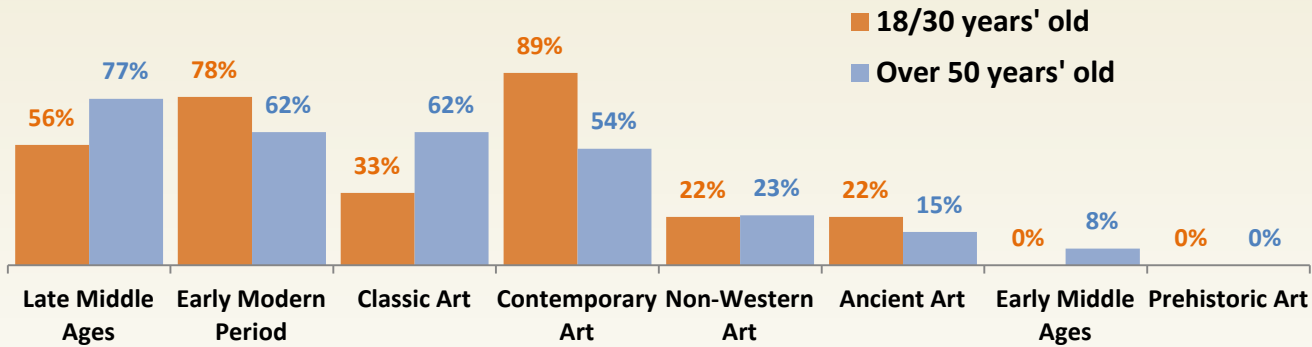


There is **not enough offer** to be able to visit exhibitions once a month.

# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

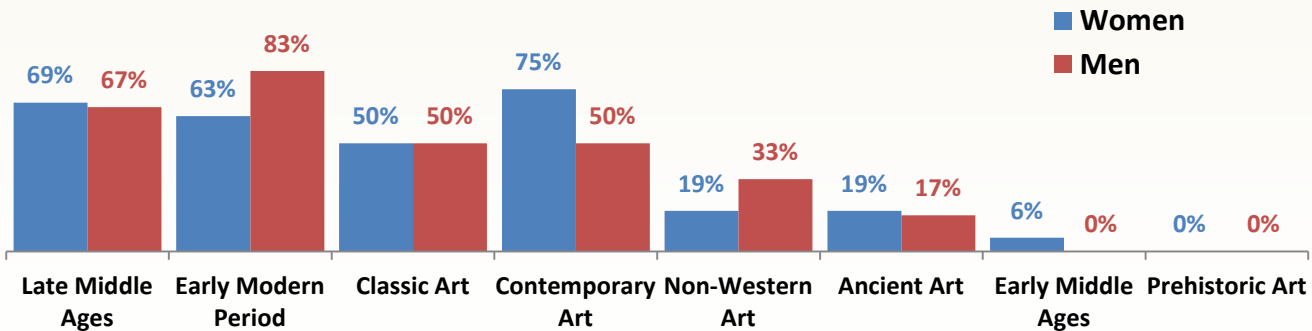
## ARCHITECTURE

As for architecture, mark 3 of the historic art periods that you like the most:



In the past at school special **emphasis** was put in the **former architecture periods**, more than in contemporary art, that's why a more acute **intergenerational difference** can be appreciated between Classical Art (preferred by people older than 50 years-old) and Contemporary Art (preferred by people among 18 and 30 years-old).

Low success of Prehistoric Art due to its complexity.

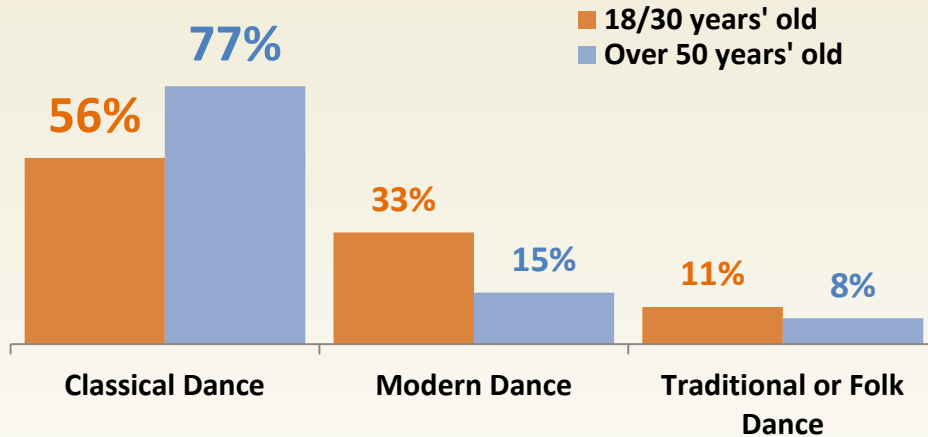




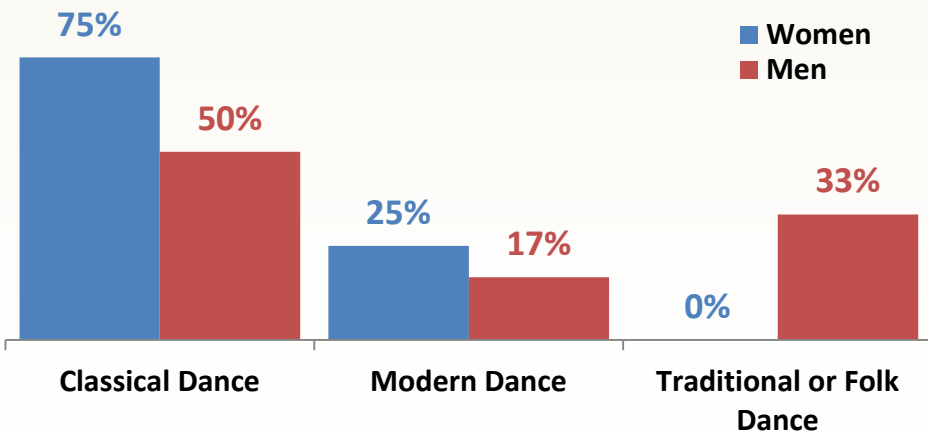
# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## DANCE

Among the existing different dance genres, mark the one that you like the most:



**Intergenerational difference** between the preference for Classical Dance and Modern Dance, a difference that can be appreciated by gender: women prefer classical dance to modern dance.

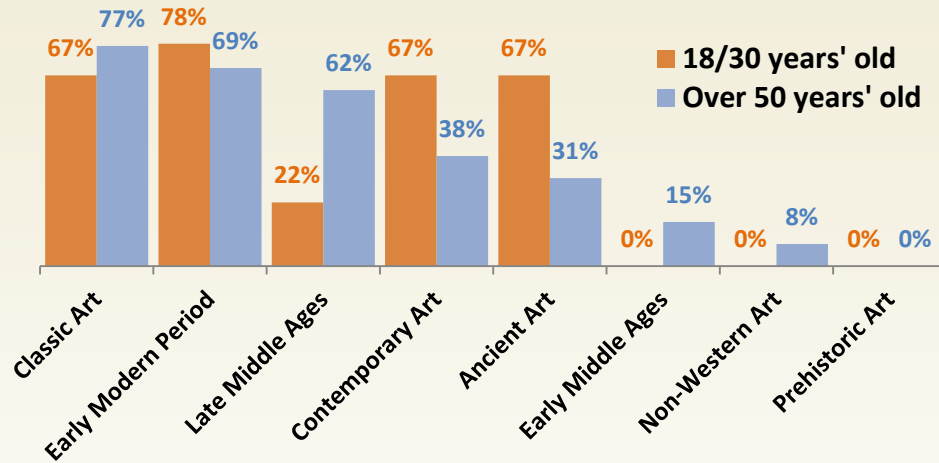


It is surprising that men were the only ones to show interest in Traditional or Folk Dance.

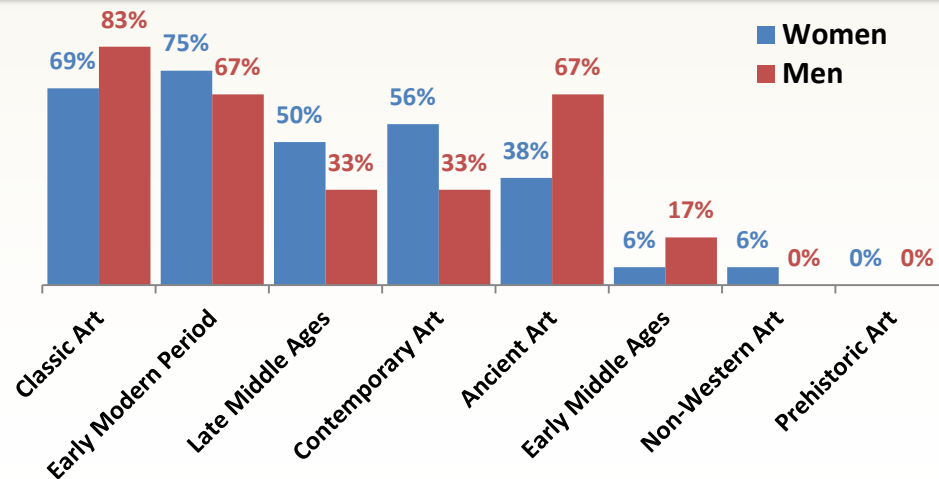
# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## SCULPTURE

As for sculpture, mark 3 of the historic art periods that you like the most:



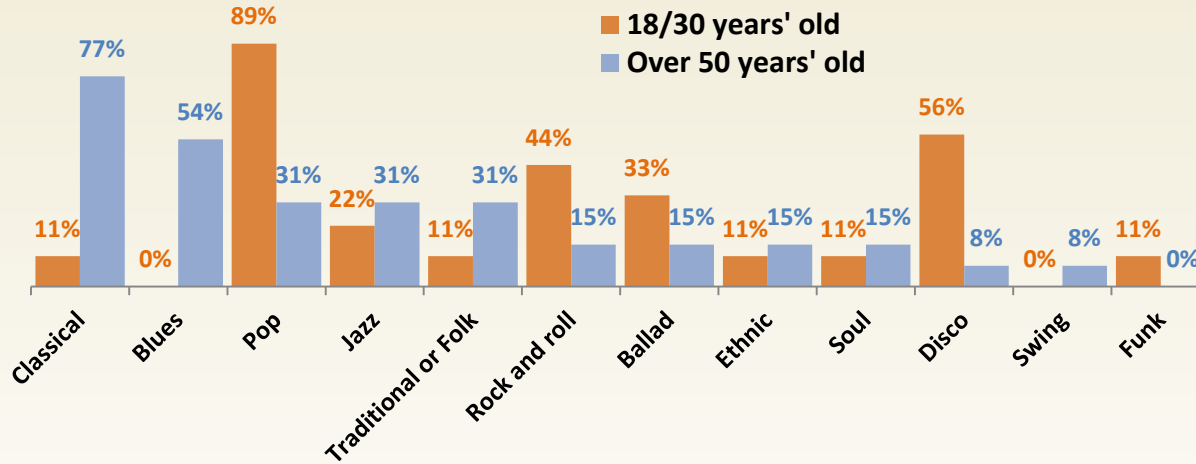
- The importance of education in our lives.
- The **academic education** that we have received **influences** our tastes given that we prefer what we understand or enjoy better.
- People older than 50 years-old – Block of education in generational group.
- Low success of Prehistoric Art due to its complexity.



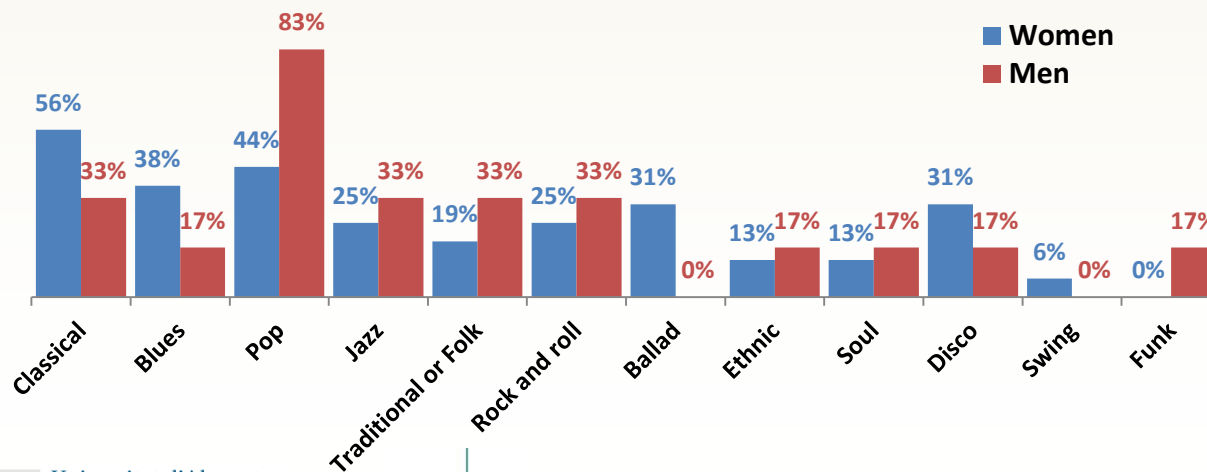
# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## MUSIC

Among the following music categories, mark 3 that you like the most:



**Outstanding intergenerational differences**, mostly between Classical music (preferred by people older than 50 years-old) and Pop music (preferred by people among 18 and 30 years-old).

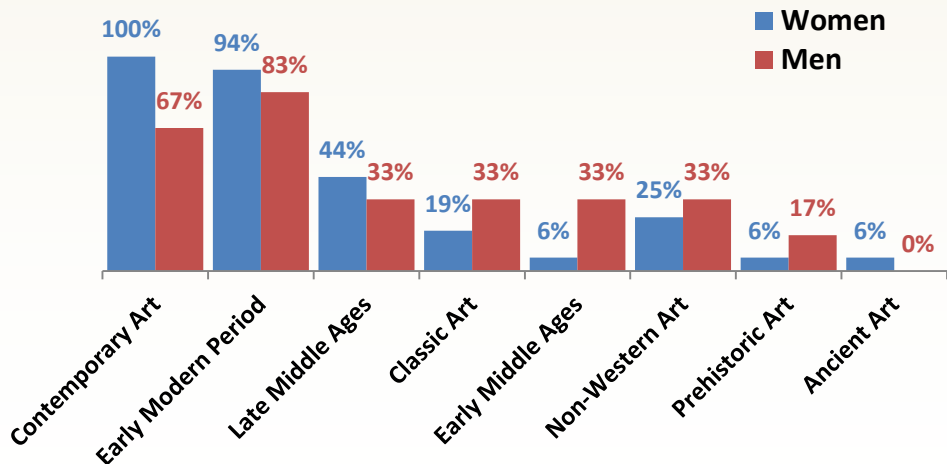
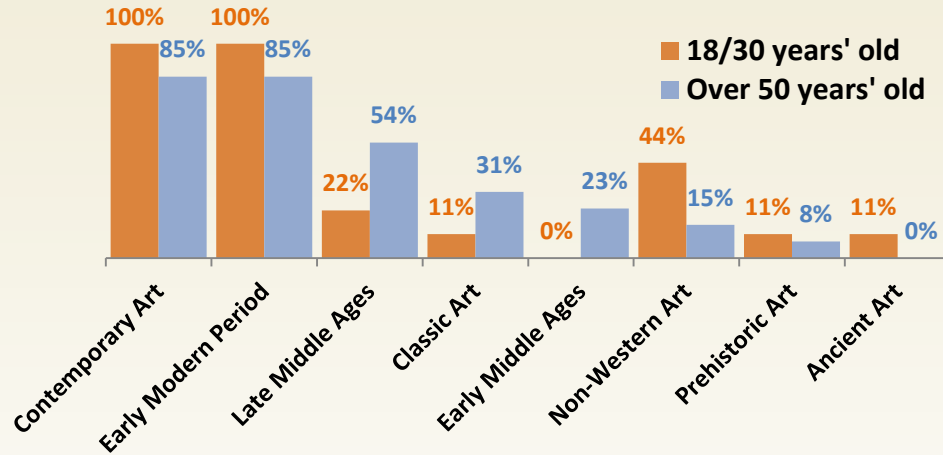


The biggest difference among genders can be found between Pop music and ballads, which surprisingly weren't chosen by men.

# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## PAINTING

As for painting, mark 3 of the historic art periods that you like the most:



Contemporary art in painting is more intergenerationally accepted.

The biggest **intergenerational difference** can be found in late middle ages.

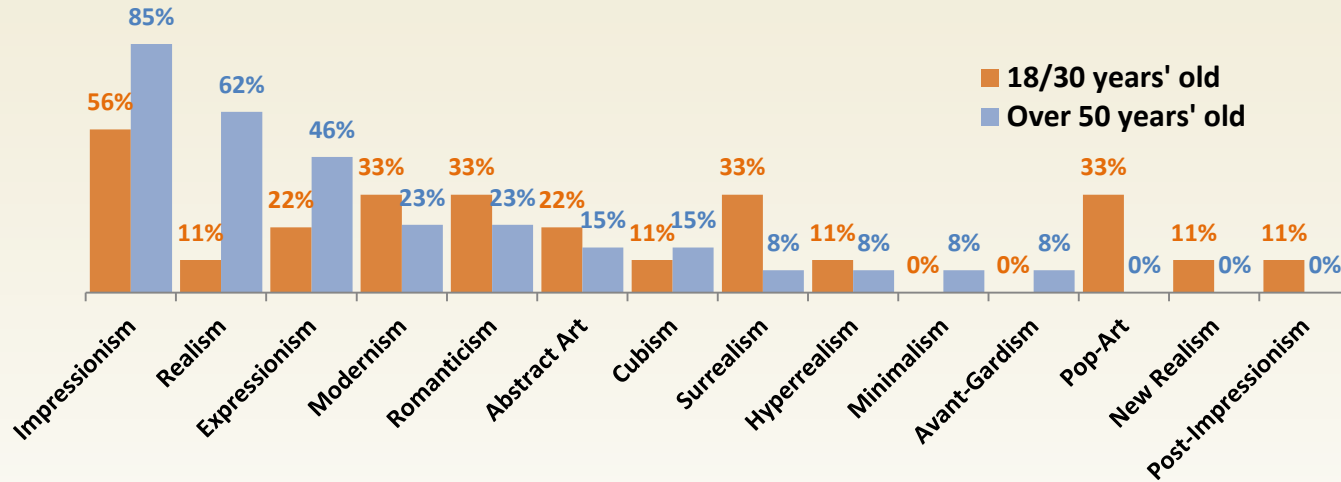
We can't get excited about the same things receiving the same information.



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## PAINTING

Mark 3 of the contemporary painting movements that you like the most:

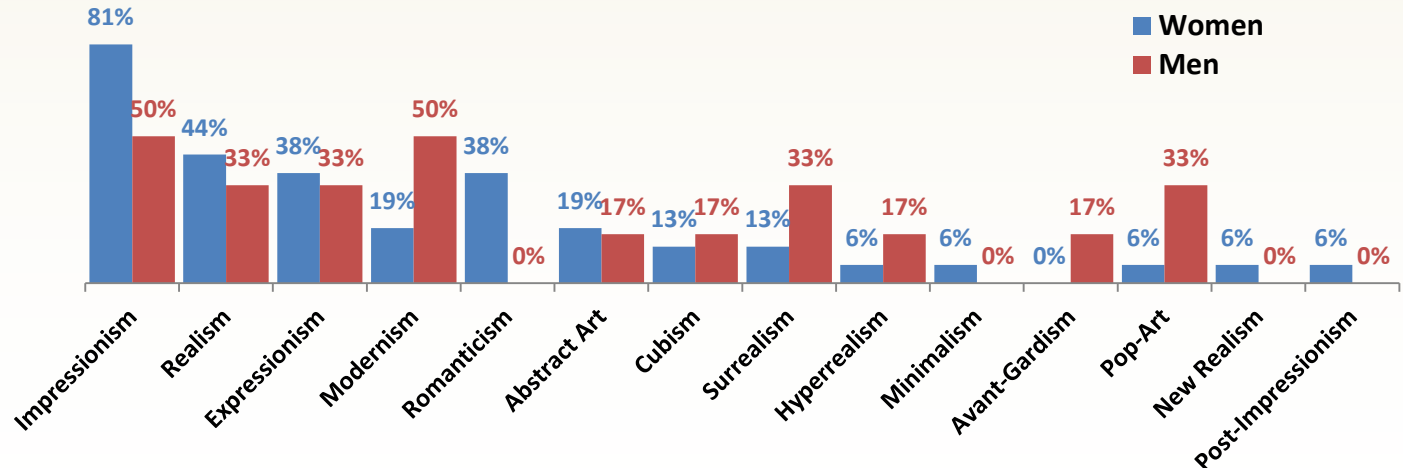


The biggest intergenerational difference can be found regarding realism.

Women have more criterion, especially older women.

Men like all of it.

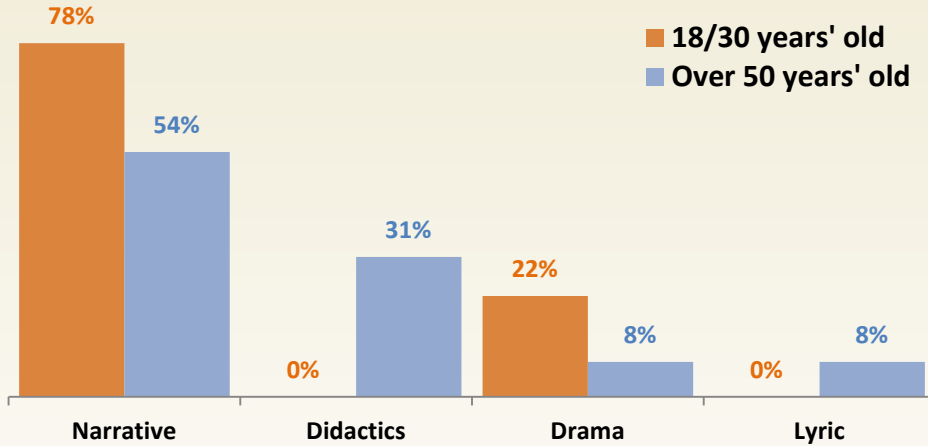
Lack of pragmatism.



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

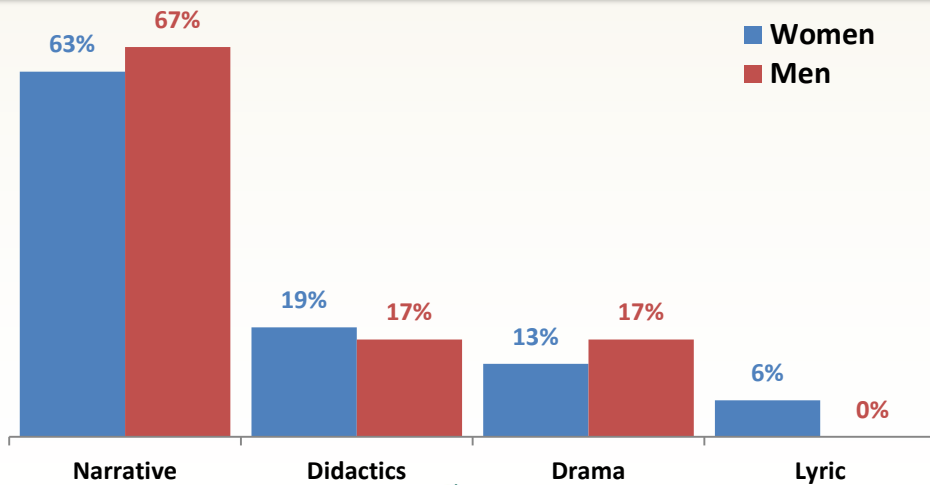
## LITERATURE

What's your favourite literary genre?



Novels have a great intergenerational and gender acceptance.

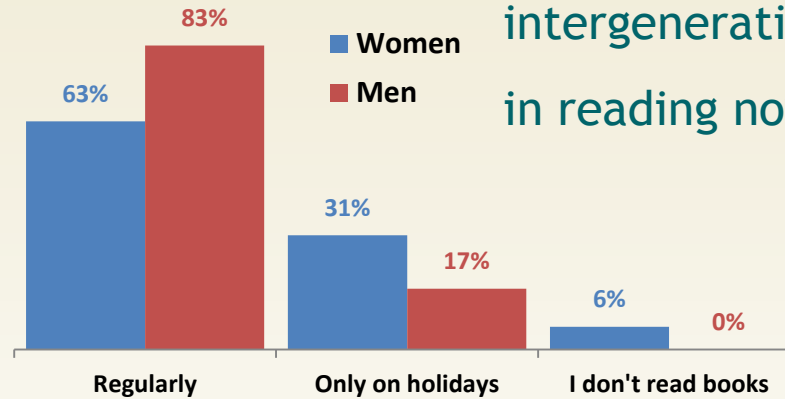
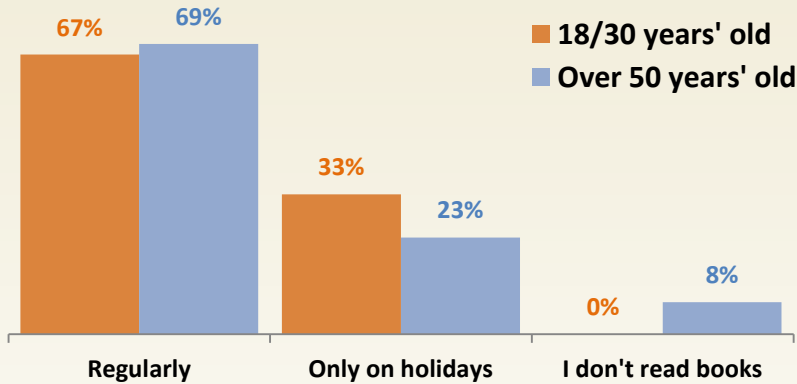
Curiously enough, we didn't choose this gender among the first ones in our art selection because we didn't consider it to be art.



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

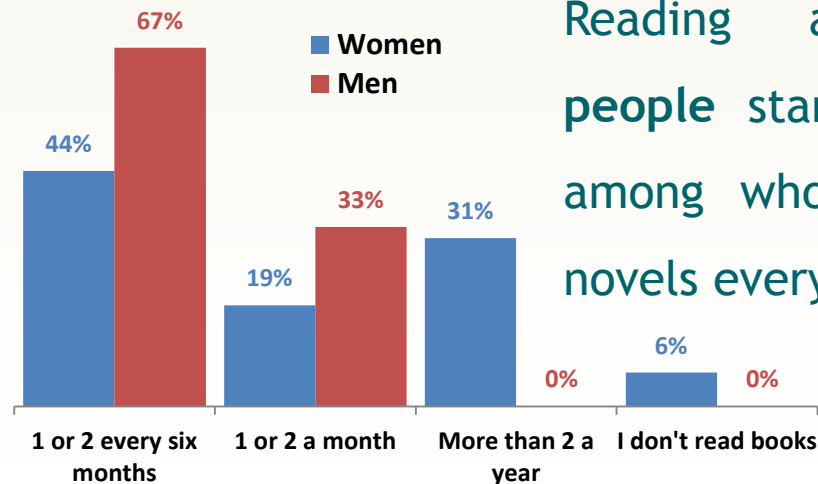
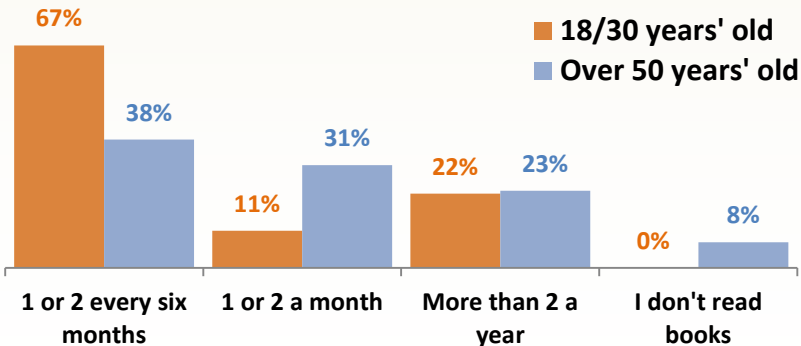
## LITERATURE

### How often do you read books?



Data show a similar intergenerational frequency in reading novels.

### How many books do you read?

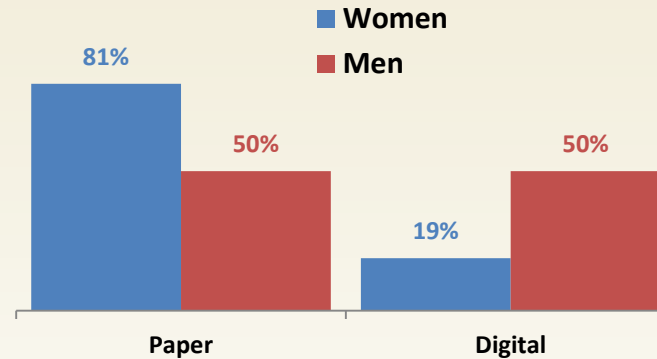
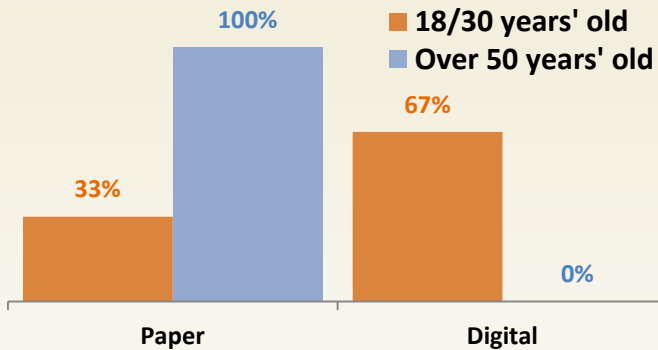


Reading among young people stands out mostly among who read 1 or 2 novels every six months.

# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## LITERATURE

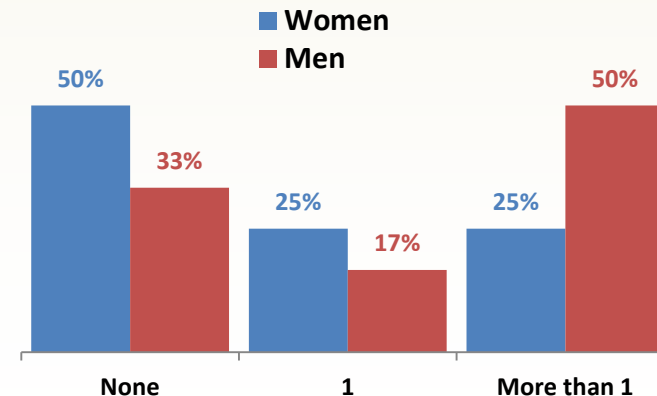
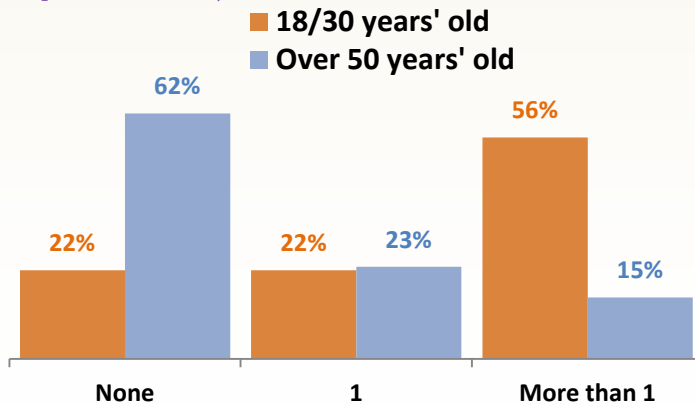
What format do you normally prefer to read?



People older than 50 years-old prefer paper format.

Total lack of digital format among people older than 50 years-old. Young people prefer digital format to paper.

How many devices to read digital books do you have at home? (ebook, tablet, mobile phone...)



There is a rejection towards new technologies among people older than 50 years-old.

They prefer paper format because of:

- Habit
- Convenience
- Ease of use
- Sensation



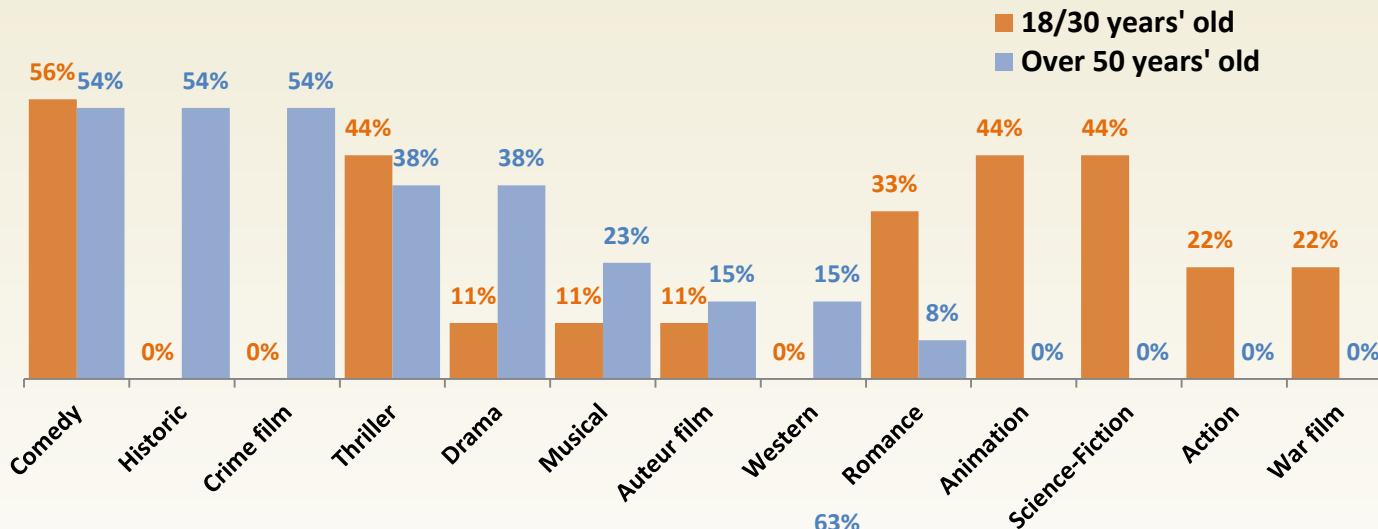
# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## CINEMA

Mark 3 of the movie genres that you like the most:

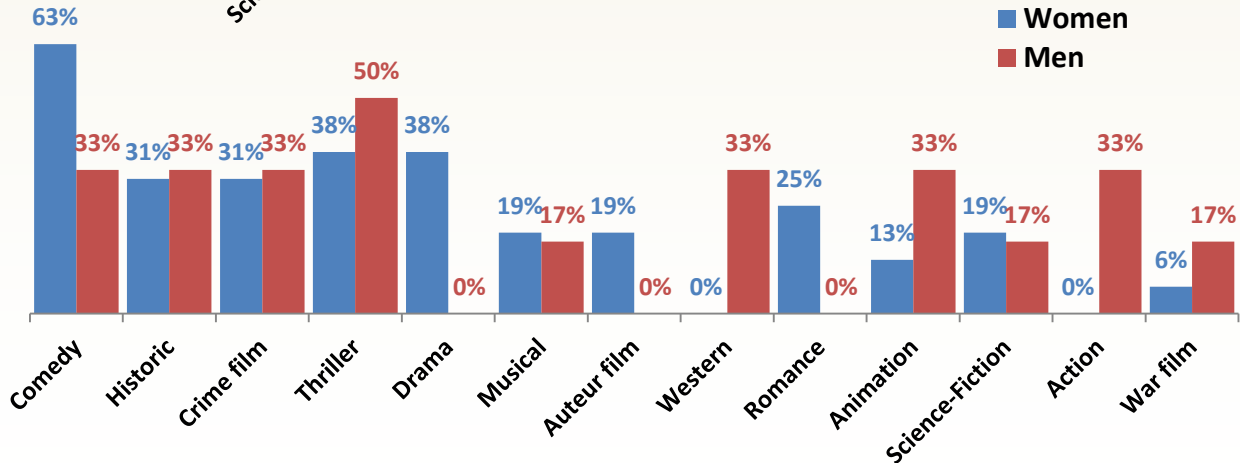
Acute intergenerational difference.

Historical genre and Film Noir stand out mostly among people older than 50 years-old and Animation and Science Fiction are preferred by people among 18 and 30 years-old.



There is also an acute gender difference.

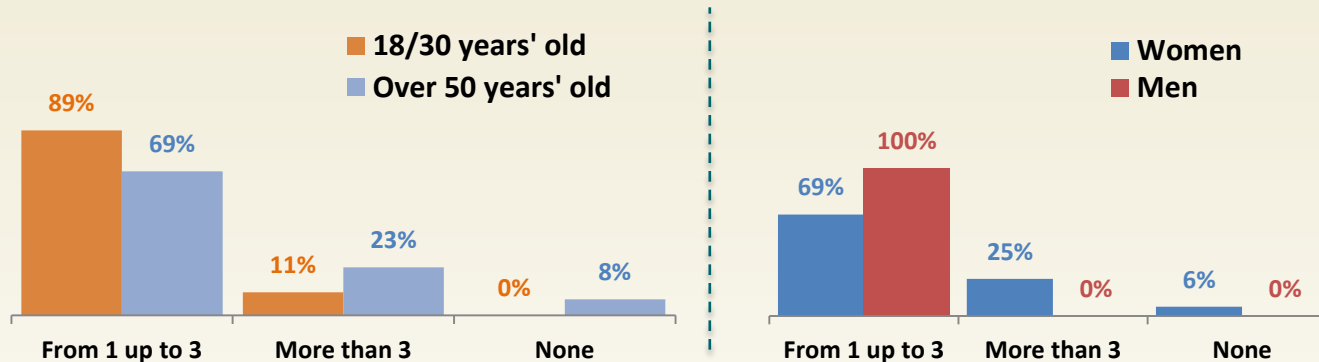
There is a big difference in Drama and Romance cinema that wasn't chosen by men. Women, on the contrary, didn't select Western nor Action cinema.



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## CINEMA

How many films do you watch on television on a weekly basis?

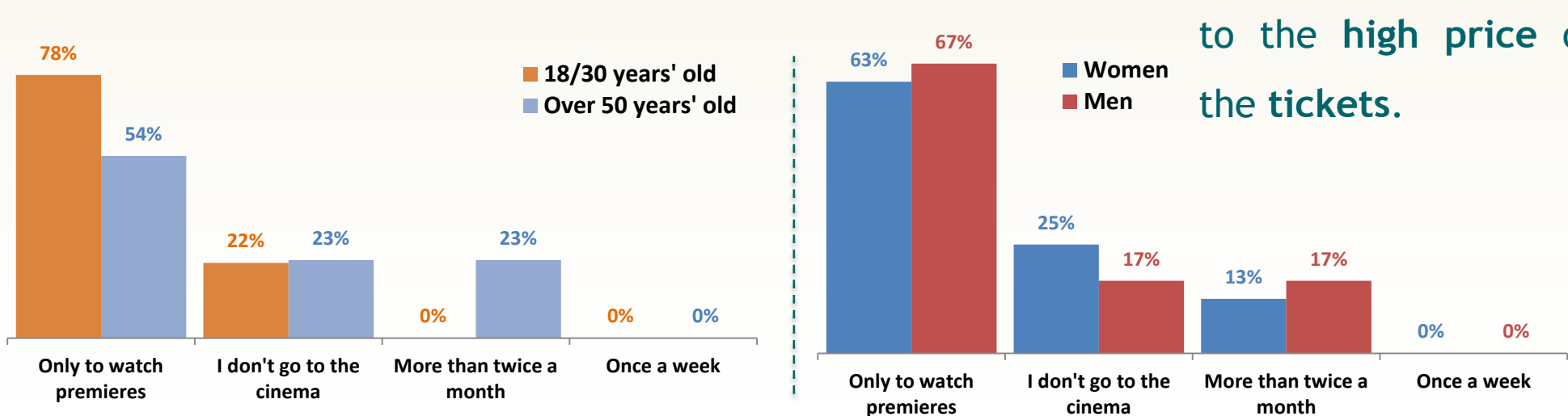


High use of films.

They watch films but on television.

They don't go to the cinema regularly due to the high price of the tickets.

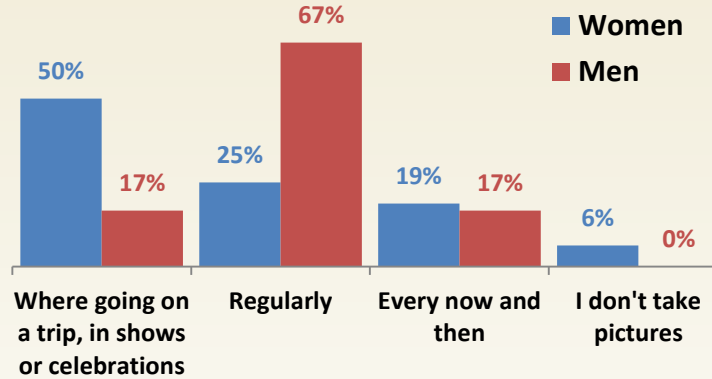
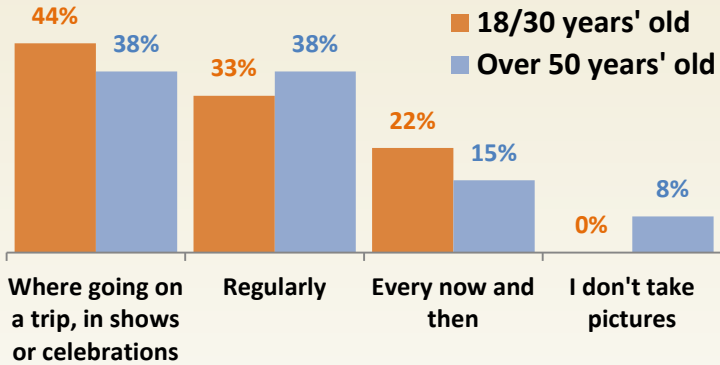
How often do you go to the cinema?



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## PHOTOGRAPHY

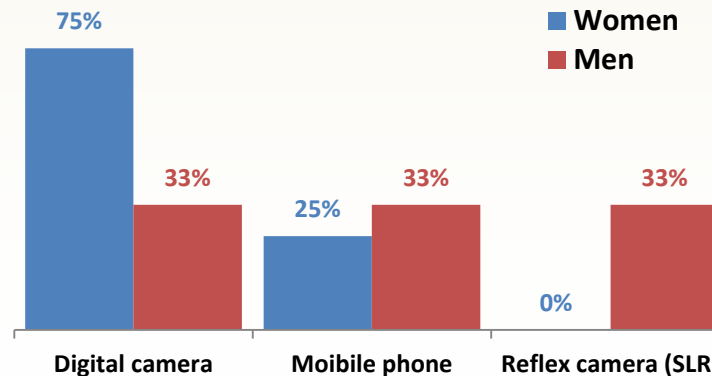
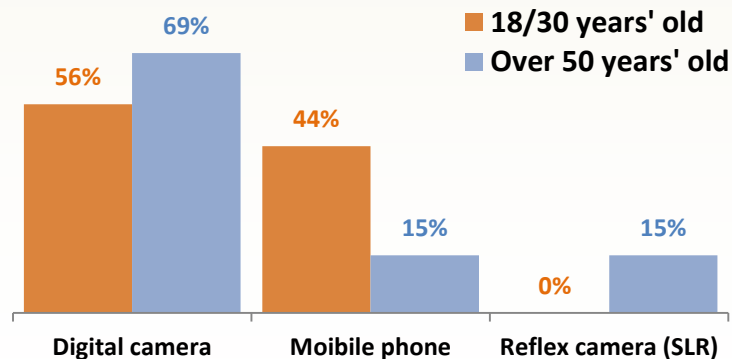
### How often do you take pictures?



Women take more pictures when they go on a trip while men take pictures regularly.

This art is more masculine than feminine.

### What kind of camera do you normally use?



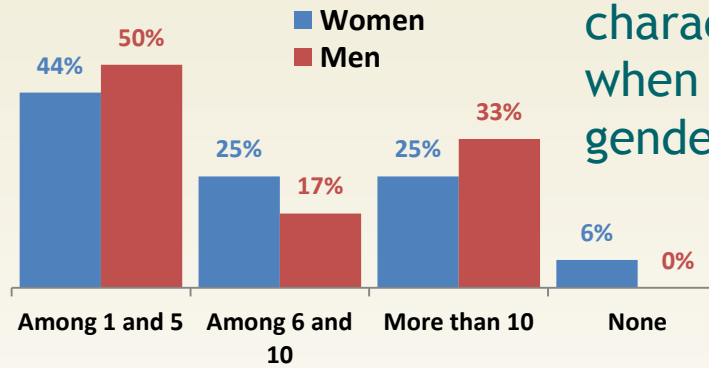
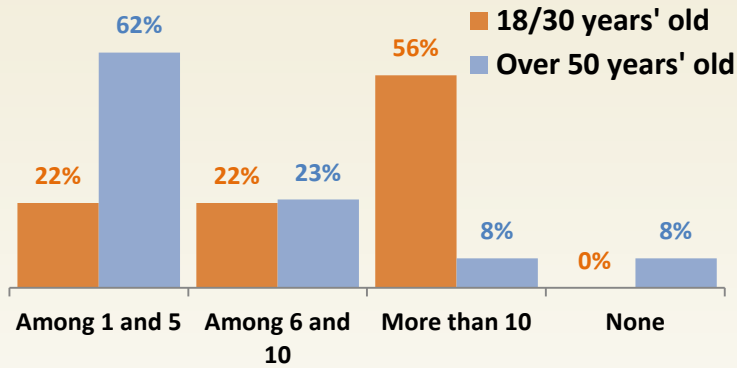
Young people don't use reflex cameras anymore.

Acute gender difference when it comes to choosing the type of camera.

# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

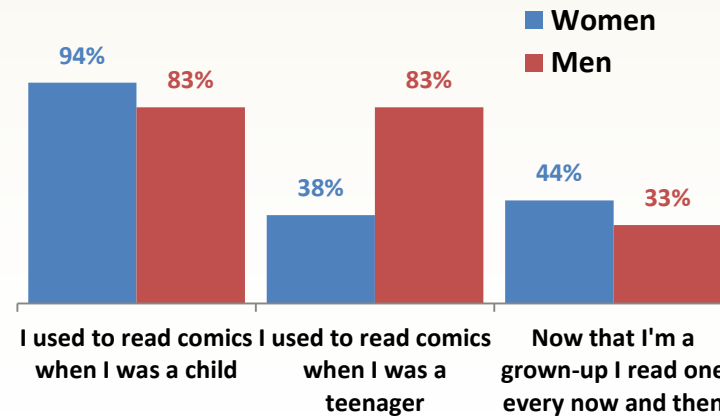
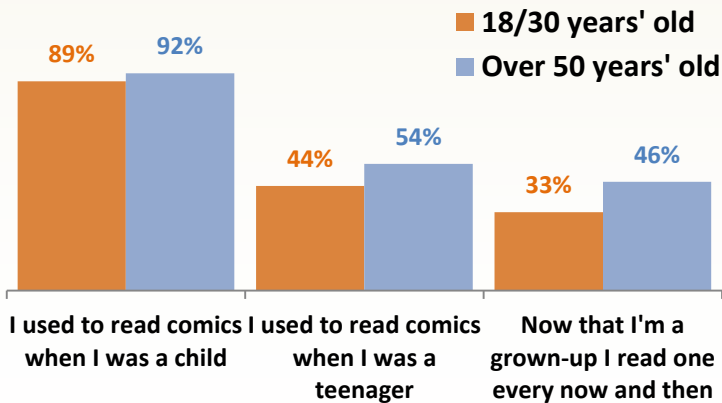
## COMIC

How many Spanish comic characters do you know?



There is a great intergenerational difference in the number of known characters that is more equal when it is estimated by gender.

As for reading comics...



Well-established reading habit.

This habit is lost depending on the age, mostly in the young people's group.

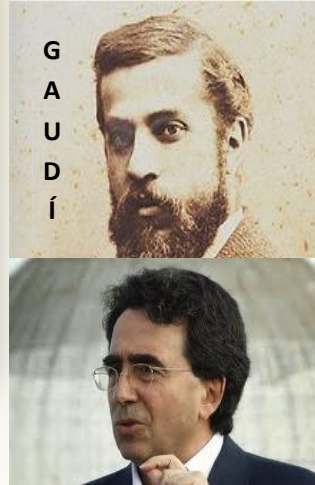
This habit lasts longer in women than in men.



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## WORKSHOPS 2<sup>ND</sup> AND 7<sup>TH</sup> – MY FAVOURITE SPANISH ARTIST

### ARCHITECTURE



Santiago Calatrava

### SCULPTURE



Eusebio Sempere

### MUSIC



Oscar Esplá

### PAINTING



Murillo & Salvador Dalí

### LITERATURE



Matilde Asensi

### CINEMA



Fernando Fernán Gómez

### DANCE



Tamara Rojo & Nacho Duato

### PHOTOGRAPHY



Chema MADDOZ & Joan Fontcuberta

### CARTOON STORY



Francisco Ibáñez



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## WORKSHOPS 3<sup>RD</sup> AND 7<sup>TH</sup> – MY FAVOURITE SPANISH PIECE OF WORK

### ARCHITECTURE



### SCULPTURE



### PAINTING



### MUSIC



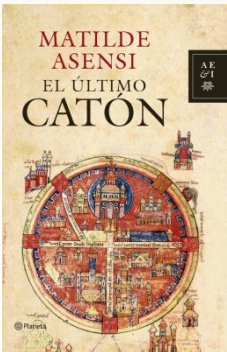
### DANCE



### CARTOON STORY



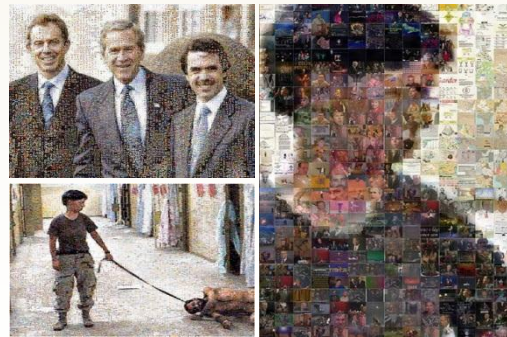
### LITERATURE



### CINEMA



### PHOTOGRAPHY





# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## WORKSHOP 4<sup>TH</sup> – VISIT TO LA LONJA

### LONJA | in Alicante

#### EXHIBITIONS



**QUICO TORRES & SOLBES ARJONA**  
Quico Torres - Sculptor  
Solbes Arjona - Painter



**THE DAILY LIFE OF A FAMILY FROM ALICANTE**  
Photographies of Ramón Vidal Irlas  
Local Archive from Alicante

### QUICO TORRES & SOLBES ARJONA



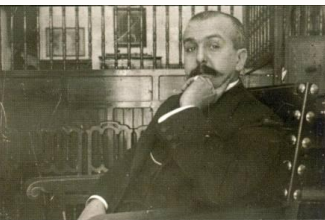
The group highlights that from the title **imagination runs free** and they value the inventiveness of the artist to make the most of a piece of wood or stone.



The group admits that they are **no art experts** and that as users they interpret the works by what they transmit to them, maybe without valuing the audacity of the materials, colors or shapes used.

### THE DAILY LIFE OF A FAMILY FROM ALICANTE

The photographs, taken with stereoscopic glasses, have been highly valued by the visitors to the exhibition, given that they **reflect perfectly the life of a well-off family** from that period.



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## WORKSHOP 5<sup>TH</sup> – VISIT TO MUA (UNIVERSITY OF ALICANTE'S MUSEUM)

University of  
Alicante's  
Museum

# MUA

### EXHIBITIONS



**How do you see science?**  
Photographies

**Winter Garden**  
The Exploration of the Micropop  
Imagination in Japanese Contemporary  
Art

**Ponte en mi piel (Under my  
skin)**  
MUA's Collection

Universitat d'Alacant  
Universidad de Alicante

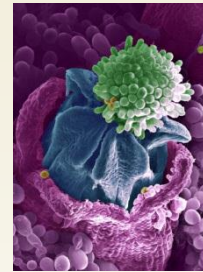


PERMANENT UNIVERSITY  
UNIVERSITY OF ALICANTE

ART & LITERATURE

LIFESTYLES  
REVISITED

### HOW DO YOU SEE SCIENCE?



This exhibition has taken the members of the group to a different dimension, causing **astonishment and stimulating knowledge.**

### UNDER MY SKIN

This exhibition has sensitized the group a lot because of the big load of feelings that it transmits touching on social issues mainly affecting women, maybe one of the weakest link of society.

The guided visit helped to understand every work better, although we must highlight the fact that in most of the works the following saying is fulfilled: “a picture is worth a thousand words”.

### WINTER GARDEN



This exhibition has been the most liked one among the young group, given that it is made up of contemporary images. Nevertheless, all participants have **rejected the aggressive images** of Japanese manga and value the evolution of the Japanese art to lead the graphic design in the world.



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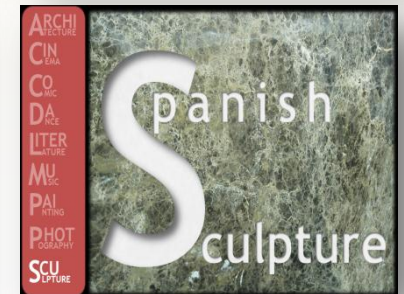
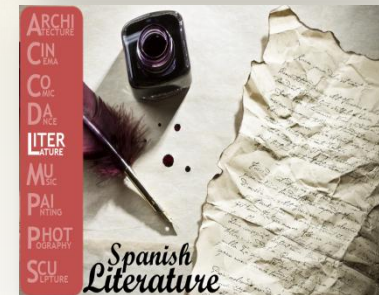
ART & LITERATURE





# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## WORKSHOP 8<sup>TH</sup> – SPANISH ART & LITERATURE



1. ARCHITECTURE
2. CINEMA
3. COMIC
4. DANCE
5. LITERATURE
6. MUSIC
7. PAINTING
8. PHOTOGRAPHY
9. SCULPTURE



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

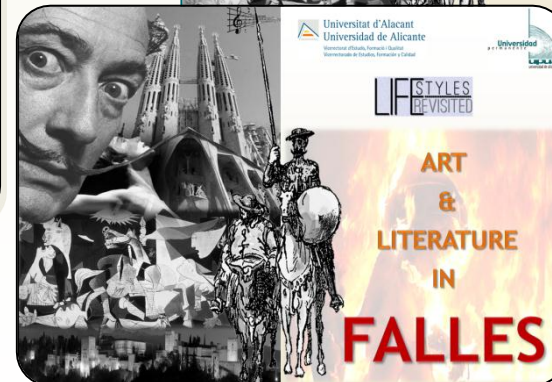
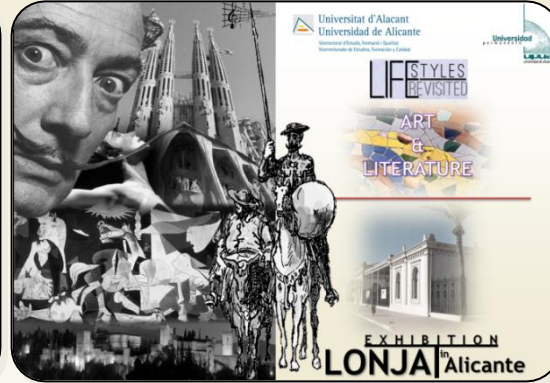
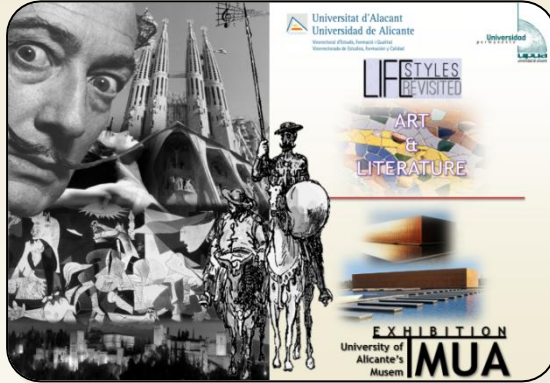
## WORKSHOP 9<sup>TH</sup> – THE FALLES

### VIDEO PRODUCTION



# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

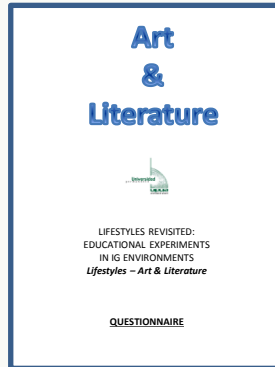
## WORKSHOP 10<sup>TH</sup> – MATERIAL DEVELOPMENT



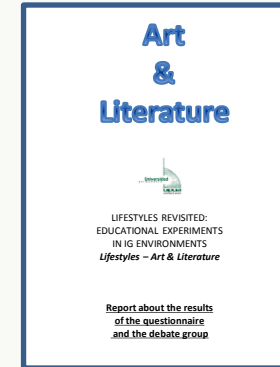
# RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

## WORKSHOP 10<sup>TH</sup> – MATERIAL DEVELOPMENT

### QUESTIONNAIRE



### REPORT



### VIDEO PRODUCTION



# ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS

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- ❑ All the activities organized could be adapted to other intergenerational groups.
- ❑ The questionnaire could be used as milestones for dialogue between generations. However, they should be adapted to the different countries in order to take into account local and cultural habits concerning art & literature.
- ❑ The survey may be used in working sessions and its results compared with the results of the partners in similar surveys.





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**Thank you**  
for your  
**attention**

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