

PROJETS SCIENTIFIQUES ET POLITIQUE DE LA RECHERCHE

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Chaire Unesco "Communication Internationale"



Un point de départ

- Réflexion sur les politiques de la recherche et du savoir (en Italie)
- Le thème des générations et de leur rapport avec les médias dans mes études personnels et en groupe
- Histoire du développement de ce thème dans le cadre des politiques de l'université et du savoir



LA PRODUCTION DE RECHERCHE COMME DISPOSITIF: ÉLÉMENTS

Trois phases

- Phase 1: années 60-80
- Phase 2: années 80-2000
- Phase 3: années 2000...

Quatre éléments

1. Les chercheurs entre théories et méthodologies
2. Articulation du savoir et du pouvoir sur et dans les structures universitaires
3. Formes de financement
4. Impact des sujets financiers

Les chercheurs entre théories et méthodologies

Phase 1.

Méthodologies critiques, séparées entre elles (sémiologie, sociologie quantitative – analyse du contenu, analyses socio-économiques). Modèles européens. Objets nationaux.

Phase 2.

Méthodologies mixtes (sociologie quantitative et qualitative, impact des *cultural studies*). Objets plus généraux et moins locaux (le système mixte de la télévision, la diffusion du mobile, la numérisation de la télé européenne).

Phase 3.

Méthodologies intégrées, anciennes et nouvelles, big data. Objets globales, interactions entre réseaux internationaux.

Articulation du savoir et du pouvoir sur et dans les structures universitaires

Phase 1.

Université comme lieu d'un savoir indépendant, séparé, qui se confronte avec la société de masse. Savoir critique, carrières internes, participation à l'écoles.

Phase 2.

Rencontre avec savoirs extérieurs (pouvoir politique, sujets économiques, professionnels de la recherche). Carrières locales.

Phase 3.

Crise de la profession et des mécanismes de carrière. Nouvelles formes d'évaluation. Internationalisation et critères bibliométriques.

Formes de financement

Phase 1.

Financement national, publique ou para-publique

Phase 2.

Financement public national, et financement privé national ou transnational

Phase 3.

Financement privé national, financement public européen

Impact des sujets financiers

Phase 1.

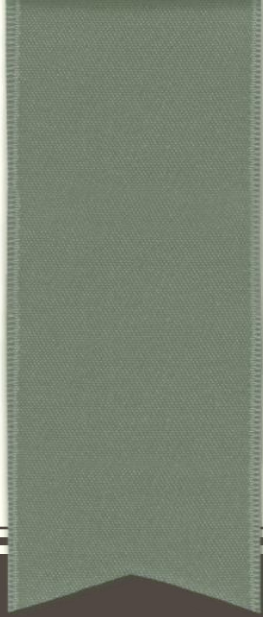
Destinataires. Extérieurs aux processus de la recherche

Phase 2.

Négociateurs: ils proposent les thèmes, vérifient les méthodologies, demandent certains types de résultats

Phase 3.

Contraintes thématiques et méthodologiques. Légitimation (ou non) de la recherche



LES ETUDES SUR GENERATIONS ET MEDIA

Naissance et évolution des études: première série (Phase 2: 1998)

1. Les chercheurs entre théories et méthodologies: centre de recherche OssCom

2. Articulation du savoir et du pouvoir sur et dans les structures universitaires: nécessité croissante de production scientifique empirique; nécessité d'argent pour les jeunes chercheurs

3. Formes de financement: commande Mediaset

4. Impact des sujets financiers:

Question: quel est le rôle des appartenances générationnelles dans la vision télévisée?

4. Conséquences dans les résultats et la pratique de recherche

- Coopération méthodologique: mix de langages
- Influence sur les dénominations des générations des styles du marketing
- Nécessité d'interroger la littérature scientifique internationale pour aboutir à des publications scientifiques

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26	27	28	29	30	31	1974	1988
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16	17	18	19	20	21	1984	1998
15	16	17	18	19	20	1985	1999
14	15	16	17	18	19	1986	2000
13	14	15	16	17	18	1987	2001
12	13	14	15	16	17	1988	2002
11	12	13	14	15	16	1989	2003
10	11	12	13	14	15	1990	2004
9	10	11	12	13	14	1991	2005

Nostalgici
sentimentali

Nostalgici
critici

Razionali
storici

Razionali
disincantati

Conséquences de la confrontation avec la littérature scientifique et la communauté scientifique internationale

- Définition d'une histoire du concept et discussion critique
- Mise au point d'une proposition originale
- Relecture des résultats et des méthodologies de l'expérience de recherche

- Participation aux réseaux internationaux
- Participation à une compétition pour un financement public national
- Thématisation des générations à l'intérieur du débat international

The claim for “generations”

- The crisis of traditional social-demographic categories (such as class, age, gender (?) and so on) or collective identities (e.g. national community);
- The rising (and falling) of “generational marketing” (e.g. Yankelovich: Boomers, X, Y, Z generations and so on);
- The “digital natives” vs. “digital immigrants” debate (and its popularization as “digital” / “e” / “bit” / “c” / “mobile” / “iPod” / “Nintendo” and so on “generations”).

Generations in the sociological tradition (Mannheim, Bourdieu; Corsten, Edmunds & Turner)

“An age cohort that comes to have social significance by virtue of constituting itself as a cultural identity” (Edmunds & Turner).

People who belong to the same generation:

1. were born in the same period of time
2. have the same age
3. share a common world of past, formative, (sometime traumatic) experiences
4. are nowadays in the same life-cycle position
5. share a particular “generational semantic”
6. share a generational “we sense”
7. share a sort of “habitus”.


The background: the field researches

- A set of 5 years long field researches, finally merged in a National Research Project, about the relation between media and generations:
- 68 biographical interviews
- 73 focus groups
- 12 couple interviews

The background: four (italian) generations:

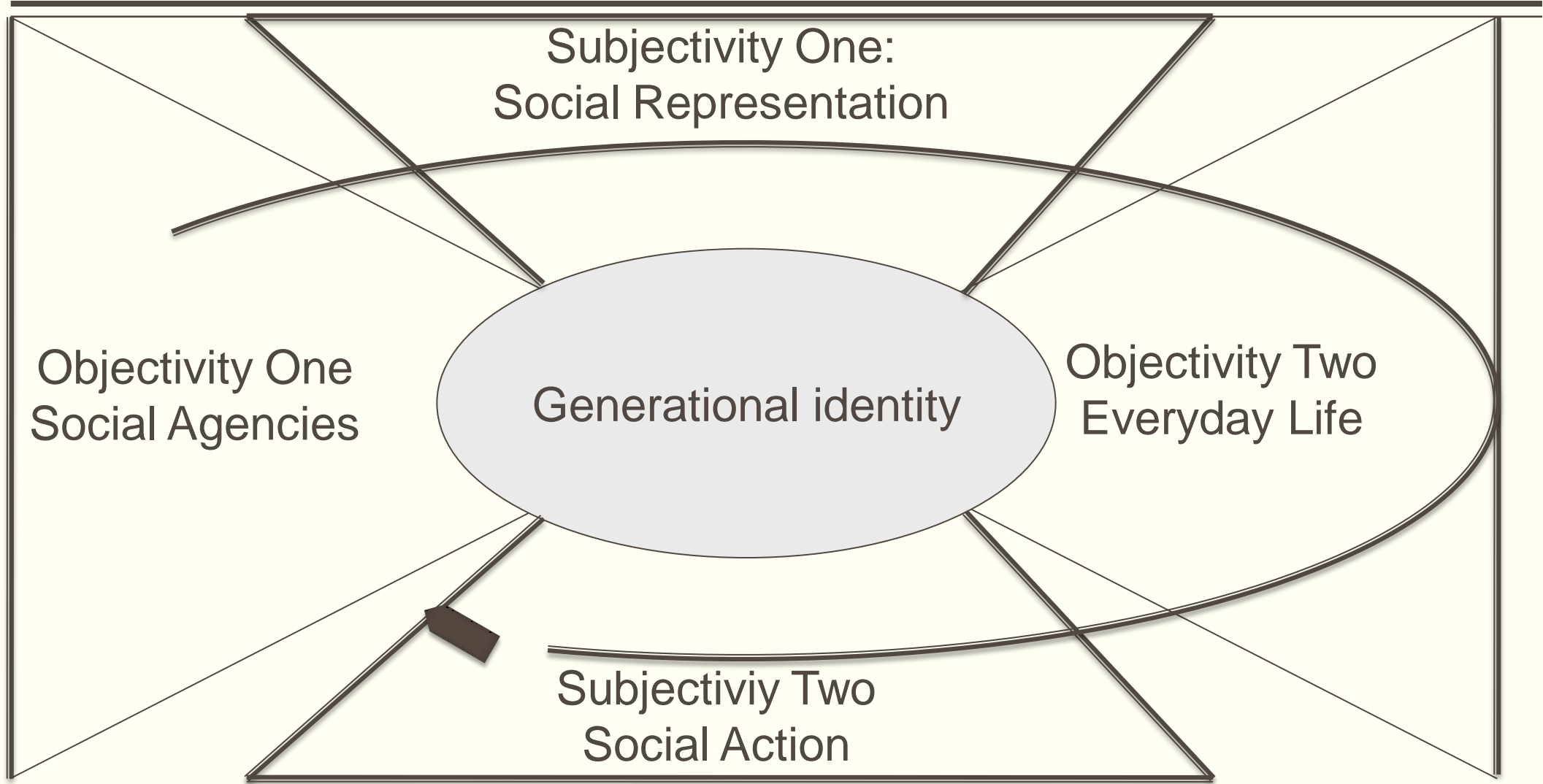
- Dopoguerra (Postwars): born 1940-1952; formative years during the Fifties / mid Sixties
- Boomers: born 1953-1965; formative years during the last Sixties / Seventies
- Neos: born 1966-1978; formative years during the Eighties / first Nineties
- Posts: born 1979-1991; formative years during the Nineties / first years of the new millennium.

HP3: A model for generational identity making process

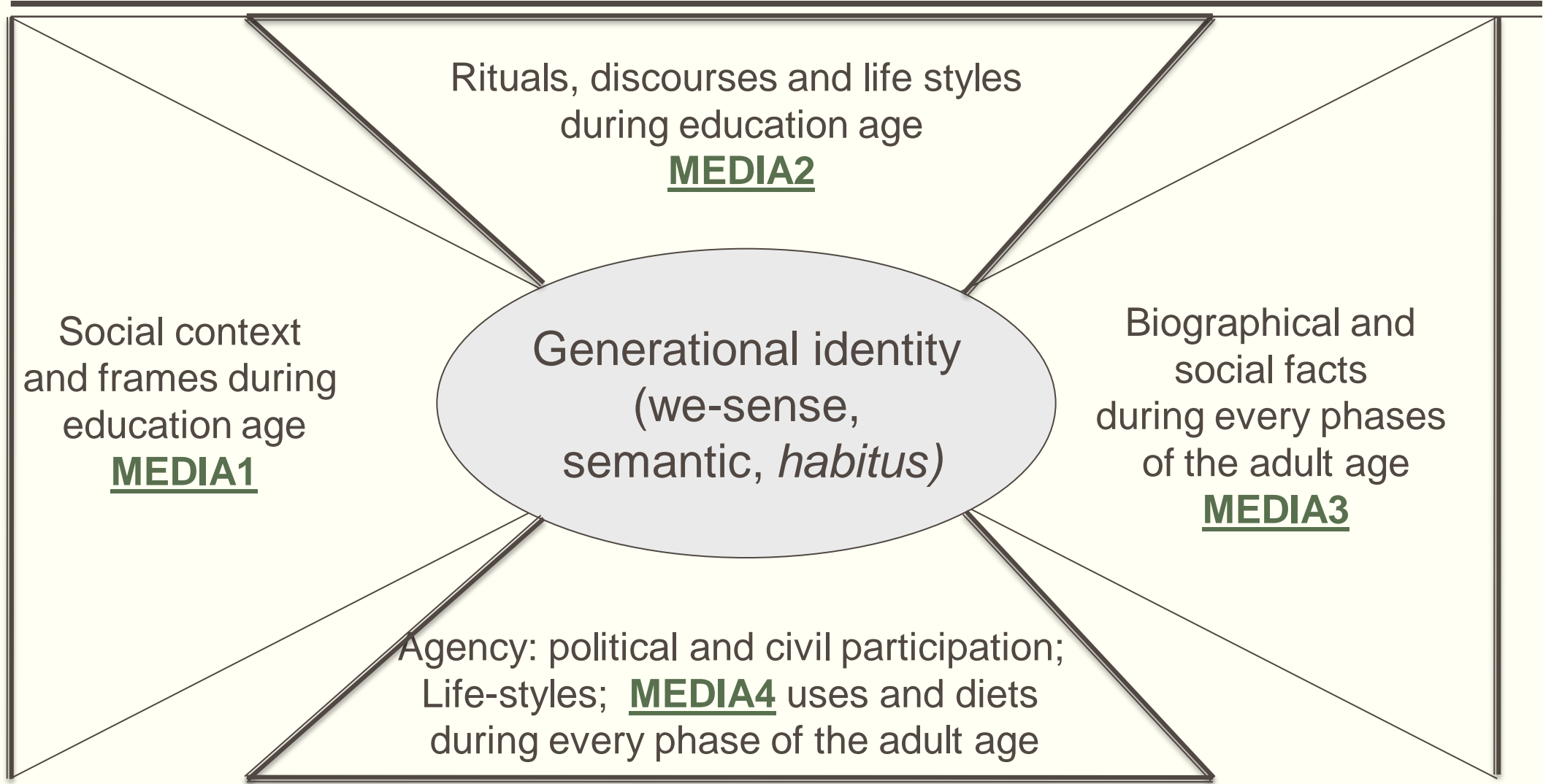
Timeline 

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HP3: A model for generational identity making process



RQ1. The role of the media in the generational identities making

MEDIA1: media (as technologies as well as contents) have a part in defining the formative experiences of a generation:

1. they are so deeply embedded in the everyday practices as to become a “natural” element of its social landscape and its common sense;
2. historical events and occurrences, as well as cultural values and their symbolic forms, are often mediated by them;
3. Media provide a lot of the material and the tools used in the making of the generational semantic repertoires.

RQ1. The role of the media in the generational identities making

MEDIA2: media are resources articulating the public spaces of the generational discourses and reflexivity; they allow people:

1. to get connected each other;
2. to have a mutual social visibility;
3. to build a mythical self-narrative;
4. to develop some meaningful rituals;
5. to perform one or more self-representations;
6. to entitle some people to speak “on behalf of” and “in front of” the other members of the generation.

RQ1. The role of the media in the generational identities making

MEDIA3: media are a part of the present experiences that interact with the stratified memories, and are coped with by them:

1. they provide a set of proposals amongst which people make their choices;
2. they act as “catalysts” and “hooks” for the memories, producing new forms and feeling (fandom, cultism, revival, nostalgic mood etc.)

RQ1. The role of the media in the generational identities making

MEDIA4: represent the media practices actually performed by the members of a generation:

1. they make visible a generational belonging, providing a set of marker for the identities;
2. they define a generational media-mix and a generational interpretive frame.

Dissemination. Congrès (1 international, 2 nationaux), publications :

Livres

2003 Le età della Tv. Indagine su quattro generazioni di spettatori italiani, avec P. Aroldi

2012 Broadband society and generational changes (avec L. Fortunati)

2012 Media e generazioni nella società italiana (avec autres)

2012 Media+generazioni (Aroldi et alii) atti del convegno finale del Prin Media e generazioni nella società italiana coordinato da me.

Articles

2007 Generation belonging and mediascape in Europe (Journal of Social Sciences Education), avec P. Aroldi

2011 La génération internet n'est plus ce qu'elle était, Communication et langage

2013 Questioning digital global generations. A critical approach (Northern Lights), avec P.Aroldi

Evolutions actuelles des études: deuxième série (Phase 3: 2013...)

1. Les chercheurs entre théories et méthodologies: Département, équipes de recherche multidisciplinaires
 2. Articulation du savoir et du pouvoir sur et dans les structures universitaires: nécessité croissante de production internationale;
 3. Formes de financement: financement de la part de l'Université
 4. Impact des sujets financiers:
- Question: questions de communication liées au vieillissement social

4. Conséquences dans les résultats et la pratique de recherche

- Langage scientifique international (anglosaxon)
- Influences réciproques entre disciplines
- Nécessité de dissémination lié au rankings internationaux



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A generation in between? Young elderly and their use of ICTs

Piermarco AROLDI, Simone CARLO, Fausto COLOMBO

Università Cattolica del Sacro Cuore

“I Don’t Want to Be Inactive” – A Longer Life: a Generational Challenge and an Opportunity for Society (2012-2015)



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MILANO 2015

The screenshot shows a web browser window with the URL <https://anzianiinrete.wordpress.com/>. The page title is "Gli anziani in rete – The connected elderly". Below the title is a video player showing two elderly men wearing headphones looking at a television screen. To the right of the video is a short paragraph in Italian: "L'invecchiamento attivo: l'allungamento della vita, una sfida per le generazioni, un'opportunità per la società – The active ageing: life lengthening, generational challenges and an opportunity for society – a research of Università Cattolica del Sacro Cuore". At the bottom of the page, there is a navigation menu with links: Home, News, Reports and presentations, Equipe, Calls and Papers, and Contacts. In the bottom right corner, there is a logo for UCSC – Università Cattolica del Sacro Cuore.

accoglie gli aggiornamenti e i risultati del progetto di ricerca “Non mi
mento della vita, una sfida per le generazioni, un’opportunità per la
a. Obiettivi: impennata economica e crescita dell’Università Cattolica

<https://anzianiinrete.wordpress.com/>

Introduction

The research project presented, lasting 1 year, is based on

- (1) an in-depth theoretical study about ageing
- (2) a survey with Italian “young elderlies” (65-74 years) about ICTs (N=900)
- (3) 20 family interviews in Milan area.





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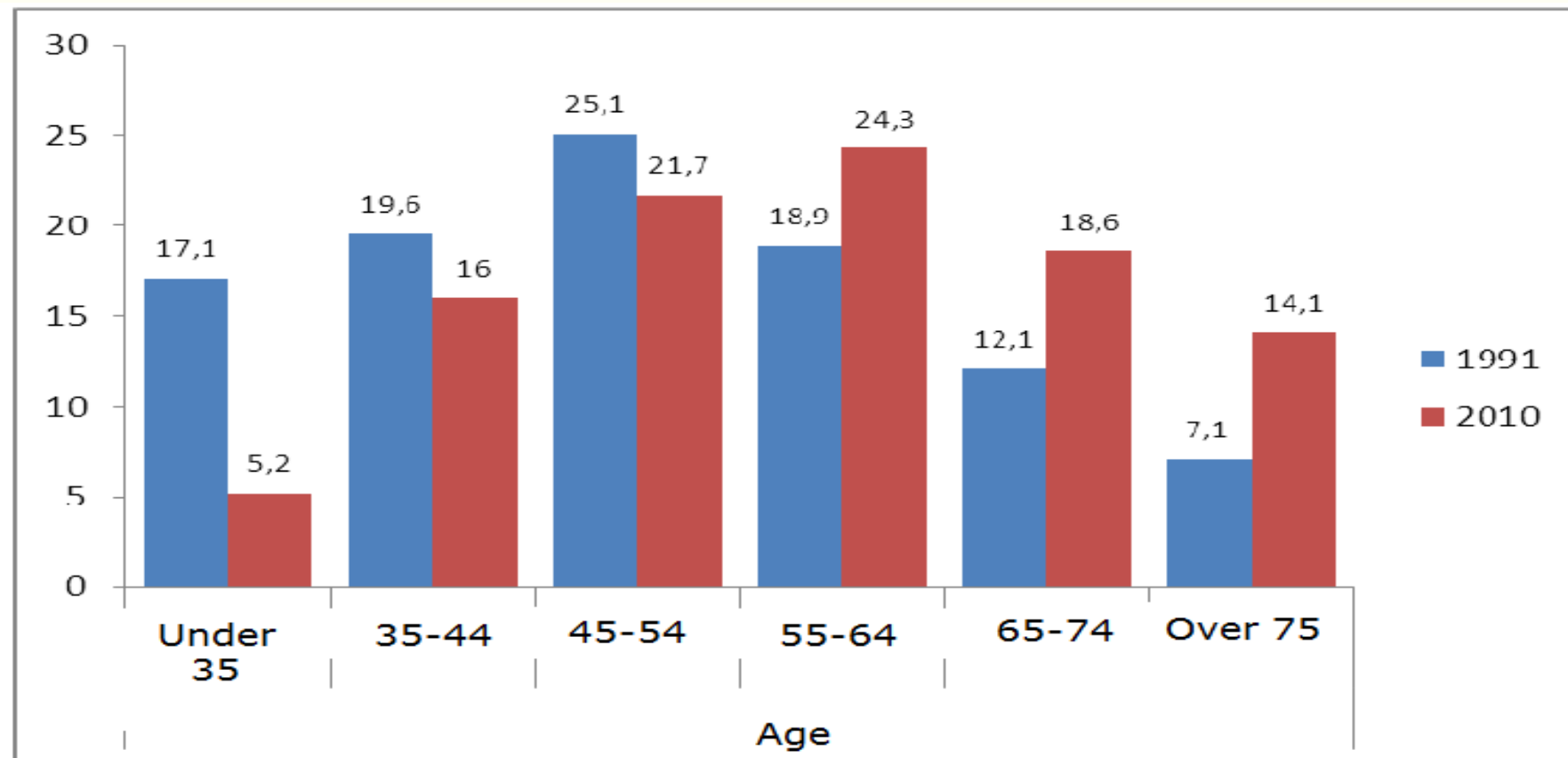
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The context: The Third Age, Its Population and the Role of Media

The Third Age, Its Population and the Role of Media

The “young elderly” (those aged between 65 and 74 years old):

- Stage of life: third age as a result of a gradual lengthening of life expectancy, which is characterized by a significant demographic and social weight



Distribution of wealth in Italian families, considering age of Head of Household (val %).
Source: Censis 2013

The “young elderly” (those aged between 65 and 74 years old):

- A baby boomers generation (Bertaux, Thompson, 2005):
 - a) They were born in the same period of time (1940-1949) and spent their formative years in similar contexts;
 - b) They have the same age and are nowadays in the same stage of life (e.g: most of them are retiring);
 - c) They are an “active generation”
 - d) They are a “media” generation and partly digitized



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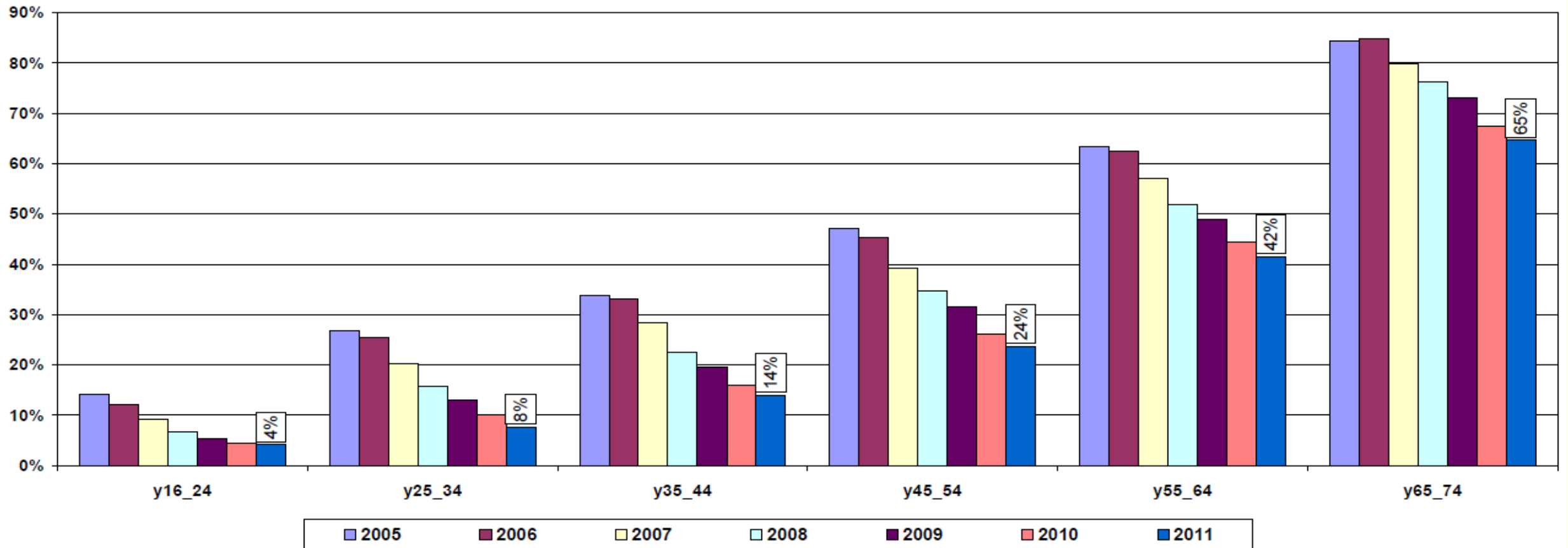
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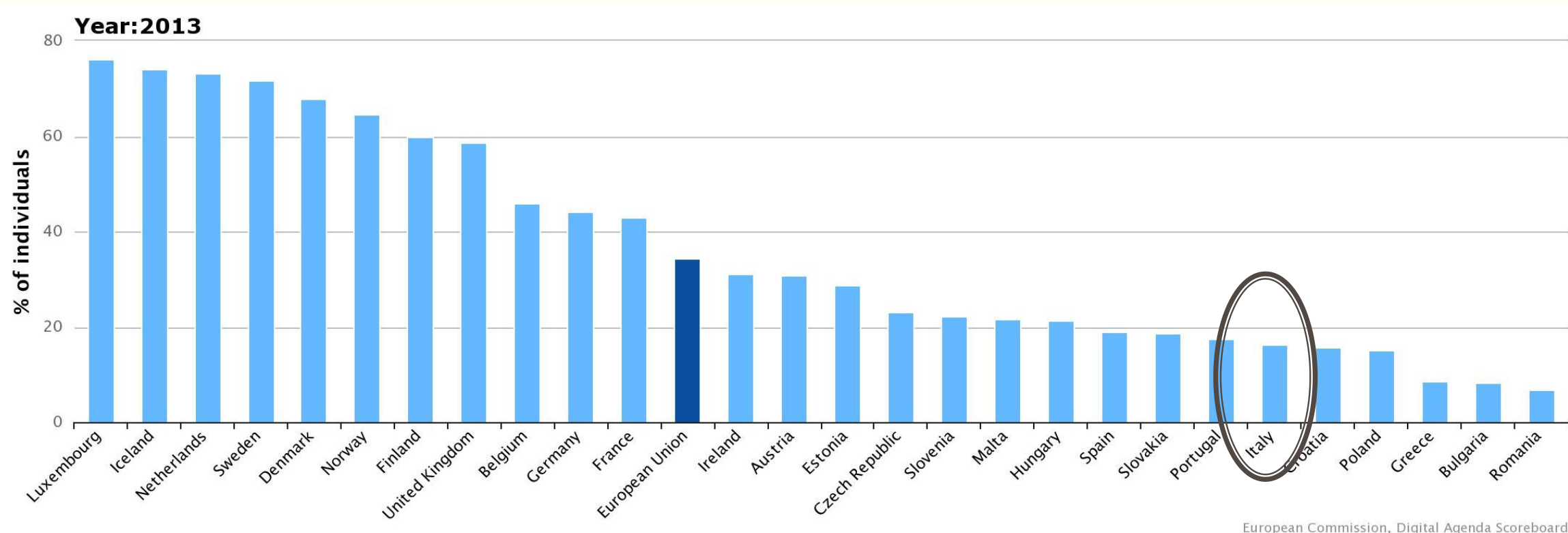
The Use of the ICTs among the Italian young elderly: a survey

Diffusion of ICTs among the elderly in Europe is still limited



Percentage of individuals that never use the Internet by age group. Sources: Eurostat

Italy is still significantly below the European average



Individuals who are regular Internet users (at least once a week). Individual, 65 to 74 years old. Source: European Commission

The survey

Laptop computer or netbook according to age group and gender (% within these categories)

		Age group		Gender		Total
		65-69 years	70-74 years	Male	Female	
Laptop computer or netbook	owned and used					
	% within	24,0%	10,2%	22,6%	13,3%	17,5%
	owned and not used					
	% within	4,0%	2,4%	4,6%	2,1%	3,2%
	not owned but used					
	% within	,6%	,5%	1,0%	,2%	,6%
	not owned and not used					
	% within	71,4%	87,0%	71,9%	84,4%	78,7%
Total						
	% within	100,0%	100,0%	100,0%	100,0%	100,0%

Total: all the Italian elderly aged 65-74 years old

At what age do you start to use computer? (% within these categories)

Total: Italian elderly aged 65-74 years old accessing the Internet		Age group		Gender		Total
		65-69 years	70-74 years	Male	Female	
At what age do you start to use computer?	Before 50 y/o					
	% within	49,7%	30,9%	47,6%	37,2%	43,6%
	Between 50 and 59 y/o					
	% within	24,8%	34,6%	26,5%	30,9%	28,1%
	Between 60 to 64 y/o					
	% within	18,6%	19,8%	19,0%	19,1%	19,0%
	After 64 y/o					
	% within	6,8%	14,8%	6,8%	12,8%	9,1%
Total						
	% within	100,0%	100,0%	100,0%	100,0%	100,0%

The survey

- Home is the best place for Internet access:
 - 98.8% of domestic connections
 - 15.3% of connections at work
 - 5,5% of mobility
- The elderly mostly access the Internet by themselves
 - with the partner (19.2%),
 - with their children (17.6%),
 - with their grandchildren (4.7%).
- 49.8% have learned to use the computer at work:
 - males (57.8 %) vs females (37.6 %):

Total: Italian elderly aged 65-74 years old accessing the Internet

The survey

			Age group		Gender		Total
			65-69 years	70-74 years	Male	Female	
Frequency of Internet use during the week	Sometime a year	% within	1,3%	4,1%	2,1%	3,4%	2,6%
	At least once a month	% within	5,1%	12,2%	4,9%	11,2%	7,4%
	At least once a week	% within	17,9%	20,3%	18,3%	19,1%	18,6%
	Almost every day	% within	75,6%	63,5%	74,6%	66,3%	71,4%
Total		% within	100,0%	100,0%	100,0%	100,0%	100,0%

Total: Italian elderly aged 65-74 years old accessing the Internet



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2. The ethnography

- Three major paths of domestication:
 - **The Digital Experienced Elderly**
 - **New Digital Elderly in a new Digital Home**
 - **New Digital Elderly in an Old Digital Home**

Places of the ICTs

- 1) The first type of family, having a PC at home from several years, has left the computer in the same location, the children's room, transforming it (more or less radically) in a study area



"It was my son's room, there are still his books and CDs, and here he had his computer (F, 74, GC)".

Places of the ICTs

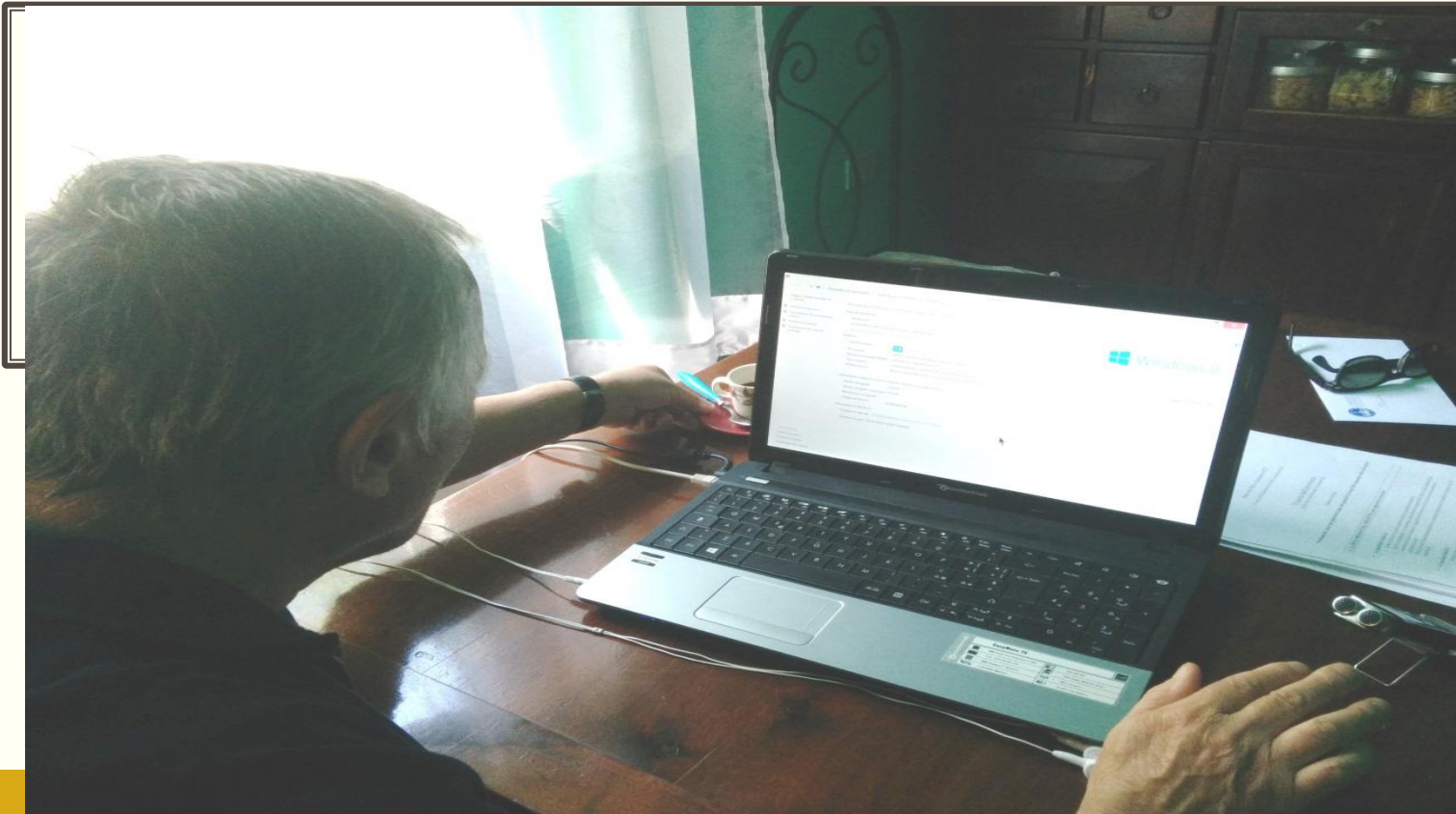
- 1) This room is used primarily by one of the partners (usually the more digitized, who has more control and availability of the computer) and not equally by both of them: increasing isolation and separation



*"It 'became my studio, I put myself here quiet, nobody bothers me, I have my computer, my printer."
(M, 69, GC)".*

Places of the ICTs

2) The families and the elderly who have only recently introduced the computers in the household or do not have a room to be assigned to PCs, have adapted the space of the house to make room for the computer.



*"I put on the kitchen table,
pull it out of the bag, and
the mouse is ready"
(M, 72, GC)*

2) In some cases, the arrangement of the workstation is a daily routine.



"Cleared the table, leave under another tablecloth so do not ruin the table and I put the computer (F, 72, PC)

A generation in between

-
- Trend of progressive digitalization of the “new older generation”
 - The digitized elderly use technologies in a very “mature” way, incorporating them into their needs and lifestyles.
 - The specific status of the Third Age in relation to the role played by the media: their status do not depend primarily on their age, but more on their specific experience of life
 - What are the significant variables that distinguish the different uses of ICTs within people living the Third Age?
 - demographic variables (gender and sub-age)
 - social capital
 - biographies of use of the ICTs

A generation in between

■ Young elderly and ICTs addomestication, a generation in between:

- Generational characteristics (of *today* Italian Third Age):

- relative youngness
- «active» elderly
- good health
- good wealth



-Domestic/family contexts and intergenerational relationship

Dissémination: articles et chapitres

2014 Piermarco Aroldi, Simone Carlo, Fausto Colombo, *“Stay Tuned”: The Role of ICTs in Elderly Life*, in “Active Ageing and Healthy Living” <http://www.activeaging.it/>

2015 Piermarco Aroldi, Simone Carlo, Fausto Colombo, *Le ICTs nella vita quotidiana dei giovani anziani, tra opportunità e rischi*, Studi interdisciplinari sulla famiglia, *forthcoming, peer reviewed*

2015 Fausto Colombo, Piermarco Aroldi, Simone Carlo, *New elders, old divides: ICTs, inequalities and well being amongst young elderly Italians*, *Comunicar, accepted*

2015 Fausto Colombo, Simone Carlo, *Access and Use of ICTs among the Italian Young Elderly: A Field Study*, 17th International Conference on Human-Computer Interaction, Los Angeles, (August 2-7), The Conference Proceedings, Springer, *accepted*.

2015 Fausto Colombo, Piermarco Aroldi, Simone Carlo, *ICTs in the Third Age of Life between Past and Future*, ICA 2015 Conference Proceedings, *accepted*

2014 Simone Carlo, *Young elderly and Icts: risks and opportunities in active aging*. *Sociologia e Politiche sociali*, Franco Angeli, 3, *forthcoming. peer reviewed*

Conférences

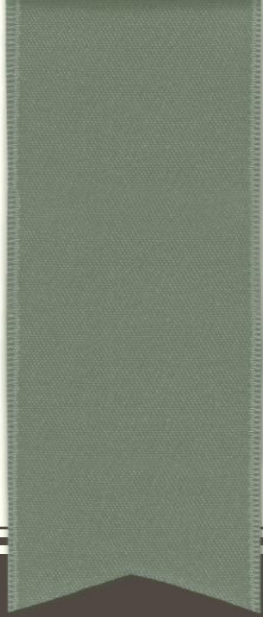
2015 Fausto Colombo, Simone Carlo, *Access and Use of ICTs among the Italian Young Elderly: A Field Study*, 17th International Conference on Human-Computer Interaction, Los Angeles, (August 2-7)

2015 Fausto Colombo, Piermarco Aroldi, Simone Carlo, *ICTs in the Third Age of Life between Past and Future*, ICA 2015 Conference – Puerto Rico (May 21-25)

2015 Fausto Colombo, chair of the Panel *Active Aging, Media and Communication*, ICA 2015 Conference – Puerto Rico (May 21-25)

2015 Piermarco Aroldi, Simone Carlo, *New elders, old divides: ICT, inequalities and well being amongst Italian silver users*, ICA 2015 Conference – Puerto Rico (May 21-25)

2015 Piermarco Aroldi, Simone Carlo, Fausto Colombo, *A generation in between? Young elderly and their use of ICTs*, MeCCSA Conference 2015 – Newcastle (January 7-9)



MERCI DE VOTRE ATTENTION
