Livija Knaflič is a child psychologist. For more than twenty years she was engaged in psychological counseling for children with learning disabilities, dyslexia, language impairment and bilingualism. As a lecturer she shared her knowledge with parents, teachers and students. She took part in a team of maternity hospital named “school for parents”, a project for preparing future parents to parenthood. About ten years she spent in the field of adult literacy research and development of different programs for improvement of adult literacy (for young unemployed adults, rural population, adults with special needs). Notable is her contribution in the development of the family literacy programs. She lives in Ljubljana (Slovenia) with her family.

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Lecture: Psychological Aspects of Literacy

There is a broad interest in literacy and its nature during last twenty years. Different disciplines emphasize different aspects of literacy; linguistics - the importance of language, cognitive psychologists - the mental processes used in the generating of meaning etc. Author S. Kucer tries to connect different aspects of literacy and describes literacy as complex phenomena with at least four dimensions: linguistic, cognitive, sociocultural and developmental dimension. Linguistic dimension concerns the impact of language in literacy skill. Knowing the meaning of words is not enough for reading and writing. To understand or write a message one has to know a lot on semantics, syntax and pragmatics and have a respective quantity of knowledge. There are also differences in oral and written communication (oral and written language). Cognitive dimension includes processes and strategies needed to put or to discover the meaning in a written text. During the process of reading a lot of interactions are going on to connect what is seen (letters) with meaning and existing knowledge of the reader to establish a new knowledge. The results of reading a text are different for different reader. Social dimension of literacy is explained with the fact that literacy is always a social act among writer(s) and reader(s). The social component of literacy is explained with certain literacy praxis characteristic for social groups. Social group and literacy as well contain some cultural denotations which influence literacy process and determinate the meaning attributed to the text. Developmental dimension of literacy is a consequence of progress in new way of communication and new technologies. The development never ends and individuals have to learn new ways in using literacy. To become literate means to learn how to use and control effectively all dimensions of literacy.

Literature:
**Group work session: Basic Concept of Literacy and Reading In Digital Environment**

The use of new technologies and emerging of digital literacy brought a new conceiving of literacy. When we talk about traditional literacy and new literacy there are two main processes to stress: (1) the writing (text) is more and more dominated by images and (2) the book is going to be replaced by the screen. These facts raise at least two questions: what is the future of literacy and what are psychological, social and cultural effects of these changes?

Words in a text have a static condition, a linear dimension corresponding to that of time: as we read we discover the meaning. The new technology offers written text, images and sound, makes possible the interaction with the image by the help of hypertext and even the contact with the author. The communication with images is different from written communication, a question arises whether need to establish some rules (grammar) to express (and understand) ideas with visual means? Or, even broader: What is the task of elementary school in new media age? How to organize literacy education at all levels to enable students competences for life in a digital environment?

**Literature:**