GENERAL REPORT – group discussions

General impressions:

Within the held discussions with the 4 groups the main subject was related to the visual learning concept, the way in which the visual learning methodologies facilitate the teaching/ learning process. Although the subject is not very popular in Romania, the guide used for the discussions (guide which was developed for facilitating the group discussions) was very useful because via the questions oriented to the main subject – visual learning – allow the responders to report their own experience. By offering personal examples the respondents, although initially the indicated that they have limited knowledge related to visual learning, based on the discussions and by personal examples became aware of the fact that they too use the visual learning methodologies.

A very important conclusion based on the interviews/ discussions was that adults, due to their need for centralising the information, for quick

learning, due to the need for getting a high quantity of information need to use visual methods in learning process.

Adults – regardless of the fact that they attend directly education – via training courses – or they try to accumulate knowledge needed for their socio-professional life, need that information to be structures and sent in a schematic way. Adults based their learning process on previous experiences. When a new information is received adults try to associate it with pre-existing information. In this situation visual can have an extremely important role because by visual learning the information can be synthesised/ highlighted by schemes, symbols, images and maps.

The examples supplied during the 4 interviews make reference to the responders experience in concrete learning situations (see reports 1, 2, 3 and 4).

Starting from their responses, we can assume that the visual learning can achieved the requirements of learners, because they stressed the importance of practical application more then theoretical knowledge in their learning process. Starting from that requirement, they mentioned that method like: video recordings, handling the learning objects, visualizing them, making a scheme of the content of learning, figuring different situation in a learning context, highlighting

the text, using maps are more useful for them than a concrete material which must be read and learnt.

Most of the responders considered that the most efficient method for presenting information during the teaching process is by using schemes. They consider that schemes help them to create an image of information sent, having the possibility to learn this information by making connections between key elements of the message which is sent. Also, the learners consider that the key words or the main ideas must to be highlighted.

As regards the awareness of the visual presence in day to day life, the responders although they have offered a high version of examples (signs, symbols used for using the space orientation, using different mechanisms and tools, pictograms used on their job: e.g.: the signs which indicate the explosive substances - used by those who produce, transports and use these substances) initially had difficulties in finding such examples. The interventions of the interviewer with examples to orient them and to determine them to be aware of the fact that they use visual methods in their socio-professional life had as main aim to help them to offer additional examples (see interview reports 1, 2, 3 and 4).

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3

Recommendations regarding the development of the qualification concept and the workshop

Starting from the objectives of this project, as well as from the information collected during the performance of this project (national report, expert interview, group discussions with learners) conclusions regarding the concepts which is needed to be approached within the workshop dedicated to these persons which provide training for adults would be:

- Visual learning: what it represents, which are the benefits of using this form of learning in adult education,
- Visual learning methods (examples and exercises which can be used in the teaching process)
- Learning styles.

It is recommended that this information would be accompanied by exercises and applications, providing the possibility for development of visual learning methods within the workshop. Due to the fact that the theoretical part related to this subject can not be covered in one

training day, special focus should be put on practical aspects, exercises, examples. The theoretical support will accompany the information which is offered via the manual developed within the project.

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