

EU-Projekt “visuaLearning”

15th September 2007
Gustav-Stresemann-Institut e. V., Bonn

Workshop “visuaLearning” for Trainers

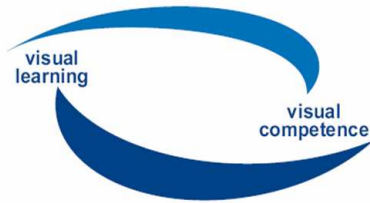
EVALUATION – FEEDBACK

1 What were your expectations of this workshop?

- a) Concrete results for class, exchange of colleagues
 - b) Ideas for individual work, because I often neglect visual methods
 - c) To collect new ideas
 - d) To get new ideas for class
 - e) Exchange of experiences, consolidation of theoretical knowledge of the subject
 - f) To be keen for something new – to learn more about the picture and/or the opportunities of using pictures and movies in class
 - g) To work on new subjects in terms of content, ideas for class
 - h) New input/exchange of experience
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2 To what extent have these expectations been met?

- a) My expectations have been fulfilled
- b) I have learned new methods and/or variations of known methods including their advantages and disadvantages
- c) My expectations concerning the method have been fulfilled. Provided that one had more time, one could have tried more things.
- d) I am pleased, the work in the workshop was very productive.



- e) Very good, positive. Small circle of participants. Effective exchange of experiences
 - f) Encouragements in class
 - g) My expectations have been fulfilled. I got new impulses. Friendly and competent presentation
 - h) OK. When present.
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3 Please award the following sessions a rating on a 1 to 10 scale where 10 is the highest rating. Please also include a short comment if you wish.

Session A Visual introduction with the help of a “databank“ consisted of photos

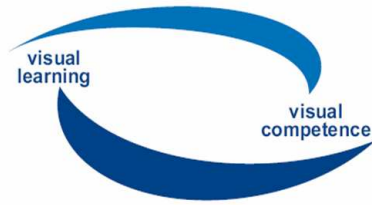
RATING

- a) 10
 - b) No answer
 - c) 10
 - d) good to get information from one person “indirectly“
 - e) 8
 - f) 10
 - g) 8
 - h) 6, Method is already known
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Session B Method "*scratched slides*"

RATING

- a) 10
 - b) 9, nice for students who cannot paint
 - c) 9
 - d) 5, not always usable due to lack of technical equipment
 - e) 8
 - f) 10
 - g) 9
 - h) 10
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Session C *Visual competence of learners; Presentation and discussion of some results of the group discussion*

RATING

- a) 10
 - b) 4
 - c) 9
 - d) 10, important to listen to the opinion of other colleagues
 - e) 8
 - f) 10
 - g) 9
 - h) 5
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Session D *Fragments of theory: Relevance and importance of visual thinking*

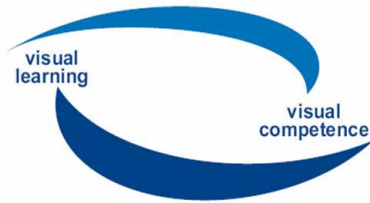
RATING

- a) 8
 - b) 7
 - c) 5, Neuropsychological results would have been much more interesting for me. Too little time.
 - d) 7
 - e) 8
 - f) 9-10
 - g) 9
 - h) 8, OK as a refreshment.
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Session E *The power of images; Formative elements and principles for the visualization of content*

RATING

- a) 10
- b) 9
- c) 8
- d) 10
- e) 9
- f) 9
- g) 9



h) no answer

Session F *Methods of visual learning (presentation of the methods)*

RATING

- a) 10
 - b) 5
 - c) 9
 - d) 10
 - e) 10
 - f) 9
 - g) 9
 - h) no answer
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Session G *Circle of Methods: Application of methods*

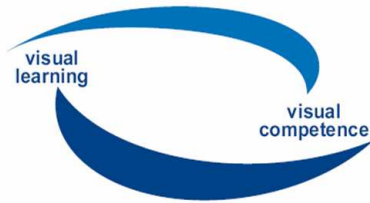
RATING

- a) 10
 - b) 9
 - c) 10
 - d) 10
 - e) 10
 - f) 10
 - g) 9
 - h) no answer
-

Session K *Transfer, evaluation of results*

RATING

- a) 10
- b) 8, The possible combinations of the methods have been brought out very well.
- c) 10
- d) 10
- e) 10



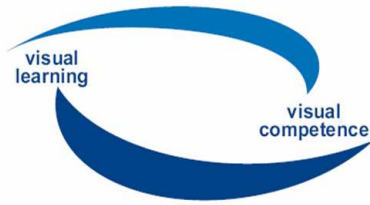
- f) 10
 - g) 10
 - h) no answer
-

4 Which session(s) did you find most useful?

- a) Methods of visual learning: Applications of the methods
 - b) Power of pictures / methods
 - c) Application of methods
 - d) Method circle
 - e) Session A, E, G and K
 - f) Presentation group, Dia exercise, circle of methods
 - g) All
 - h) 3
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5 Which session(s) did you find least useful?

- a) Fragments of theory
- b) visual competence of learners
- c) no answer
- d) no answer
- e) Fragments of theory
- f) Part of theory for the practical part in class
- g) no answer
- h) Block C could have been shorter and more brief; without exchange of experience, if necessary keywords of the results via beamer



6 Please add any additional comments here.

- a) The workshop was very competent and informative. I have learned a lot of innovations. The exchange was very productive.
- b) Thank you for the extensive Reader which enabled the consolidation of the individual blocks.
- c) Productive group, because of competent participants with much practical experience
- d) Very professional and competent represented by Mr Stüber.
- e) Carry on!
- f) I would have liked to have learned more about using movies in class, and what to get out of it.
- g) It was fun
- h) Thank you very much for the reader and the CD

1. What are your general impressions / results regarding the workshop

The second workshop in Bonn also met the approval of the participants and was in general evaluated even better. The expectations of the teachers could be fulfilled very much and confirmed the modified concept of the workshop. The workshop was further altered concerning the experiences made in Frankfurt. It was merely pointed to the chapters "Learner Types" (Session H) and „Creative Commons Licenses and Picture Libraries“ (Session I) in order to obtain more space for the application of methods. The teachers in Bonn as well know the different learning types and are being considered in every day life.

Emphasizing interest on the part of the teachers was clearly the practical part of the workshop in which methods of visual learning were represented and applied by the participants. Finally it was discussed in the final discussion and evaluated considering the application in class. Here the theoretical part of the workshop (Session D) too was regarded to be less relevant for practice in class. Nevertheless, this part was rated in the average with 7.6 points. Thus it was better than in the first workshop.

Most participants did not know each other in this workshop. Accordingly the exchange



of experiences was seen more often positive by the teachers than before.

2. Experiences of the teachers concerning the visual competence

Again in this workshop the teachers confirmed the presented results, especially the visual preference of the participants of the course. The teachers made the experience in class that visual competence of the learners could very well compensate other deficits. For example word pictures are often preferred to analytical reading. The orientation function of pictures was confirmed by the course directors.

Furthermore the teachers emphasized that in the everyday life of the course a “visual inner differentiation” has to be made. Thus each teacher needs another input. Visual competences should be consolidated in the individual courses because this kind of learning is not common. The learners should generally be more sensitized for pictures. Learningstyles of non visual participants must be taken into consideration. The participants have little methodical knowledge. Therefore the prevailing method should be made more transparent.

As was determined in the group discussion and the first workshop, picture present students with problems when they aren't clear. The focus should be here on the essential. The pictures should therefore not be overloaded and shouldn't demand too much of the students. As a negative example, the “Hamburger ABC” was mentioned.

The teachers talked about methods, which they had already successfully applied in their courses. A course director conducts the following methods as memory training: she glues cartons with pictures and shows these in quick succession one after the other. The students describe afterwards, what they have seen. The methods instruct the skill, to perceive individual details.

Generally success in learning demands a certain vividness or clarity in learning. For example, to better explain the prepositions “on”, a teacher climbs on a chair, do call forth a picture in the minds of the students. Also exercises with pantomime would be here effective. Like in Frankfurt, the course directors in Bonn also use hand signals for support, to clarify sentence constructions and emphasis.

Some teachers like to use photo montages to stimulate the students. Here it was recommended, to use where possible pictures of the course participants, since this encourages the identification with the learning material.

Also the method “Storytelling” is successfully practiced by some teachers in class. Here the world of experience of the students can be taken into consideration, for example, topics like, “What happened yesterday?”, or “What did you do on the weekend?” Another good variation would be to read a story aloud and afterwards to have the students paint a picture representing it.



Some course directions had positive experiences with relaxation exercises like breathing techniques. This, however, should be made suitable for the target group.

Also in this workshop the teachers gained experience with visual learning in other countries. In this connection, instructive videos and slides were mentioned in the GDR. Also in Poland, slides are said to be commonly used. Speech-laboratories are very common here.

3. Evaluation of the visual methods by the teachers concerning their usage in the classroom

Generally the teachers estimate the possibility to combine the individual visual methods, like for example Clustering, Mindmap, cognitive map and Storytelling. They are well suited to structure certain topics, and can come into usage as part of a group project. Insofar as one is dealing with open methods, the students could not be presented with any finished examples. The teachers recommend here for example preparing a blueprint of a mindmap on paper with a main arm and various minor arms, to clarify the procedure. This could be well realized with the programmes “MindManager” and “Freemind”. With the choices of other methods the level of the courses had to be taken into account.

Clustering: This visual method was highly estimated by the teachers, since it was usable in all classes. The usage of this method would be well suited above all for structuring and summarization of learning materials. The method would stimulate the students and contribute to a relaxed learning atmosphere.

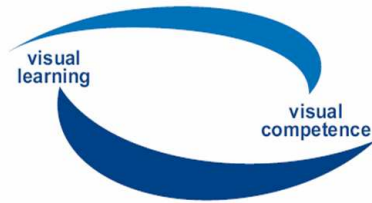
Mindmap: With this method similar advantages are noticed by the teachers, as with Clustering. Mindmaps are especially well suited for structuring learning materials. However, this method is supposed to not be as open and easily accessible as clustering.

The programmes “Mindmanager” and “Freemind” would be well suited to prepare examples for lessons.

Cognitive Maps: These methods are well suited for giving oneself an intuitive approach to a topic. The openness of the methods could, like Clustering, contribute to the stimulation of the students and achieve a relatively good processing depth by the students.

The respective topic has to be carefully chosen, to not demand too much of the course participants.

Morphological Box: This method was very extensively tested in the workshop. The morphological box would demand the creativity and motivate the students. Through the clear combination of possibilities or characteristics, new ideas could be generated. This approach would generate a complete digestion of a topic. The method could in many



ways find usage, for example in the preparation of an assignment, like “Preparing a party” or “Composing a fairy-tale”. In addition to these many word collections would be generated, grammatical exercises, sentence building, and different tense forms clearly explained and the students prepared for tests and exercises with this method. The teachers recommend here especially, to take into consideration the level of the students. In Alpha-courses this could theoretically be carried out with pictures and symbols.