

**NETHERLANDS**

- I. Prof. Röll Reader:
1. The levels of perception
  2. Methods of visual learning – just one of them
  3. Learning preferences:
    - tests / questionnaires
    - other techniques / methods to identify the learning styles
- II. Additional subjects:
- Practical tasks; (the learners should construct the materials)
  - Combine the methods of visual learning with practical tasks
- III. Country specific conditions:
- Power of images adopted to the target groups (eg. languages courses)

**IRELAND**

- I. Photo mind maps
- Use photos and images to create mind maps
  - Pick out 2 photos and discuss (Prof. Röll's idea)
- II. Simona's idea:
- work with learners so that they can create their own materials for visual learning
- III. Missing:
- Texting – find creative method of working on texting
  - Use touch screen machines creatively
  - photo-shop or photostory – use this to tell learners story
- IV. Country Specific Info
- In adult literacy service very little equipment like computers, digital cameras etc.

**POLAND**

- I. Picking up 2 photos – good introduction
- II. To identify learning style (short test)
- III. How to use concrete methods e.g. mind mapping - examples
- IV. Practical examples how to use visual methods when studying
- V. To show positive aspects of learning with visual methods
- VI. Target group - very important

**ROMANIA**

- I. VISUAL INTRO
- Photo selection
  - Scratched slides
  - Bring nicest private photo
- II. SUMMARY OF THEORY (short overview)  
→ theory and tasks concerning visual learning methods
- III. POWER OF IMAGES (less offensive)  
→ more interactive (+task)
- IV. LEARNER TYPES
- Tests of other learning styles
  - Learning styles inventories used in Romania
  - Outcome vs. theory
  - Transfer to practice
- V. LEARNING WITH NEW MEDIA
- Presentation of new software (e.g. Mind-manager, Mediator)
  - Wiki's
  - E-learning

*Remark:*  
Depending on target group

**GERMANY**

- I. Main Subjects  
Emphasis:
- Theory: 10 %
  - Power of images 5 %
  - Learning-style: 5 %
  - Methods: 70 %
  - Project-learning: 10 %
- II: Added Subjects  
Theory:  
“Stages of perceptions” (Kroeber-Riel)
- III: Specific Conditions  
Expectations:
- Practical approach
  - Transfer