



EU- Project visuaLearning 3rd Partner Meeting

Gustav Stresemann Institut, Bonn, 31.01. – 2.02. 2007

Participants:

Monika Tröster – DIE, Germany

Dirk Stuber – DIE, Germany

Maleen Janus - DIE, Germany

Fergus Dolan - NALA, Ireland

Małgorzata Szpilska – ITeE, Poland

Simona Gitu - Fiatest, Romania

Pascale Veenings, Stichting Reflexion/Atrium research & Innovation

Joost Thissen, Stichting Reflexion/Atrium research & Innovation

Venue: Gustav Stresemann Institut, Bonn

Compiled by:

Simona Gitu, Fiatest, Romania

Wednesday, 31st January, 13,00 - 18,30

Introduction

Monika Tröster opened the meeting and introduced new partner in Visual Learning Project, the Dutch partner. She also explained the necessity of having a new partner for this phase of the project. She emphasized on his experience in conducting and partnership in European projects.

Monika briefly informed upon the phases that were developed until now within the project in order to offer to the Dutch partner a clear image upon the projects objectives i.e:

- State of the art of “Visual Learning” in each partner country
- discussion of the national reports;
- interviews with learning expertsweb site.

Furthermore she mentioned the different changes of colleagues and representatives within the project. Only Malgorzata and she herself are the only persons who are part of the project from the beginning (but they were not involved in the development of project proposal).

Monika mentioned as well the qualification workshop conducted by Prof. Roll and his experience concerning visual learning. The material that served as theoretical support for the workshop will also be the starting point for the textbooks that will be used during workshops within the national network. Monika understated that author’s rights must be obliged for Prof. Roll’s textbook.

Monika presented Dirk Stüber, who is involved in the project and coordinated the first discussion group and composed the news letter during the project.

Maleen Janus was also a participant for this meeting and she presented the financial status. She also specified that the presence of the new partner will not affect the budget, money of the supplied budget will be used.

New representatives of the Netherlands:

Pascale Veenings, Stichting Reflexion/Atrium research & Innovation

Joost Thissen, Stichting Reflexion/Atrium research & Innovation

The Dutch organization involves a company and association at the same time, whose field is adult education.

“Contract modification form”

Monika informed that DIE forwarded to the European Committee a request to delay the project up to January 2007 due to changes within the project: the replacement of the initial Dutch partner with the new one. In this case the final report will be sent at the end of January 2008.

Overview on local networks and project

Monika began her presentation with a few remarks concerning the constitution of local networks and specifically with predictions made at the beginning of the project regarding this issue.

Monika asked for the transcriptions of the interviews with the experts which had been conducted for the national reports. She will need them as enclosure for the final report.

Remark: All partners prepared powerpoint presentation about that subject.

Overview on local networks and project in Ireland:

Fergus spoke about the manner in which the national network was formed. They started from the necessity of helping the gypsy's (travelers) to learn through means of visual learning. He referred to the vocational courses that the target population needed and to the way visual learning techniques helped adult literacy teachers in their teaching performance. They also expressed their opinion that these techniques would be extremely appropriate for teaching to the convicts, as these teachers need to know the learning habits of their attendants. They believe that they can disseminate acknowledgements through NALA during open sessions that can take place in October and November in Ireland.

Fergus presented the role that experts and institutions played in building the national network. The students of Dublin Adult Learning Center are interested in visual learning techniques. They do have some experience with such techniques but still they are reserved concerning them (see the presentation from Bonn meeting).

Monika observed that NALA can be considered the most representative organization involved in the project in regards of disseminating the information. This piece of observation led to the question of the strategy that NALA will use in order to involve these persons and institutions and make them part of the national network. Fergus stated that they will disseminate the information through some NALA academic publishing and newsletters.

Overview on local networks and project in Poland

Małgorzata presented the two partners of the national network (Radom) and the possibility of adding another institution of a different town of Poland. She found it very hard to find a third age target group, as this target population is new in adult education in Poland and they are involved in many research which becomes rather disturbing for them; therefore, they have no motivation whatsoever for participating in another study. Anyway, she succeed to organize two interviews with learners and she made an analyze of those two group discussion results'. (see the presentation from Bonn meeting).

Overview on local networks and project in Romania

Simona presented shortly the situation in Romania regarding the impact of visual learning situation. The situation in Romania is almost the same like in Poland regarding the finding an appropriate target group. (see the presentation from Bonn meeting).

Overview on local networks and project in Germany:

Monika presented the structure of the network in Germany:

Volkshochschule Eschweiler - Community College

Volkshochschule Bonn – Community College

Berami – integration into the work place (see the presentation from Bonn meeting).

Monika told about the target group (literacy students and immigrants) who are forced to attend the classes of the institutions mentioned before. Thus these institutions have the possibility of disseminating the information within this target group.

Group discussions

Remark: The tapes and transcriptions in each partners' language and a brief presentation of the abstract in English have to be included into the final report. Furthermore each partner has to do an analysis.

Fergus Dolan:

Target group: adult literacy students (they learn to read and write) between 20 – 60 years old– target group. It has been a positive experience as the participants were very interested of the results of the project, and actively participated to the interview. It was very easy for NALA to find interview participants, as NALA organizes adult courses and thus have access to this target group. The participants to this interview were enthusiastic with regards of visual learning techniques, as they connected them with recent experience (i.e.: visiting a museum in Ireland) - see the presentation from Bonn meeting.

Małgorzata Szpilska

She presented the details of the interviewing process and a comparative analysis of the results of the second meeting with the learners (see the presentation from Bonn meeting).

Simona Gitu

She presented the strengths and weaknesses regarding the group discussion organized in Romania. (see the presentation from Bonn meeting).

Dirk Stuber:

Participants are not school graduates, they are illiterate adults. They have difficulties in reading and writing. (see the presentation from Bonn meeting).

Group discussion is a very valuable method as everyone can share their experience and thus, the others can learn about different means that can help them in every day life.

The relevant questions put on the discussion were:

1. How to find a group?
2. How to explain “new media”?
3. “What competencies do they need?” –
 - Question: How to describe competencies
 - answer: use the plain language – translation in **easier** term/modification of outline
4. learning styles –
 - awareness - of learning styles
 - of competencies
5. “preparation of learners”
6. Research questions
7. Working in team at the interview: one person speaks and another take notes.
8. To stress the main idea –it is important to bring new idea in group discussion
9. Participation of teachers (see annex 1).

Thursday, 1st February 2007, 9.00 – 18.00

Qualification Workshop for project partners and partners from the local networks of the participating countries.

Friday, 2nd February 2007, 9.30-17,00

I. Discussion of qualification workshop and development of concept for national workshops

In the morning there was a discussion about the qualification workshop the day before. There were some critics and questions: Was it a “Qualification Workshop” or was it more an informational course? The question led us to the present discussion and helped us think of what we can use out of this workshop for our future workshops which will be developed within the project in national network.

Monika suggested that in creating workshops for each participating country we should be aware of every country’s priorities , but having in mind three main topics:

1. Three main subjects (see the Prof. Roll reader’)
2. Additional subjects
3. Each country’s specific backgrounds, circumstances and conditions will be considered (ex: what about techniques?)

Presentation of the suggestions made by representatives of every country: see *Annex 2 and Annex 3*.

General suggestions:

- Using the main expressions that were discussed in Prof. Roll's presentation
- Using images with positive message, that is (more) pleasant to learners
- The usage of mind maps with newspapers images, media, internet.
- Creating a project and photographing ATM, ticket machines etc.
- Mind maps for contents.

Summary of discussion:

- It's good to have a program adapted to each country partner in project (according to the target group).
- Duration of the national qualification workshops: 1 day per workshop.
- Quantity of workshops: 2 workshops per country.
- Number of participants: 8-14 per group
- Deadline of carrying out the workshops: end of May (or June at the latest).
- Proposal: The qualification workshop could be a framework for a future Grundvig 3 Courses.

II. Handbook/guide for trainers

- The establishment of general line for the workshops: using of general line from the Prof. Roll reader.
- Monika confirmed that we can use parts of material of professor Roll readers' when we will make the own reader which we will use in our national networks. Also, she specified that we are not allowed to use the images used by professor Roll, instead we can change them with the others which can be provided by the other sources.
- Another suggestion was to find other sources (ex: wikipedia, opinion of our experts) for information that we can use in our material; thus, we can elaborate a material that is adjusted to the needs of each group from every country
- Everyone agreed that Prof. Roll's material should be published on the project's site.
- There was established that after creating a final structure for the workshop, each partner should share these information with the other partners and adjust the structure of the course with the new information from the others, if necessary. (Outline of the workshop must be in English and a short summary for sharing with the others.) We agreed that the general structure should consist of the next chapters: **theory** (here we could include some aspects about the intelligence multiple – Gardner and also about learning styles), **methods** ("visual intro" could be a methods) and **power of images**.

- Also we can use some parts of our national report in our reader (perhaps about methods, references etc.)
- Also we need to involve our experts from our networks and telling them we need some methods, exercises that they had used with their learners (if it is possible).

III. Group discussions

Preparation:

Monika suggested that we should try to obtain information about the age and other data of the participants of the group discussions. We came to the conclusion that it would be best to identify some criteria when discussion groups are formed. After each interview we should make a summary by following the criteria mentioned before.

These criteria will be created as a draft at first by Monika, after she will check the presentations of the partners and the minutes of the meeting. After writing this draft, Monika will send it to each partner and will receive feedback in order to finalize it.

The information obtained within the discussion group can be organized with the material that will be used during workshops. All partners agreed that these info can be related to the workshops organized in each country.

Analysis:

The analysis will be made following the criteria established before.

IV. Evaluation with the external evaluator (Erika Herrenbrueck, Hennef , Germany)

Erika briefly presented what the evaluation of the Visual Learning project consists of so far. She exposed the situation within the project using a comparison between what was specified in our suggestion (of the project) Partners discussed with Erika and agreed upon the criteria of evaluation of the project up to this moment (see annex 4. Erikas PP presentation).

V. Presentation and discussion of website and gallery of pictures

- We viewed the projects' web page and Monika explained its main sections
- Monika underlined the necessity to establish an image gallery that can be accessed from the Visual learning portal. She emphasized on the author's rights for the used images.
- Joost announced that he will be in charge of creating the discussion platform. He recommended that this platform should not be used to play films, as they are large sized.
- Everyone agreed upon changing the link gallery from the projects' web page, to **Visual Gallery or "Didactic" Gallery**

VI. Dissemination

Monika requested information about the manner in which the dissemination of information will be done with each partner. What is the strategy that each of the partners will use?

VII. Monitoring and evaluation

Monika requested feedback regarding the means of evaluation of the project. She reminded that she had send an outline for the monitoring report which should be finalized until the 3rd reporting period (which was on end of November 2006). . She stressed that she needs this information also for the final evaluation and the final report.

VIII. Commitments and setting dates

- All partners will present an monitoring and/or activity report (a feedback regarding developed activities during the most recent phase of the project). The report's size must be of 1-2 pages and has as deadline the 15th of February)
- 18-19 October the 4th meeting within the project will take place in Dublin, Ireland. There have been established general aspects of the activity structure for the meeting in Dublin.
- All partners confirmed that they will fulfill their obligations as mentioned above and as described in the project proposal and their contracts.
- After the confirmation of the EU regarding the participation of the new partner and the extension of the project Monika will update the workplan.

IX. Concluding remarks

They were filled in the evaluation questionnaires for the partner meeting. The meeting was very fruitful. All the partners agreed on the dates and the procedure. All planned issues were discussed according to agenda.