



EU Project: visuaLearning

Reference-No: 225773-CP-1-2005-1-DE-GRUNDTVIG-G1

Monitoring Report 5

Reporting partner: FiaTest

Reporting period: 1. May 2007 – 30. September 2007

Introduction:

As described in the project proposal it is planned to write regularly monitoring reports.

The reports should include information on:

- *information about the progress*
- *development of local network*
- *group discussions with learners*
- *preparation and carrying out of qualification workshops*
- *development of qualification concept*
- *difficulties and weak points*
- *strategies of problem solving.*

Remark: The frames are adaptable to the length of your answers.

Aspects for Monitoring Report

Progress of project

- **activities undertaken during the reporting period**

- We organized the third group discussion with learners. The reason was that we had to gather more information regarding visual learning strategies and methods (the first group discussion was organized just with 3 learners).
- We developed a guide/manual for the national workshops. This guide was developed following a content established in Bonn, in the third project meeting. Also, a very good input for this guide was the opinion of learners (the results from the group discussions).
- We organized 2 national workshops. The target group was trainers from the foreign languages courses and vocational courses for the third age people (alternative medicine courses).

- **successful experiences and / or events**

- We consider the national workshops a successful experience because the feedback from the teachers/trainers was very good. They considered that these workshops were useful for them because brought some interesting new information for their teaching activities, like: *visual perception, space and visual perception and also the software used in adult education with visual techniques etc.*

- **difficulties and weak points**

-was difficult to gather people for national workshops firstly because the period was overlapped with the vacancy period for the teachers and, secondly, because the newest of the subject (although they was surprised to find that they use a lot of visual methods on the class, especially teachers for foreign languages).

- **feedback from others regarding the project**

- The attendees of the national workshops, who were trainers and foreign languages teachers, were very pleased about the idea of project and also about the results (the guide developed within the project). They considered the project useful, firstly because this subject, visual learning, is not very popular, even is often used by teachers in their activities. Not being very popular, aren't known a wide range of methods which can use successfully in the learning process. So, the expectations are high and they want more info about this subject. They considered that this guide is helpful but, in the same time, they need more information about the visual learning methods and also examples of imagines which can be used in their class. The web site developed in this project can be a very good instrument to disseminate the results of the project. They can easily have access to results of project (not just from the Romanian partner).

Group discussions with learners

- **Description of target group(s)**

- Persons that attended the fourth interview were trainees on training courses for foreign languages (English language). All those attendees have graduated the high school and professional courses related to public house field. They need to learn English because they need it at work. They have been working in restaurants/hotels like waitress/waiters.

- **Results and findings**

As a result of group discussion we found that are interesting and helpful for adults in their learning process the visual methods like: story technique: cardinal points (e.g. Alps, Illinois; Rwanda. The new word is AIR and the words I needed to remember is Alps, Illinois and Rwanda.), schemes/ graphs, the visualization of the object of learning (e.g. a student who wanted to learn a foreign language: "Firstly, I would tried to memorize imagine and after that to make the connections between imagine and the name of imagine.")

- **Consequences for the workshops and the qualification concept**

The input from the group discussion was helpful for us because convinced us that the content of the guide will be adequate for the learners needs.

Involvement of experts and establishment of local network

- **With whom did you work together?**

We worked together with Miss Magdalena Dumitrana and also with Mrs. Elisabeta Putere. Also, we had a great input from Mrs Jenelea, the expert who gave us a feedback concerning the guide for visual learning (for national workshops). Also, those experts were very pleased about the guide because they are going to use this guide in their work. Also, they are able to disseminate the results of the project in their institution (universities and association which are involved in adult learning programmes: courses with third age adults- subject: alternative medicine)

Dissemination

- **What are your dissemination tools? (e.g. networks, magazines, newsletters...)**

For dissemination purposes there were mainly used the flyers of the project and short presentations which were given by the personnel of FiaTest attending conferences or other events of different networks at which FiaTest is a member of. Presentation of the project were performed for the attendees at the trainings organised by FiaTest and also during the other projects where FiaTest is a member.

- **What have you done? - Overview of activities in general (in addition: please fill in the specific "dissemination form")**

All of the dissemination activities were related to the flyer of the project and the short ppt presentation of the project. Also, the web page of the project represented a tool which was presented during events and the VisualLearning Manual was used.

Development of qualification concept

- **First steps and experiences**

Firstly we try to develop the guide started from the content established on the third partner meeting in Bonn. There weren't major changes between the final guide and the content of the guide established in Bonn (on the third project meeting). We just try to adapt a concept (and also the guide content) to the learners needs, trying to use their feedback from the interviews we've made with learners (See the changes in the final report for the national workshops in Romania).

- **Country specific aspects or interests**

The main interest regarding visual learning concept was the methods used in the process of learning. The learners asked for different methods of learning for making their process of learning easier, the teachers wanted to have/now how/what they can use in their class to get involve the learners and make the teaching activities more attractive for learners.

Preparation and testing of qualification workshop

- **First steps and experiences**

The start in developing the guide was difficult because we tried to bring in this guide information which must represent a great interest for the teachers/trainers. Also, we tried to use this guide to make conscious teachers by the impact of visual in the learning process. We started from the contents agreed in Bonn and, also from the Prof. Roll reader (we used just for example), and we adapt this contents starting from the learners feedback (group discussions).

We consider the national workshops successful because we managed to bring a plus for the teachers (this is the feedback we gathered).

In the same time, we consider that the time used for the workshops was too short, and we have time just to present the important aspects (with examples).

- **Country specific aspects or interests**

We got involve different trainers from adult learning courses. They found the guide and the information gathered within the project very interesting and useful for the learning process. They were interested about the subjects like: the power of images, visual methods and also, the relation between the perception/visualization and the learning process.

- **Further steps**

This guide will be used by the foreign language teachers in their teaching activities. We agreed that they establish a work session/meeting for discussions regarding their results, problems and good practices in their activities. This work session must be in December because, then will be end a session for a English course with different groups (these teachers work for the same institution, Fiatest - Educational Centre)

- **Consequences for the qualification concept?**

- the national workshop represent for the trainers involved (the attendees of the workshops) an useful input because they considered this workshop bringing new topics and approaches which can be used by them.

Remarks, questions and / or recommendations

- **Regarding the cooperation between the partnership**

The feedback from the coordinator was helpful for us because we knew all the time what we did good and what we did wrong.

City / Date: Bucharest, October 2007

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