EU-Projekt "visuaLearning"

1st September 2007
beramí berufliche Integration e.V., Frankfurt

Workshop "visuaLearning" for Trainers

EVALUATION – FEEDBACK

1 What were your expectations of this workshop?

a) Encouragement and ideas for lessons

b) New Ideas for my lessons

c) Collecting new ideas

d) Gaining new ideas, learning new results of the survey

e) Gaining new ideas, testing and analysing methods

f) Encouragements

g) Encouragements for lessons

h) Encouragements for lessons, Linking theory and practical application

i) I was just interested in the subject, I was looking for new encouragements for lessons

j) Representation of theoretical findings of visual learning as well as application in real lessons

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2 To what extent have these expectations been met?

a) o.k.

b) 10

c) I found it very interesting and one could notice that you put a lot of effort into
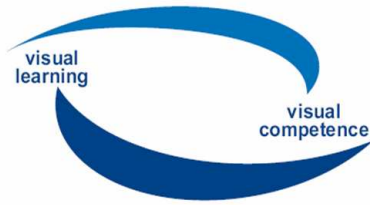
your work. However, please be a bit more close to reality.

d) Absolutely

e) Ideas were renewed and methods were in detail discussed and tested

f) Encouragements must prove to be good in reality

g) The expectations have been fulfilled to a great extend; .

h) Desire for lessons and memories of already known facts, which, however, have not been applied very often

i) Thouroughly fulfilled

j) Expectation have been over all fulfilled. I wish there would have been more relation to reality

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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
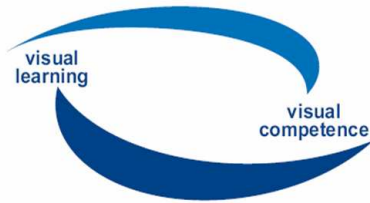
RATING

a) 9
b) 10
c) 10
d) 10
e) 10
f) 9
g) Very good, much fun and "relaxation"
h) 10
i) 8
j) 9

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Session B *Method "scratched slides"*

RATING

a) 9

b) 10
c) 5, not very well suited for abeginners
d) 8
e) 10
f) 9
g) nice, simple and effective idea, surprising results
h) interesting
i) 6, I don´t consider it to be applicable in integration courses
j) 10

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Session C *Visual competence of students; Representation and discussion of some results of the group discussion*
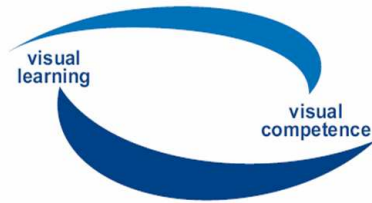
RATING

a) 8
b) 9
c) 10, very stimulating, very close to reality
d) 9
e) 8
f) 7 Participant did not attend
g) 8, good and related to reality, Further considerations possible
h) 8, very helpful to understand the way of thinking of course participants
i) 8

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Session D *Fragments of theory: Relevance and importance of visual thinking*

RATING

a) 7
b) ? very theoretical
c) 6, to far from reality, I prefer to read it my self, more examples from reality would be nice
d) 8
e) 6
f) 5
g) too abstract, relations to lessons is missing very often
h) 8, OK for the period of time
i) 5, very relevant but interesting
j) 6

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Session E *The power of images; Elements and principles of organisation of contents*

RATING

  a) 8
  b) 8
  c) 8, OK
  d) 8
  e) 5
  f) 7
  g)   Participant did not attend
  h) 8, A bit too short because of the time pressure
  i)   I personally feel that it was too short
  j) 8

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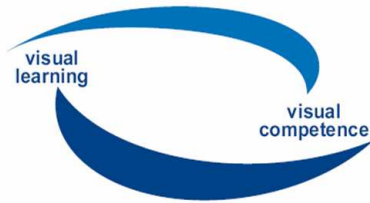**Session F** *Methods of visual learning (presentation of the methods)*

RATING

  a) 7
  b) 8
  c) 9, OK
  d) 9
  e) 9
  f) 7
  g)   Interesting
  h) 9, consolidation possible provided that more time would have been given
  i) 10, important as well
  j) 8

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Session G *Circle of methods. Application of methods*

RATING

  a) 8
  b) 10
  c) 10
  d) 9
  e) 8
  f) 7

g) Very right, because we forget it in front of our students
h) Full of ideas
i) 10, very important for me as a course director
j) 9

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Session H *Learner types*

RATING

a) 5
b) no answer
c) 10
d) no answer
e) no answer
f) 7
g) no answer
h) no answer
i) no answer
j) 8

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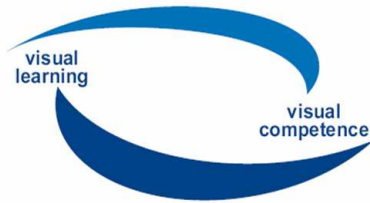
Session I *Searching for the free Pictures: Creative Common Licenses and Picture Libraries*

RATING

a) 6
b) 8, good
c) 10
d) 8
e) 7
f) 7
g) worth knowing
h) no answer
i) 5, not relevant for me
j) 9

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**Session K** *Transfer, Evaluation of the results*

RATING

a) 6
b) 9, good evaluation
c) 10
d) 9
e) 9
f) 7
g) propably too little time
h) no answer
i) no answer
j) 9

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

a) Methods in general

b) The practical part

c) All

d) Imaginations of differend methods

e) Methods, start

f) Visual start, Transfer and evaluation

g) Complex of methods

h) Application of methods (Session 6)

i) Methods

j) Elements and principles of organization (Session E); Circle of Methods (Session G)

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5   Which session(s) did you find least useful?

a) no answer

b) Theoretical part

c) no answer
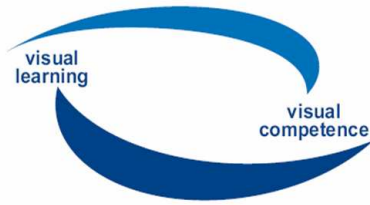
d) no answer

e) Fragments of theory

f) Elements and principles of organization (Session E); Searching the free picture (Session I)

g) Theory

h) No answer

i) Too much theory, but interesting!

j) Theory

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6   Please add any additional comments here.

a) The training course was very ilustrative and useful. Thanks!

b) The atmosphere was nice

c) You deserve a praise ;-), You mediated the subject very good; individual

d) Very professional and competent presented by Mr Stüber

e) Very good workshop, good profession; open for questions and comments

f) No answer

g) It was fun

h) Very good presentation and well suited for the circle of participants. Much space for experiences and exchange. Thank you very much!

i) I am very pleased with the workshop

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

In general the workshop in Frankfurt met very much the approval of the participants. The individual contents were all in all seen by the teachers as relevant to reality. The expectations at the beginning of the workshop namely to obtain new ideas and encouragements for the everyday life in course but also to learn new facts and results about the discussion of visual learning carried out before could be met and confirms therefore the modified concept of the workshop.

The focus on the part of the interest of the teachers was clearly the practical part of the workshop in which methods of visual learning were presented, applied by the participants and finally discussed in the final group. Afterwards it was evaluated by throwing light on the use in everyday life of the course. Accordingly the theoretical part of the workshop (Session D) was regarded less relevant to the practical use in class. Nevertheless, this part was evaluated with 6.4 points. Representing the fragments of theory the aspects of psychological learning were emphasized in order to show the relevance of visual methods for illustrative thinking, the multiple representation and the linking of knowledge (look at the detailed concept of the workshop).

The workshop in Frankfurt was modified in the course of the conduction to that extend that the application part of the methods ("circle of methods", Session G) was slightly prolonged and as a counter move the inputs concerning "Learner Types" (Session H) and „Creative Commons Licenses and Picture Libraries" (Session I) were depicted shortly. The participants confirmed to the moderator that learning types were known in general and that it would not be necessary to repeat them in detail. Thus merely the test of learning preferences types of Prof. Röll was mentioned. Creative Commons Licenses were exemplary presented with the help of an online picture enquiry via a beamer. Important features of licences have been explained and the principle of enquiry could be explained very well.

All participants knew each other. They were very motivated and there was an open and relaxed athmosphere. Except of one course director all participants are teaching at berami in Frankfurt – mainly in integration and literacy campaign courses.

2.   The teachers experiences concerning the visual competence

After the "visual introduction" (Session A and B) important results of three group discussions which were carried out in the frame of the EU - project "visual learning" have been presented to the participants:

In this way the prevailing visual preference of the teachers was confirmed in the group discussion. Especially if there existed different alternatives the students would opt for "the visual way". Concerning the visual competence of the participant in Frankfurt it was mainly about "practical visual competence". For example ways would preferably memorized and remembered in pictures. The orientation function of pictures determined in the group discussion was unanimously confirmed.

The teachers are talking about methods which they support and use in the everyday

life of the courses. Thus a course director made good experiences when she used pictures and hand signs while articulating tones. Furthermore the visualization with the help of collages was highly welcomed in the course, because this method offered good opportunities for conversations.[1]The teachers made also good experiences with different maps and cards. In the explanation of sentence constructions a visualization with the help of colours would be worth recommending

Besides the importance of illustrative learning (experiences on the spot) was emphasized by the course director. In this way a course director visited together with his students the central station in Frankfurt when the subject travelling was subject – matter of the course. However, in this connection time and budget problems in the conduction of this kind of study-trips became visible.

As it could be determined in the group discussion certain contents of teaching materials are the cause for difficulties of the students especially if pictures are ambiguous. Certain colours and combination of colours are partly not perceived. Also with learning contents especially developed for the target group the studens could themselves not identify with. This would be true for example for the text book "Berliner Platz" or as well for "Selma", a leading figure in the text book.

Partly the teachers could make experiences concerning visual learning in other countries. It was pointed out that in France knowledge is mostly tought with the help of language and text. Pictures would not be so often used than in Germany. In Japan a certain "visual culture" would prevail for example due to the amount of characters, however, lessons are merely traditional. The acquisition of knowledge is often realized by memorizing.

3. Evaluation of visual methods by the teachers in view of the use in course

Clustering: This visual method was highly estimated by the teachers, because they are applicable in all courses:

- Clustering as a "nice Product" which makes the students happy / fun while applying it
- Clarity and good structuring of the contents are possible
- Different forms are possible: words, pictures, Collages, colours and Symbols could be very well integrated

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[1] In a course for example collages for each month were made and joined afterwards so that they became a calendar. The calendar pictures are in possession of the project and will be published in the gallery of the homepage "visual learning".
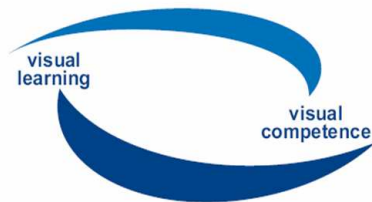
- The method is spontaneously usable and requires little preparation
- little use of material
- the method is easy to remember, not "teacher related"

The teachers recommend that this method should not become routine, because the interest of the students could easily vanish.

Mindmap: In this method the students see similar advantages as in clustering (little preparation, little costs of material, good structuring of contents etcetera). Besides the methods could be combined very well. For example, firstly a brain storming in the form of clustering could be carried out by the teachers which could afterwards be extended into a mindmap. In general mindmaps und clusterings are extendable later on.

The teachers who were using "Mindmanager" and "Freemind" for the first time at their PC emphasized the easy application of the programmes.

The danger of "getting lost" is regarded as a disadvantage, because the method is very open.

The course directors recommend the opportunity to proof mindmaps carefully, because this method could lead to a self-regulation of the students.

Morphologic Box: According to the opinion of the teachers this method is well suited to determine task divisions. Furthermore with the help of the morphological box good projects could be planned and devided in individual steps. The method would train the logical and analytical thinking and would support the reading competence of tables.
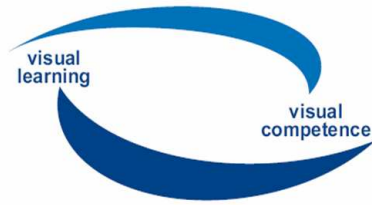
Disdvantage: This method would require a certain reading competence of the students.

In the morphological box individual characteristics and developments are visualized and, for example, afterwards combined to a new task. Here the teachers do not recommend to carry out the method in a too complex way. Instead of words and sentences symbols and pictures could probably be used. The use of colours could contribute to a structure which is more simple.

Storytelling: The teachers are sometimes already using this method in their courses. In the workshop some different possibilities of using this method have already been discussed in the workshop. For example new vocabulary could be written on cards. Afterwards the students are telling a story about it. Mnemonic sentences could be developed for certain Contents.

In the view of the course directors this method is well suited for everyday life in courses. The method could be flexibly used and would be fun for the students.

Disadvantage: This method would not produce a visible result which could be documented.

The teachers recommend to obtain sufficient support, because this method would require a certain creativity which could be too much for the students.

Coaching of ideas: The method of coaching ideas which was developed by Mündemann is mainly suited for preparation of projects. In the view of the teachers the stipulated process could be simplified or combined with other visual methods. An advantage of the method would be that it is logical and analytical. However, the coaching of ideas would not be "fun" for the students.