Hannover 2015

Visuals in Adult Education in Programs in Canada and Germany

Prof. Dr. Bernd Käpplinger
Humboldt-University Berlin, Germany
Challenges within learning situation are often caused by action beforehand. Let's look at the example on the next pages:
Afrikabilder gestern und heute


Translation of the text to the left

Pictures of Africa yesterday and today

In the German public Africa appears repeatedly as a continent of wars, crises and catastrophes. Where does this perception come from and what is the role of images of Africa from the colonial era? Both continuities and discontinuities will be demonstrated in contemporary representations of Africa. Aspirations of self-expression of people from African countries will be presented. The presenter belongs to the initiative postcolonial of the association engaged science.
Afrikabilder gestern und heute


Dresden hilft
Aktionstübündnis von arché noVa und Landeshauptstadt Dresden

Merianplatz 4
01169 Dresden
Tel: 416 34 16

Universität Berlin
Afrika! Afrika! It`s History and Success

André Heller is one of the world’s most successful multimedia artists and his fascinating Afrika! Afrika! circus extravaganza is indisputably one of the most captivating experiences in international show business of the last 20 years. Around 4 million people have applauded performances of what the described as “precisely what the doctor ordered” to make spectators all over the world happy.

Now Heller and his team of choreographers, decorators, lighting designers and masterful artists have created an opulent and fast-paced version of Afrika! Afrika! for the stage. This new show combines the stellar artistic moments of the original circus tent show with visionary, breathtaking, hitherto unseen attractions that were conceived in a rich variety of locations on the magic continent. The world premiere to mark the beginning of the world tour of this new adaptation shall take place at the Festspielhaus in Baden-Baden, Germany. The premiere is scheduled for October 1,
Visuals as contemporary expressions ("Zeitgeist")

Three covers of adult education programs in the same public community centres in Dortmund

Dortmund 1952

Dortmund 1991

Dortmund 2011

Source: Desselhoff 2012
The analyses of different kinds of visuals can be also an important approach for adult education research. (Nolda 1998, Dörner 2012, Jubas 2013)

How is lifelong learning constructed not only by written discourses, but also by images and pictures (Dörner et al 2010, Dörner 2011)?

Different kinds of pictorial analysis: iconographic, iconotopic, iconologic (Panowsky 1955)

Iconographic analysis: What kinds of learners, groups of learners and ways of learning are addressed?

What is missing or who is underrepresented?
Iconologic analysis: “Need for a new story?”

https://www.nachhaltigkeit.at/assets/customer/Downloads/documents/071217_Trendreport_02_Lebenslanges_Lernen_de.pdf [Stand: 2015-02-02]
Iconologic analysis:

LLL-Campaign “Need for a new story?” and a elderly man learning in front of a computer

https://www.nachhaltigkeit.at/assets/customer/Downloads/documents/071217_Trendreport_02_Lebenslanges_Lernen_de.pdf [Stand: 2015-02-02]
Programs:
- in adult education serve as a hinge between potential learners and the provision of learning offers.
- mean nowadays a wide variety ranging from huge printed catalogues, leaflets, webpages, downloadable pdf documents or databases in the internet.
- contain written and visual materials.
- can be seen solely as everyday documents or as temporary marketing tools. Programs and the connected program planning are much more than that (Käpplinger/Sork 2015)
- Historical, intercultural or international comparisons of programs make clear that programs are an expression of contemporary perceptions of what education is considered to be.
Data and methods: program collected

- Total: 80 adult education providers in Canada and Germany,
- 176 visuals in Canada and 412 in Germany.
- With the help of eight regional experts in Canada.
  - a wide variety of providers ranging from vocational training to liberal education. The experts were asked to choose providers which they considered as “somehow typical for the field”.
  - Rather heterogeneous sample consists out of university-based programs, community learning centres, commercial training agencies, literacy providers and vocational education providers.
- Overall, both samples are comparable, but the structure of adult education provision is overall very different in both countries.
Often individualized approaches (human capital) in Canada

“Adult learning has given me the skills I need to continue my education and eventually find a job. I can now see the light shining on my future.”

~ Madina Uwizeyimana
Often “pedagogic” approaches in Germany
The “orchestering” teacher catches most attention
Often “learning” approaches in Canada – The teacher or instructor is absent?
Different meaning of “diversity” in Canada and Germany
Age vs ethnicity?
“Transfer of learning” in Canada and Germany – Happy people at work utilizing their new skills
“Learning success” in Germany by competitive sports
“Learning success” in Canada by academic symbols
Outlook: Analyzing videos and movies in future?
Outlook: Present and future global convergence?

Dresden

Calgary

SKILLS AND TRAINING TO EMPOWER
FIND OUT MORE ➤
<table>
<thead>
<tr>
<th>Summary of comparison</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canada</strong></td>
<td><strong>Germany</strong></td>
</tr>
<tr>
<td>focus on learning or practicing</td>
<td>focus on teaching</td>
</tr>
<tr>
<td>focus on individuals</td>
<td>focus on (sportive) symbols</td>
</tr>
<tr>
<td>focus on academic symbols</td>
<td></td>
</tr>
<tr>
<td>diversity in relation to ethnicity and gender</td>
<td>diversity in relation to age and gender</td>
</tr>
<tr>
<td>focus on transfer</td>
<td>focus on transfer</td>
</tr>
<tr>
<td>plurality of images</td>
<td>plurality of images</td>
</tr>
<tr>
<td>rarely buildings represented</td>
<td>rarely buildings represented</td>
</tr>
</tbody>
</table>
Outlook

- **Researcher:** Huge amount of images => Methodological reflection why do we chose as researchers an image for an in-depth analysis? What can we learn from the images?

- **Planner:** Why was an image chosen? => E.g. doing interviews with program planners

- **Learner:** How was an image perceived by potential learners? => E.g. doing focus groups or interviews with learners? “Product clinics” (milieu studies by von Hippel, Barz and Tippelt)

- **Effects of images:** What are the effects by different iconic representations? Inclusion or exclusion? => E.g. observing changed marketing strategies and their effects. What can we teach professionals about choosing the “right image”? 

First results of doing interviews with three program planners

- The first reaction was often **rather a disinterest in the issue of images** (“I don’t know anything about this issue”).

- The **front cover** of the educational institution is often intensively discussed. The other pictures within the program much less.

- Some institutions **focus by pictures on the teachers/tutors** within the program. Others offer separate spaces within the **web**. **Flyers** are also frequently used for single offers, events, workshops.

- The work of selecting images/pictures is sometimes the sole responsibility of the **marketing department** in bigger organizations.

- Problems have been encountered because of **copyrights**. **Stock photos** are sometimes used as the safe and professional option.

- Pictures are often used in order to provoke, as **eye-catcher**.

- **Almost no knowledge about the reactions of potential learners** in relation to images. Only some single experiences do exist.
Thank you for your attention!

Contact:
Prof. Dr. Bernd Käpplinger
Juniorprofessor für Lernen im Lebenslauf/Betriebliche Weiterbildung
Humboldt-Universität zu Berlin
Phil. Fak. IV.
Abteilung Erwachsenenbildung/Weiterbildung
Geschwister-Scholl-Straße 7
10099 Berlin
Tel.: ++49 (0)30 2093 4135 oder -4136
Fax: ++49 (0)30 2093 4175
Mail: bernd.kaepplinger@rz.hu-berlin.de
http://ebwb.hu-berlin.de/team/bernd-kapplinger