
Kurt Röttgers, guest prof. at

Budapesti Műszaki és Gazdaságtudományi Egyetem,

Vizuális tanulás és a láthatatlan:
Visual Learning and the Invisible

Visual Learning and the Invisible

1. *Visual Learning is not new*
2. *Visual Learning as a Component of Visual Communication*
3. *The paradox of the eye and the ear*
4. *Writing (Derrida)*
5. *The visible lets the invisible emerge (Merleau-Ponty)*
6. *What is the impact of all that for a conception of Visual Learning?*
7. *What sort of process?*

Visual Learning and the Invisible

Visual Learning is not new



Visual Learning and the Invisible

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Visual Learning and the Invisible

Visual Learning is not new

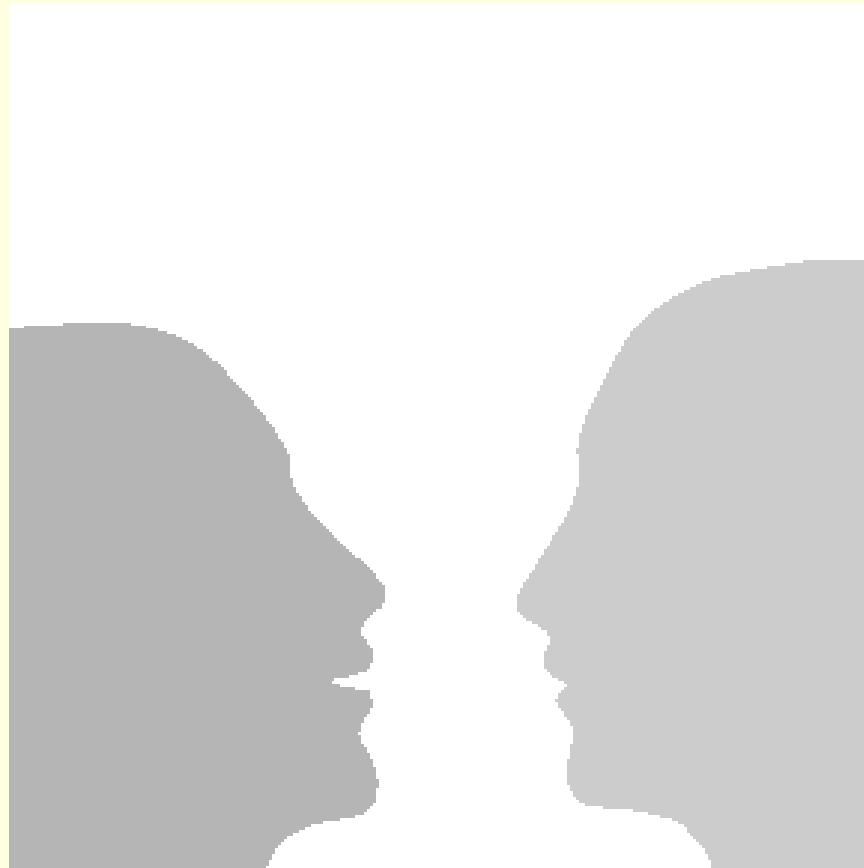


Visual Learning and the Invisible

Visual Learning is not new

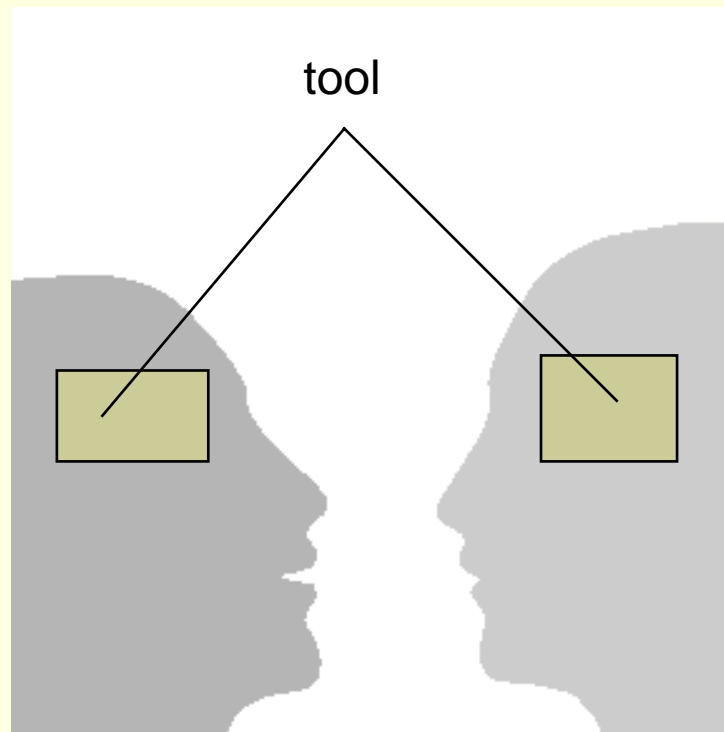


Visual Learning and the Invisible
Visual Learning as a Component of Visual Communication



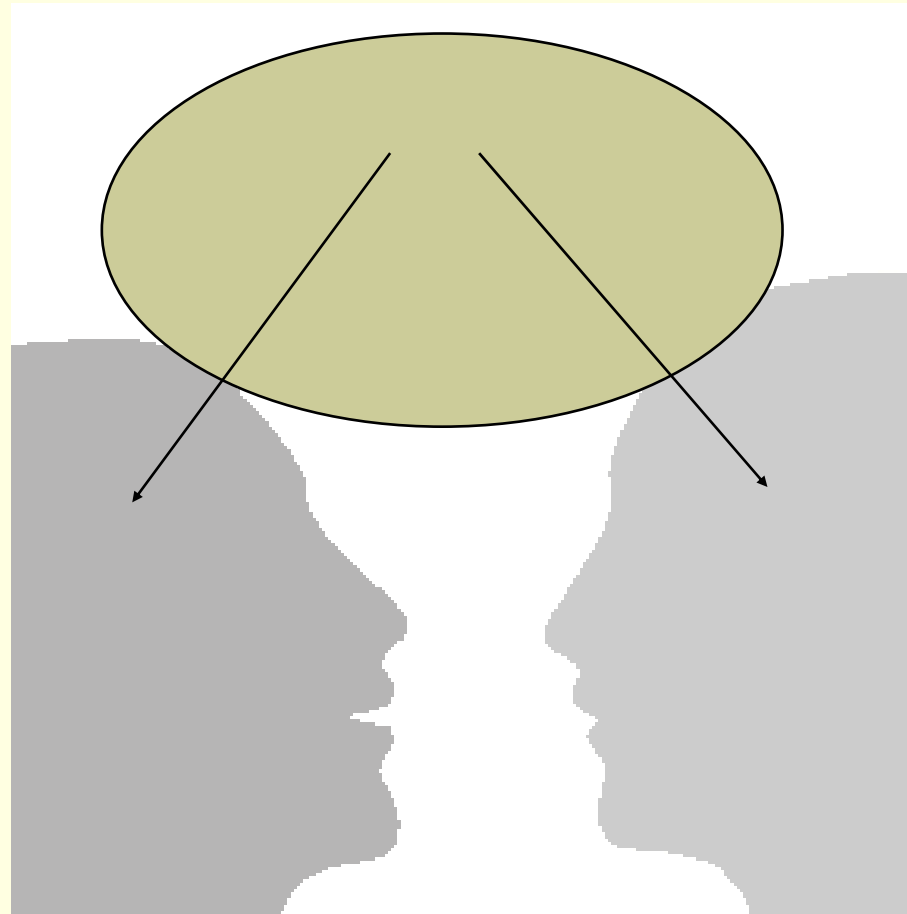
Visual Learning and the Invisible

Visual Learning as a Component of Visual Communication



Visual Learning and the Invisible

Visual Learning as a Component of Visual Communication



Visual Learning and the Invisible *Writing (Derrida)*



Visual Learning and the Invisible *Writing (Derrida)*



Visual Learning and the Invisible
Writing (Derrida)

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Visual Learning and the Invisible
Writing (Derrida)



Visual Learning and the Invisible *Writing (Derrida)*



Visual Learning and the Invisible

The visible lets the invisible emerge (Merleau-Ponty)



Visual Learning and the Invisible

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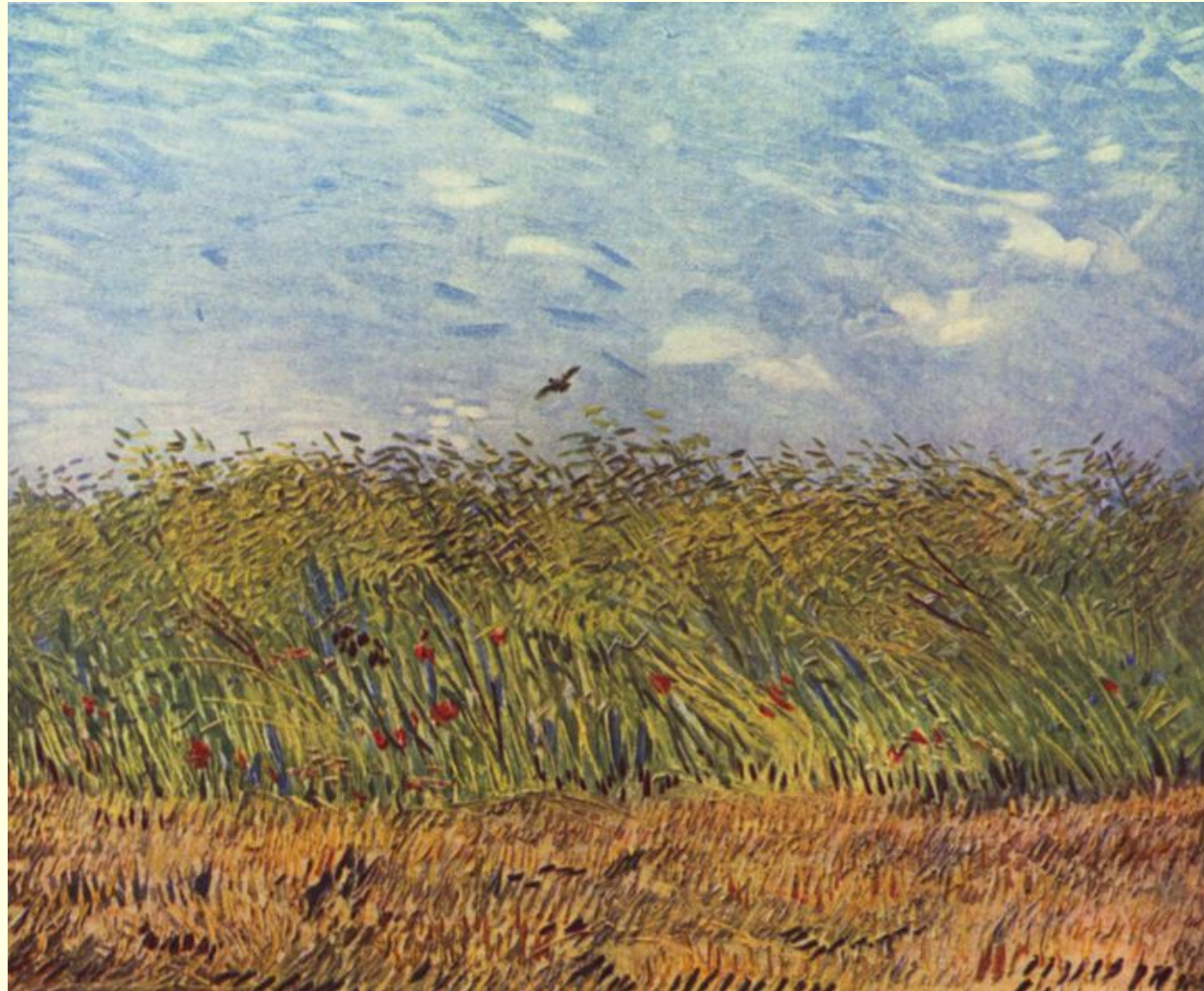
Visual Learning and the Invisible

What is the impact of all that for a conception of Visual Learning?

- Instead of identifying visible things with visible representations, e.g. stressing the principle of identity, one should rely on the principle of difference, which points to the just now invisible aspects of a visible thing, that is to say rely on co-representation, co-present in any presence;
- the learner of a visual learning process has to be given the chance to develop a sensibility for things not learnt in visual learning processes, which resides in the niches of visibility;
- the learner has to come to see what is not seen, that the visible is not all, and that it is not the pure truth of the reality of things – visual learning does not give him an authentic view - the danger of this short-cut is even bigger today when we are manipulated and are told lies by pictures in so many ways;
- visual learning is not of the type of WYSIWIG (what you see is what you get), but as in LATEX the whole process has to be run through to recognize the importance of any specific element;
- all this may perhaps be done better by pictures which are pictures in motion, from the fresco to the movie, because only in this way the process of differentiation can find an adequate expression.

Visual Learning and the Invisible

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