

4th conference on

LEARNING FACTORIES

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INCREASING RESOURCE EFFICIENCY AND SUSTAINABILITY THROUGH EDUCATION AND TRAINING

Yvonne Eriksson



Yvonne Eriksson is Professor in Information Design. She is in charge of the group Design and Visualization. She studied at Tema Kommunikation at Linköping University and she received a Ph.D. in Art History at Göteborg University 1998. The main interest for her research is visual communication, and especially the perceptual and cognitive processes that are involved in interpretation of visuals and build milieus. One focus area for her research is gender issue in relation to visual studies.

She has written several books about gender, art and visual communication. She has been running projects concerning pictures role in different contexts such as textbooks for education, storybooks for children and education of children with visual impairment.

During the last years Yvonne Eriksson has initiated and been involved in research project that takes place in an industrial context, with focus on visual communication for a global market. That involves communication strategies; assembly instructions and pictures based manuals. Yvonne Eriksson is visiting professor at KTH, with focus on visualization.



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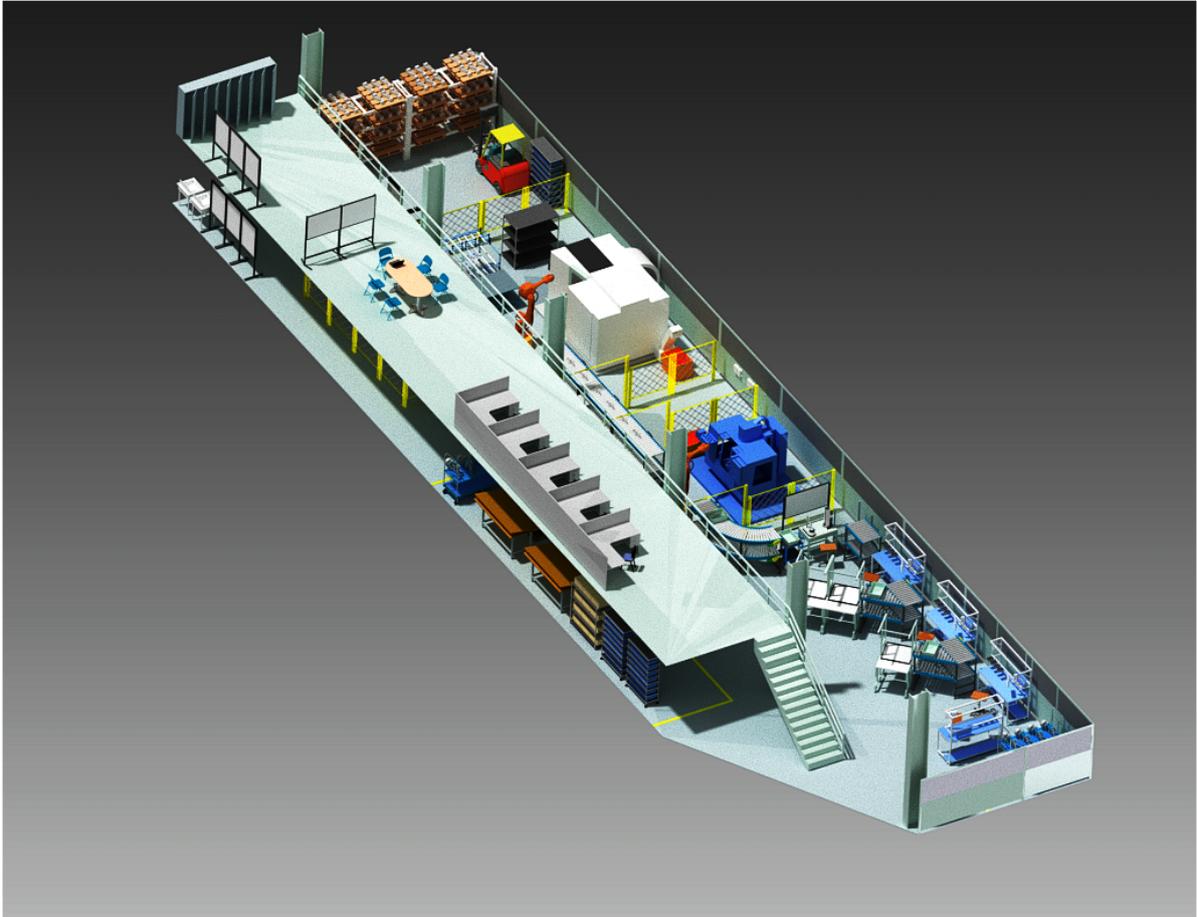


Mälardalen University, MDH, is one of Sweden's large institutes of higher education. The University has over 13,000 students, and almost 900 faculty and staff. MDH is characterised by close partnerships with businesses and the public sector in the region, making the University attractive to students - and our students attractive on the labour market. Mälardalen University, with its campuses in Eskilstuna and Västerås, is a central driving force in the region. Thanks to the close partnerships with international companies such as ABB, Volvo and Bombardier and HEIs all around the world, MDH offer an international study and working environment.

VISUALIZATION TO IMPROVE DIDACTICS IN LEARNING FACTORIES

Pictures can portray things and show relations such as sizes and positions; they are therefore exceptional compared to verbal language. In regard to didactic and learning situations visualizations are useful tools. Visuals in combination with text or verbal information facilitate the learning process since they give a tangible understanding of an object or phenomenon.

Visuals can either be static or dynamic; animations can be made from 3D models or from 2D drawings or video. The technique and the manner used for visualization will affect the perception. Therefore the choice has to be made with care and for an intended purpose. If the visuals should work effective and efficient they need to be designed for specific purposes, considering the user requirements. The presentation will elucidate how a learning process (in higher education or in a manufacturing context) can benefit from the use of visualization.



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