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***Understanding vs. Creativity in Visual Learning***

If an image makes more than a thousand words, which of them are transmitted and how to transmit the intended ones through visual teaching? In fact, visual representations (pictures, movies, charts, etc.) do not transmit linear and discrete information but patterns. Visual representations do not contain concepts but conceptual schemes. Moreover, the image is just a model that tells more and in the same time less than the general conceptual scheme that it instantiates. As a consequence, the transmission of knowledge through visual representations raises three general problems regarding the accuracy of transmissions: visual representations bring about a (i) *sudden understanding* of a general rule but one can grasp (ii) an *alternative meaning* of the same visual representation. Moreover, in the process of understanding visual representations an important component is (iii) the *user's creativity* that builds up a conceptual scheme or a general rule based on the given representation. In my presentation I will address these issues from the perspective of Wittgenstein's *Philosophical Investigations* and Ihde's postphenomenology.

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