MOHOLY-NAGY VISUAL MODULES:
the Common European Framework of Reference for Visual Literacy in practice

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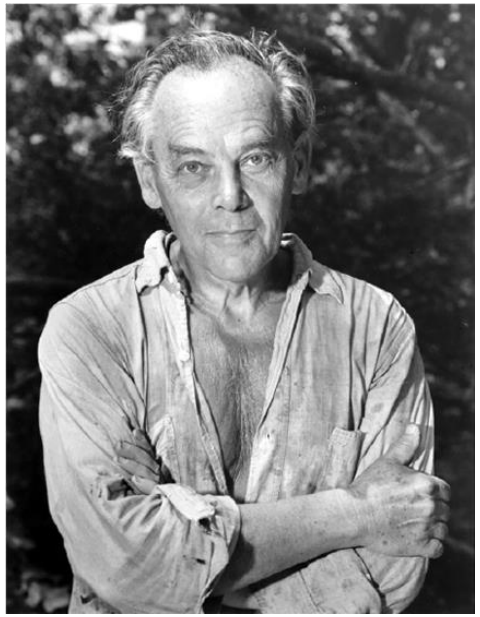
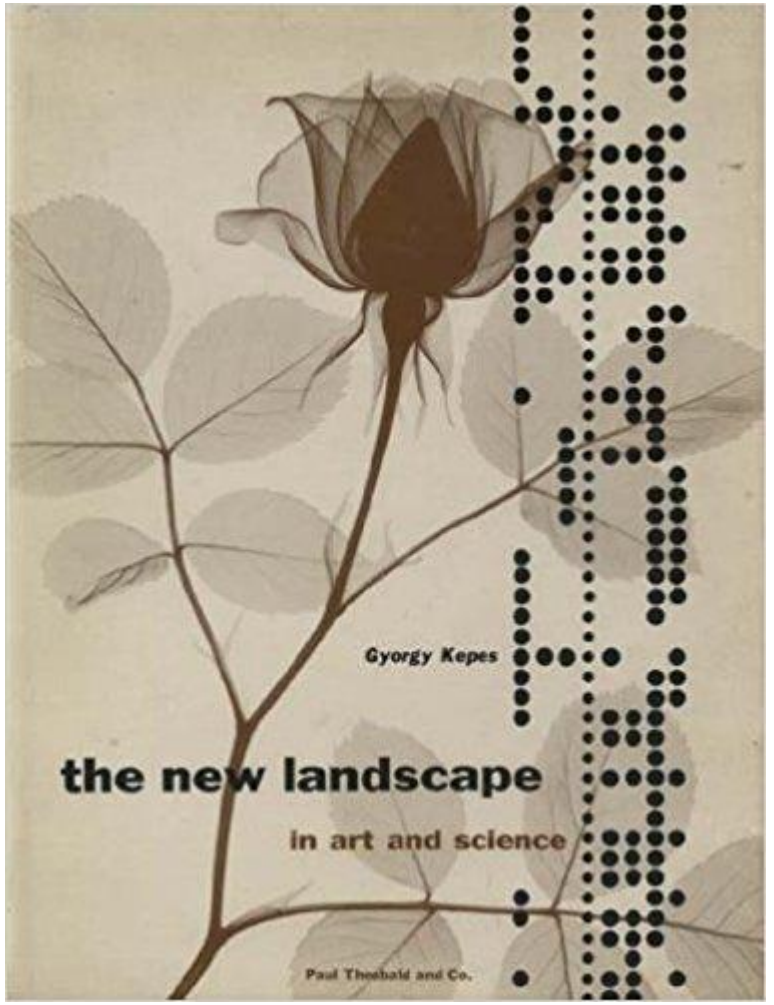
Topics

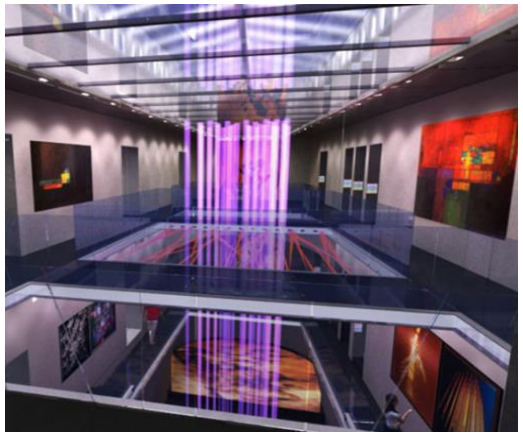
1. Educational legacy of the Hungarian Bauhaus masters
2. Educational potentials of CEFR-VL
3. Moholy-Nagy Visual Modules: research based art eduation
4. Developmental assessment for a self-reflective curriculum development

George Kepes (1906-2001)

Painter, photographer, designer, educator, and art theorist. Tutor at the New Bauhaus, founder of the Center for Advanced Visual Studies at MIT





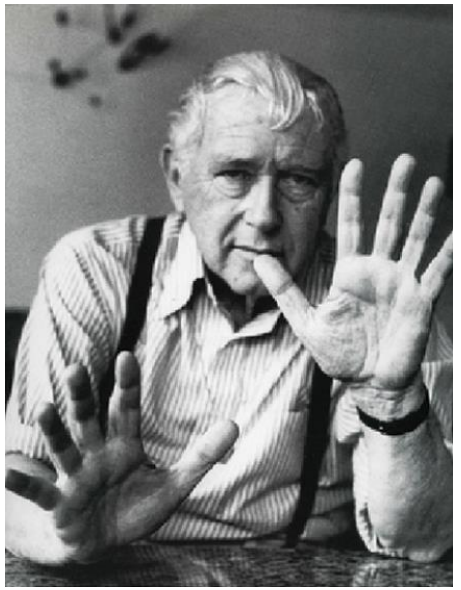


KEPES INTÉZET

[Kepes Foundation, Eger, Hungary]

Marcel Breuer
(1902-1981)

Structure is not just a means to a solution. It is also a principle and a passion.



Architect, designer and educator.
He led the furniture design workshop.
In the US, he joined Walter Gropius at Harvard University, teaching some of the most successful architects of the postwar era, including I. M. Pei and Philip Johnson .

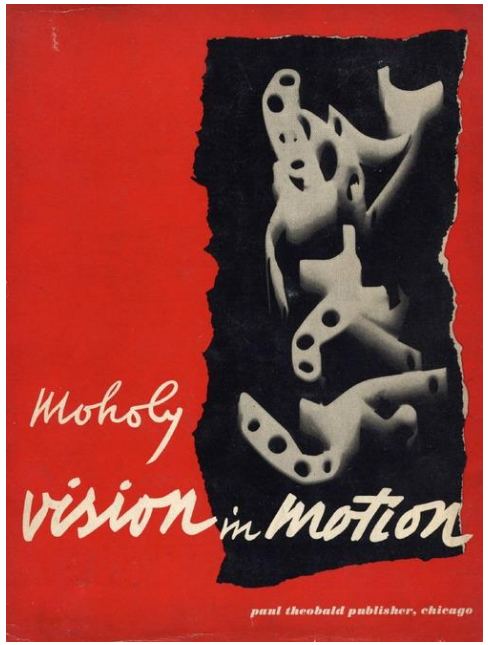
"The artist works with the highest level of feeling.

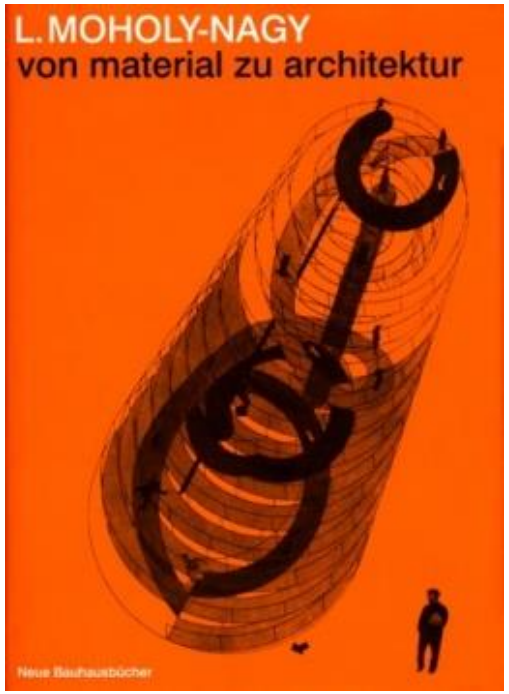
The technician works with the highest level of logic.

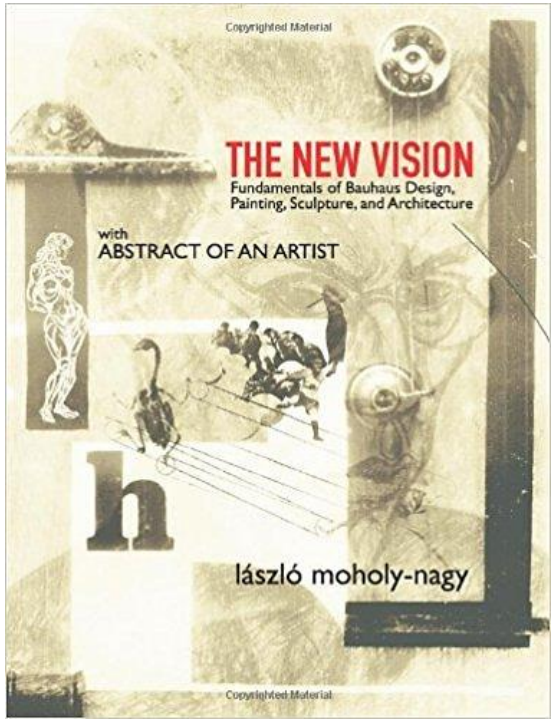
- Marcel Breuer

László Moholy-Nagy
(1895-1946)

Painter, photographer and educator.
He led the Bauhaus preliminary course with Josef Albers, described New Vision, invented photogram and pioneered multimedia art.







„Intensive involvement with materials increases your self-assurance in the realm of emotional experiences”.

Educational legacy of the Hungarian Bauhaus masters

Synergy of art, design and science

Modular structure for instruction:

- „Basic course” – foundations of visual literacy
- Specialisation + interdisciplinary projects

Research on art in society →

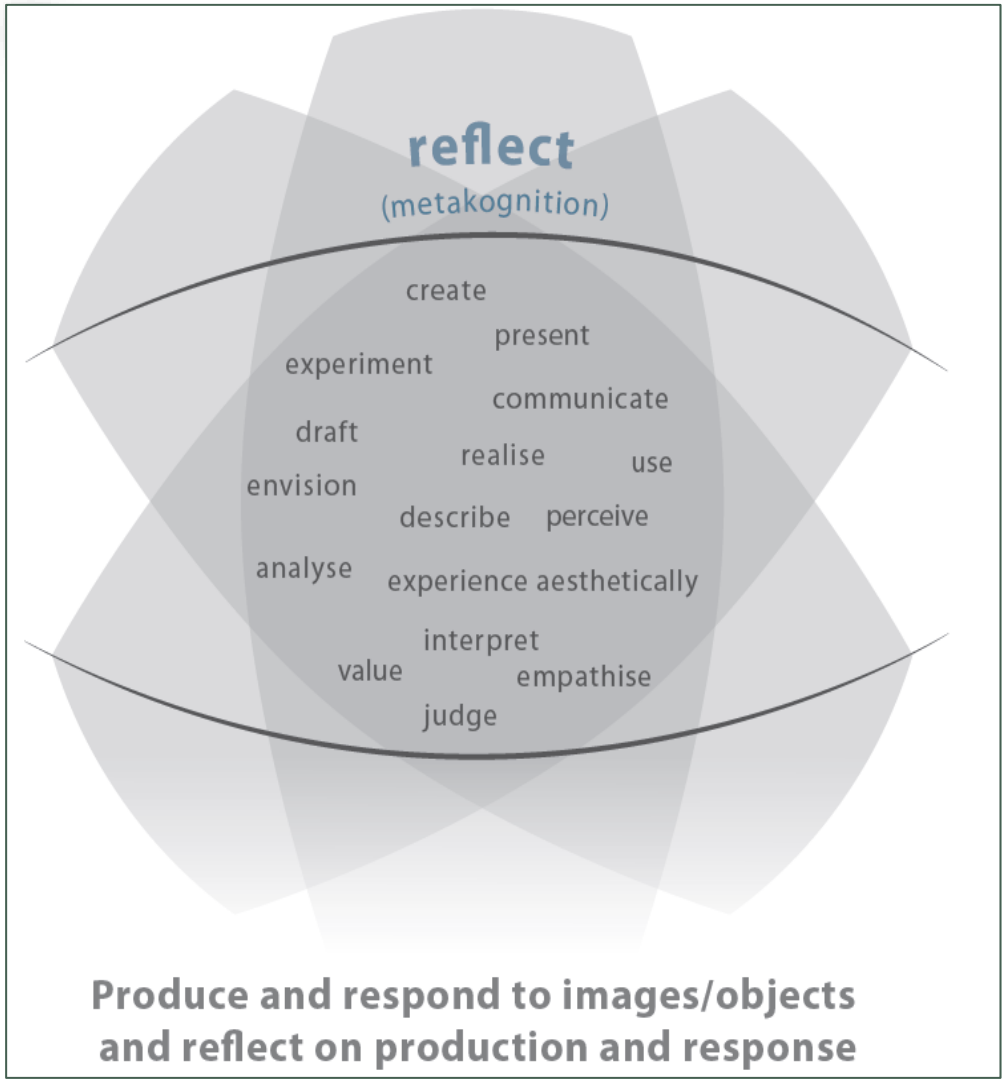
development of competences instead of teaching stylistic conventions

Scientific Archive - Zentrum Paul Klee

Educational potentials of CEFR-VL of

- an **interrelated set** of compentences, attitudes and contexts („situations”)
- creation involves **cognitive components:** analysis, problem solving, critical response:
- **alternative scenarios** for teaching Visual culture

→ less is more: **modular curriculum** for Grades 1-11, ages 6-17 years



Moholy-Nagy Visual Modules

1) **Multicultural visual communication**: decoding and producing authentic messages;

2) **The art of (social) media**: integration of their values and linguistic features of with traditional imaging;

3) Understanding and shaping the **man-made environment**;

4) **Contemporary visual arts** as an individual and collective experience: closing the gap between creators and their young audience.

http://vizualiskultura.elte.hu/en - websites opens in October 2017

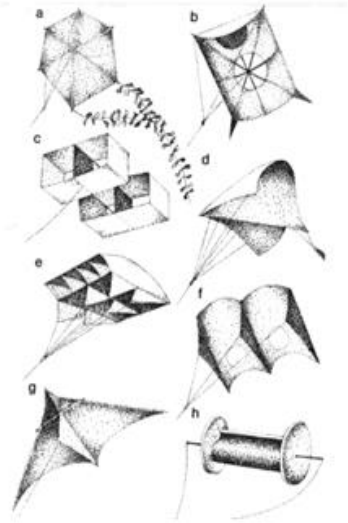
Curriculum design experiment 2016-2020

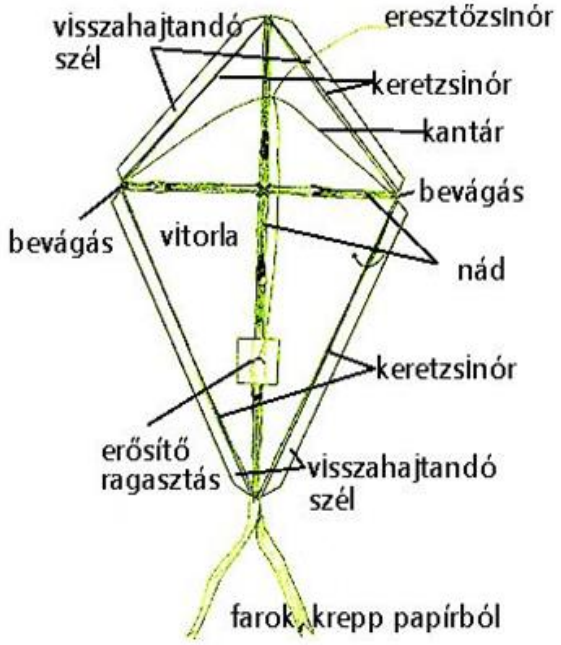
Four modules to fill 50 % of Visual Culture curriculum:

- **Teachers' manuals** by experimenting peers from a wide range of sociocultural contexts (Grades 1-12, ages 6-18)
- **Online assessment instruments** to evaluate learning performance and visual skills development

In-service training program with credits towards PhD

1. TÉMAKÖR: JÁRMŰMODELLEZÉS – PAPÍRSÁRKÁNY





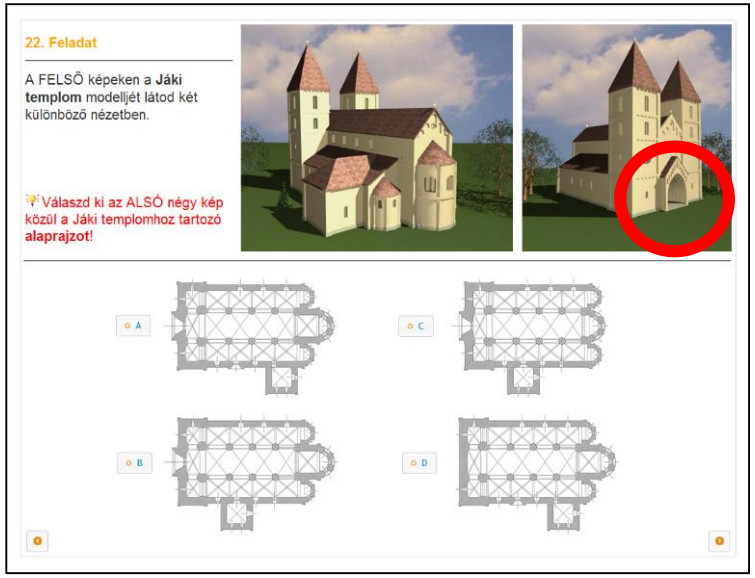
Project description from a teachers' manual: Module 3, Environmental culture

Lesson plans from teachers' manuals

2. téma: Játéktárgy és játéktevékenység		
	Értékelési módszerek	**Tanulói munkák képei példaként** (A tanév végén kerülnek ide)
Fejlesztendő képességek, attitűdök: • A játszás örömének megjelenítése • a játék, játéktárgy közösségi szerepe **Elsajátítandó ismeretek:** • A játéktárgy színe, formája, anyaga • Eszközhasználat – ábrázolás • Technikai jártasságok – képzelet fantázia fejlesztése • Vizuális nyelvi jártasságok, színek, karakteres formák fejlesztése • Örömteli alkotómunka	• kipróbálás, • önértékelés • Társak értékeik egymás munkáját	

TÉMA	IDŐIGÉNY	FEJLESZTÉSI CÉLOK	FEJLESZTÉSI RÉSZTÉMÁK, TARTALMAK	TEVÉKENYSÉGFORMÁK, MÓDSZEREK	TECHNIKÁK, ESZKÖZÖK, ANYAGOK	ALKOTÓK ÉS MŰVEK
Mimikri: rejtőzködő és álcázott	2 óra	**Attitűd**: Kísérletező kedv Képesség: Konstrukciós képességek **Ismeret:** Mértani ismeretek Sík-tér, tér-sík megfeleltetések	Kombinációs készség Adott képrészlet „elrejtése" saját képen, grafikai és festő technikákkal Organikus formák geometrikus rendszerbe illesztése	Vonalhálóba rejtett falevél A/4-es papírlap felületét vízszintes és függőleges vonalak segítségével négyzetekre osztjuk, majd előre elkészített levél formájú sablonokat is ráhelyezünk, azt körberajzoljuk. Végül vonalak által felosztott területeteket külön-külön színekkel és mintákkal töltjük ki.	• vonalzó • színes filctollak	Piet Mondrian: Kompozíció A (1923) olaj Henry Parsinia: Secret 5 (2016) vegyes technika Pablo Picasso: gitár témájú festményei

3. TÉMAKÖR: ÉPÜLET – MAKETT, TARTÓSZERKEZET MODELL, TÉRLEFEDÉS, KÁRTYAVÁR



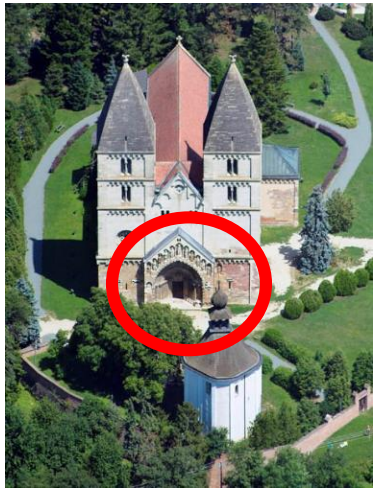


Image databanks are created to support and also complement the online testing environment in the art room.

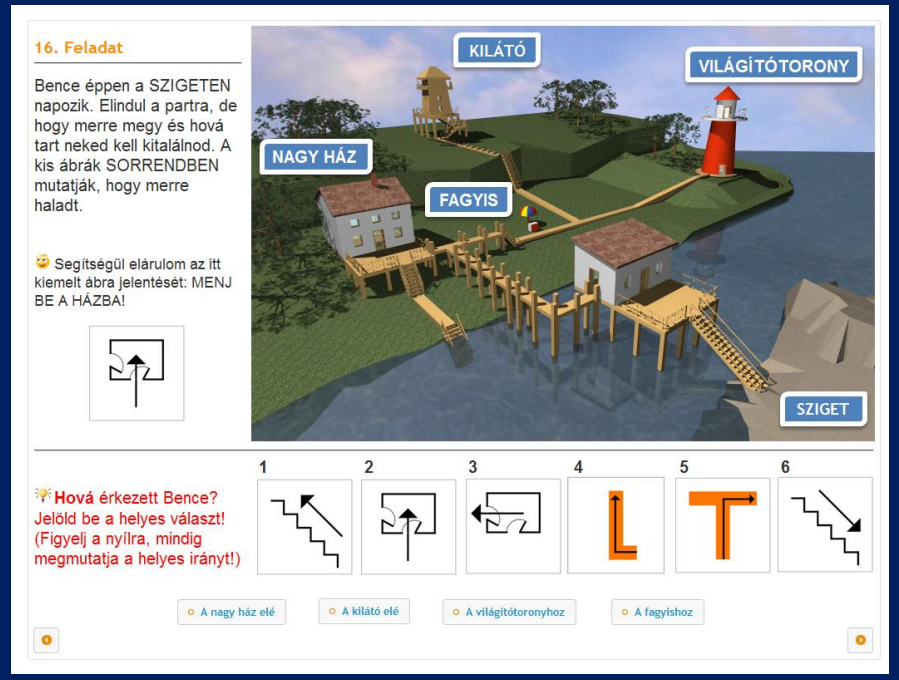
Diagnostic assessment of **3 main domains:** reading, mathematics, science) + **14 cognitive, affective skills** and **competences**

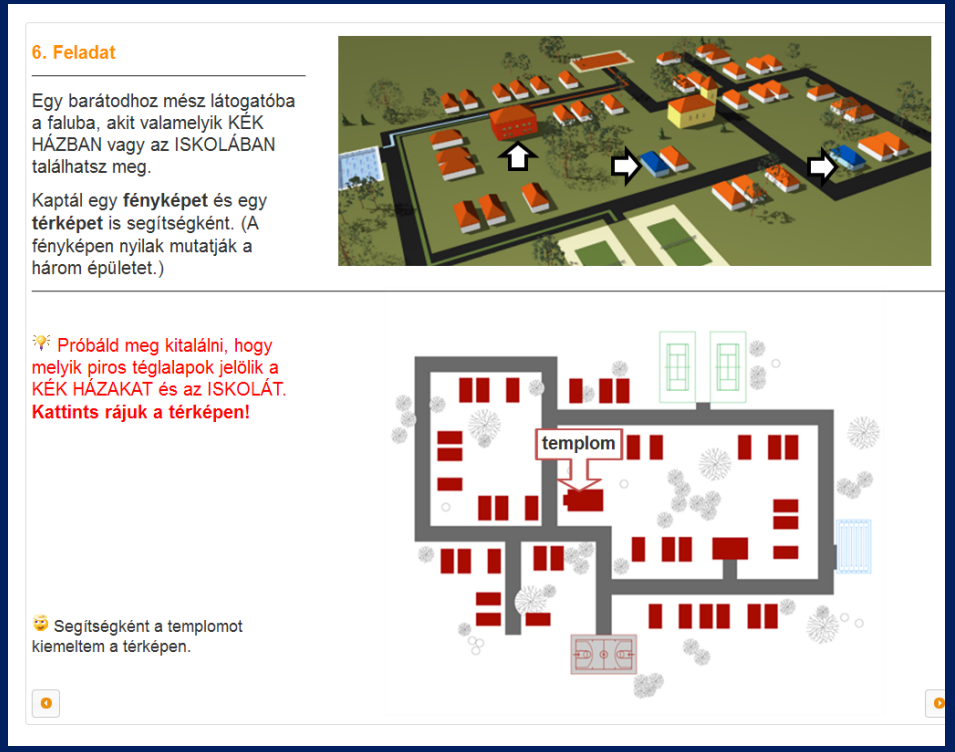
Wide variety of item types with sound, image, video and animation

Voiceover for slow readers

Online testing of visual communication skills:

Electronic Diagnostic Assessment System (eDIA)



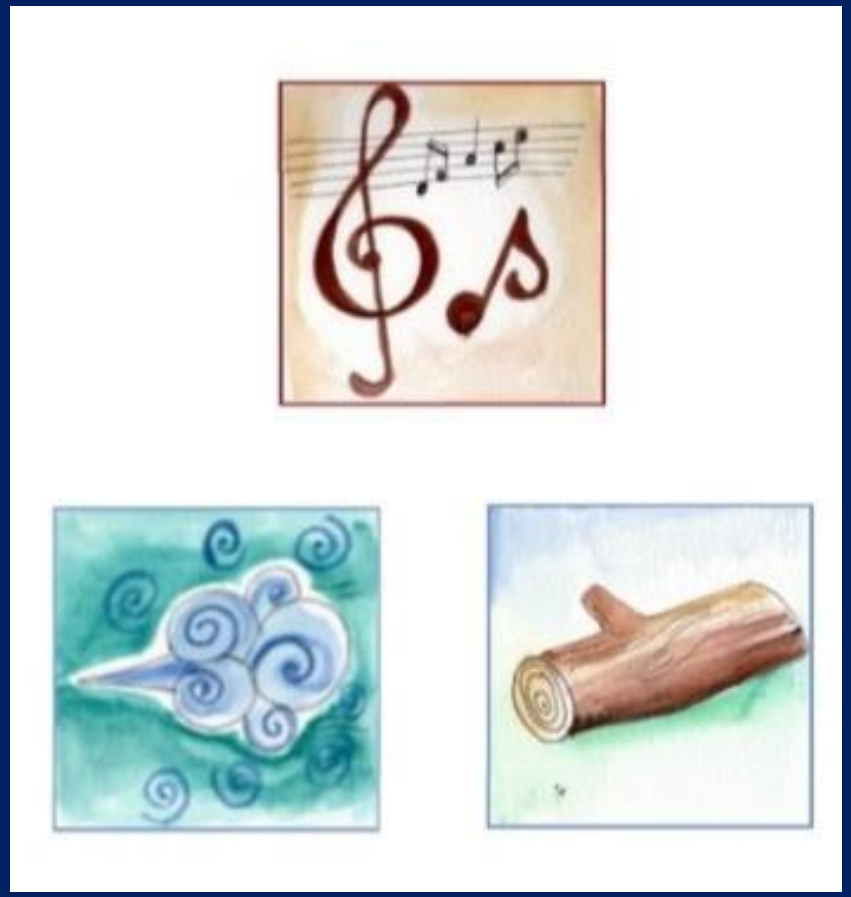


Task: Find out where the blue houses and the school are on the map!

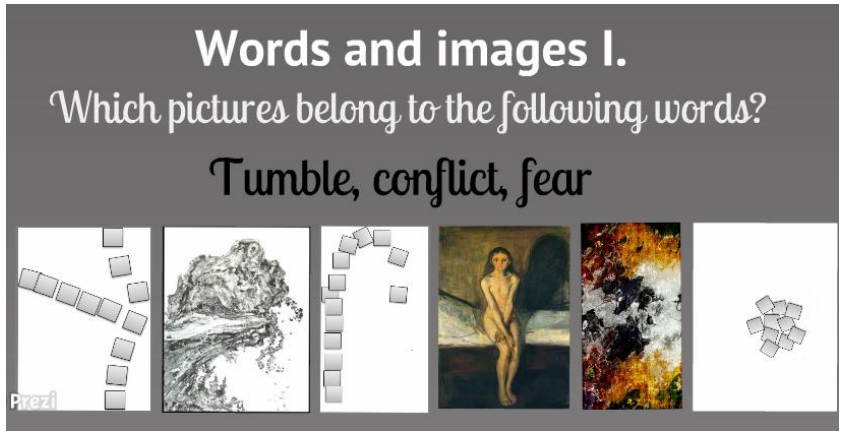
Same skill set – different visualisation to suit age level

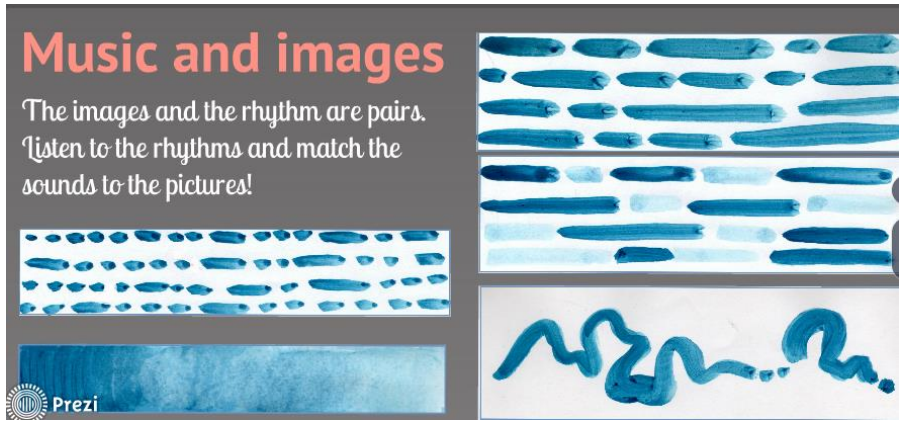
Task: **What is the meaning of the three images together?** Choose from the alternatives!

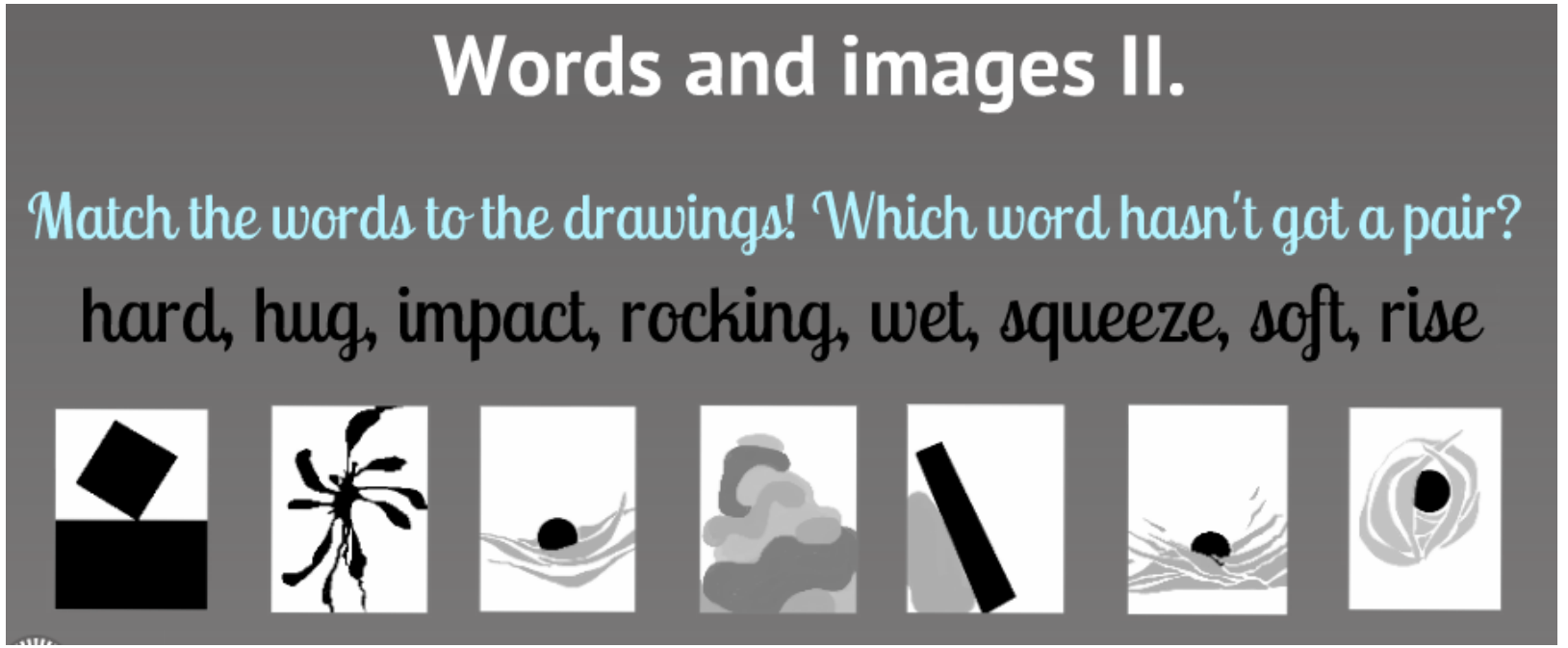
1. Wind
2. Music
3. Forest
4. Flute
5. Song



Eye tracking used to reveal task processing during testing


Words and images I.
Which pictures belong to the following words?
Tumble, conflict, fear


Music and images
The images and the rhythm are pairs.
Listen to the rhythms and match the sounds to the pictures!
Prezi


Words and images II.
Match the words to the drawings! Which word hasn't got a pair?
hard, hug, impact, rocking, wet, squeeze, soft, rise

Four narrative tasks for longitudinal evaluation of visual literacy

European Network of Visual Literacy
ENViL

1. **Map** of a real or imagined place where you would like to go (back).
2. **Dwelling design** for a favourite fictional character
3. **Emotional self** portrait (in happy and sad mood, with matching dress)
4. **Imaginary landscape:** completion of linear sketches

Mapping a real or imagined place

Draw a map of a real or imagined place, where you have been or would lik to go back again!

Techniques:

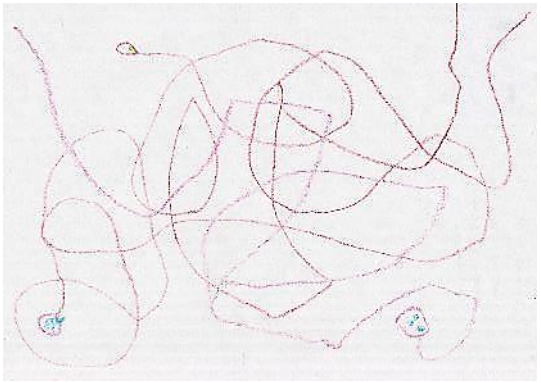
Traditional: felt tipped pen, colour pencil or crayon, A4 paper;

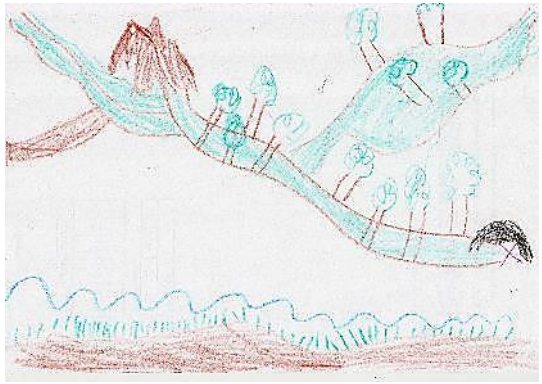
Digital: basic graphic programs on tablet

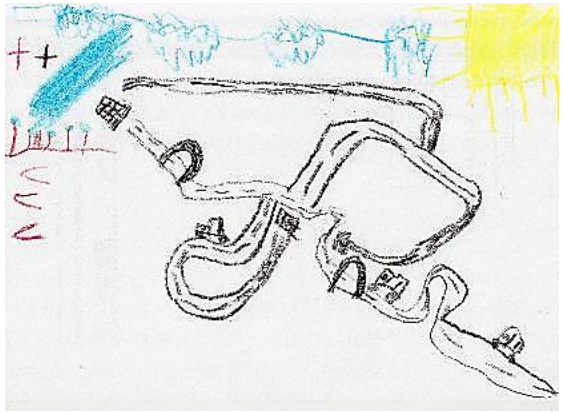
Age groups: 3-6 years (Kindergarden), N=374

7-10 years, primary school, N=620

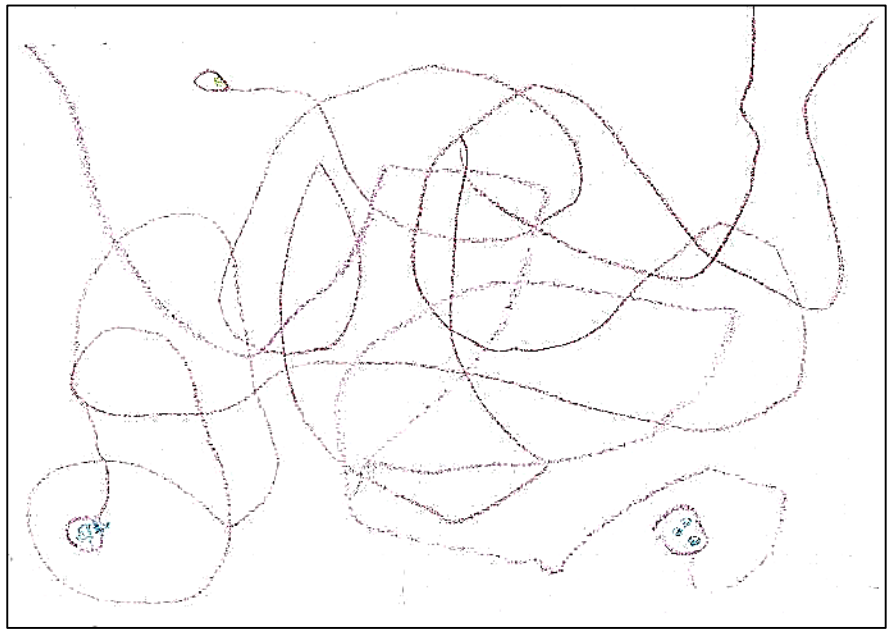
Aim: reveal accelerated drawing development





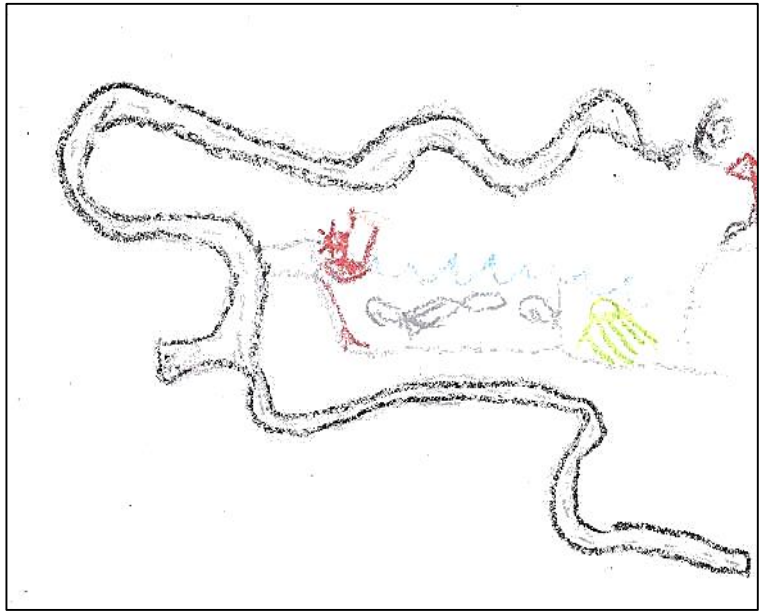


Travelling along



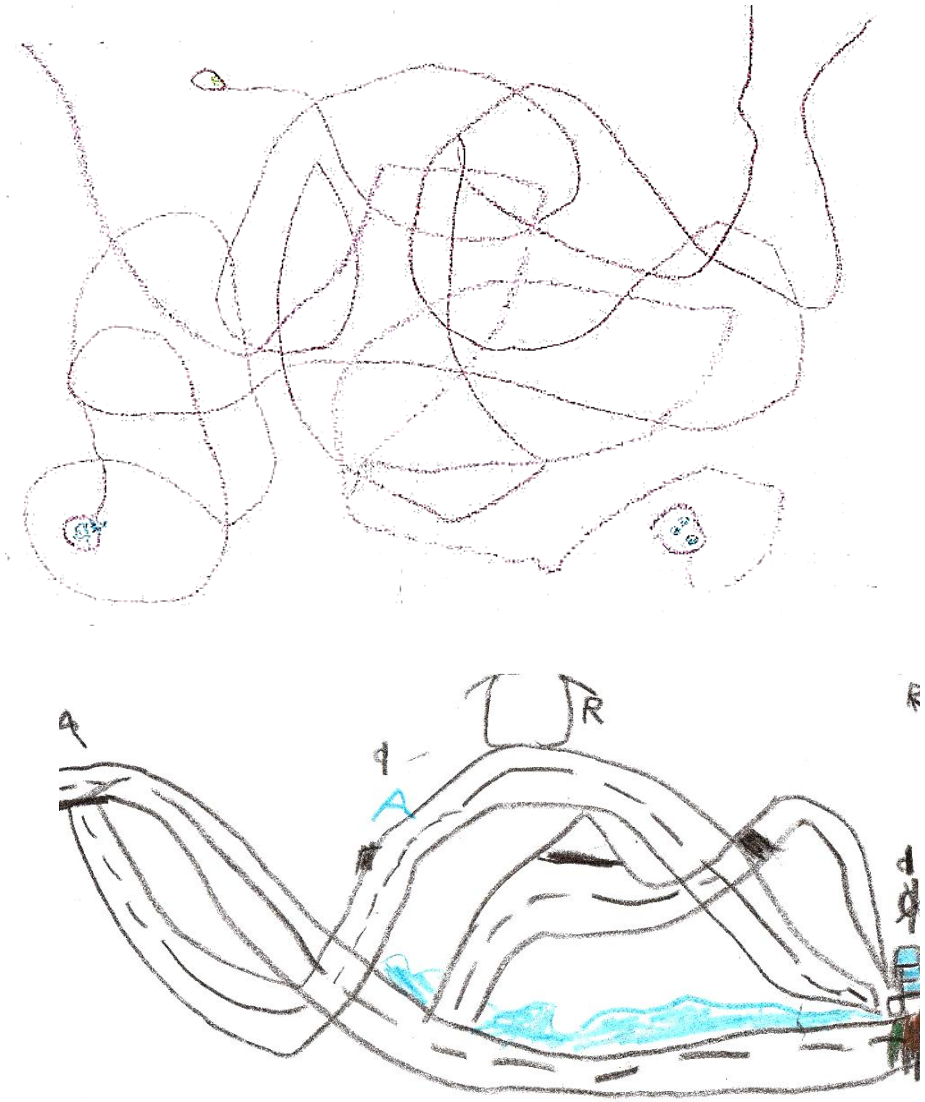
Boy, 5,5 years: „Two Hungaries and one England in between, where there is a green swamp.”

Girl, 5,1 years: „This is how we went to the Lake Balaton.”

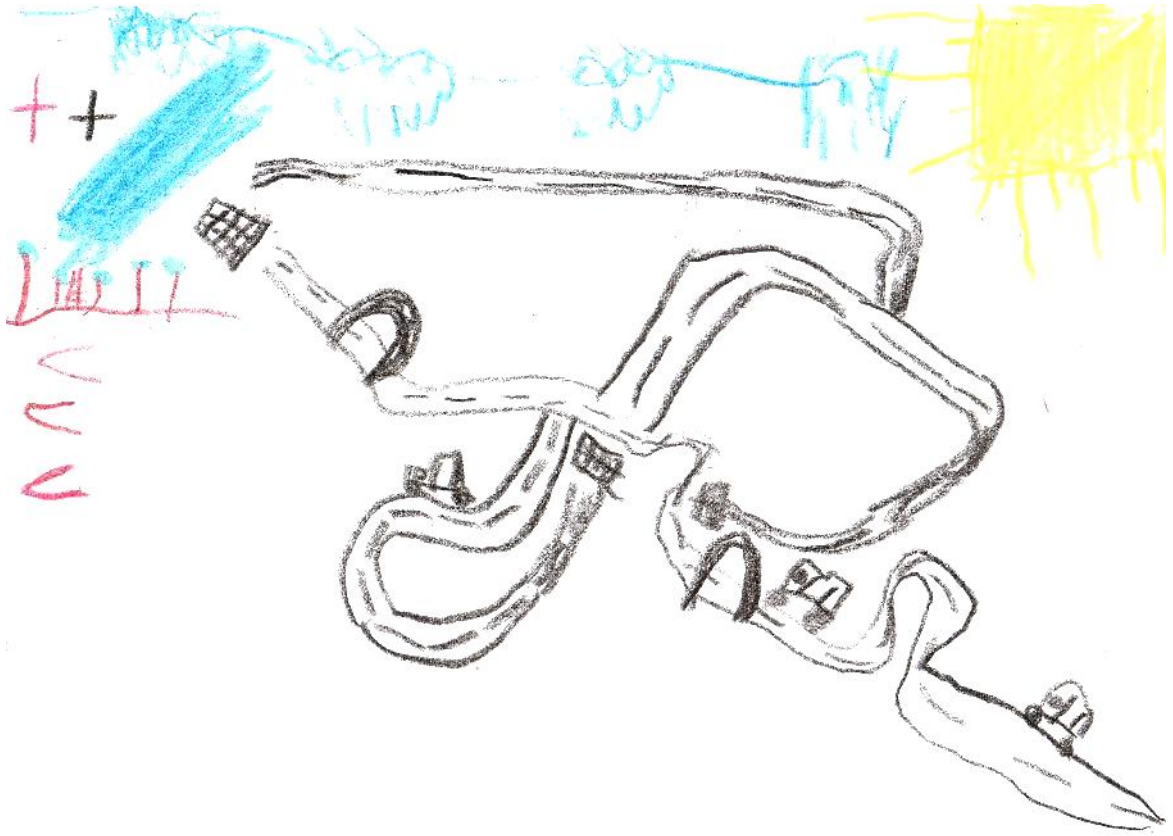


Boy, 5,3 years: Driving abroad”

Showing the way



Boys, 5,5 years: the task shows **skill range**



Girl, 6,5 years : a good performance in **creative** spatial tasks

Sign, symbols and memories

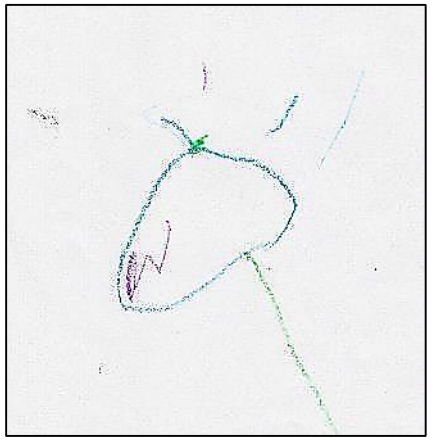
„The road leads from Hungary to Brussels.”
(Boy, 5,3 years)

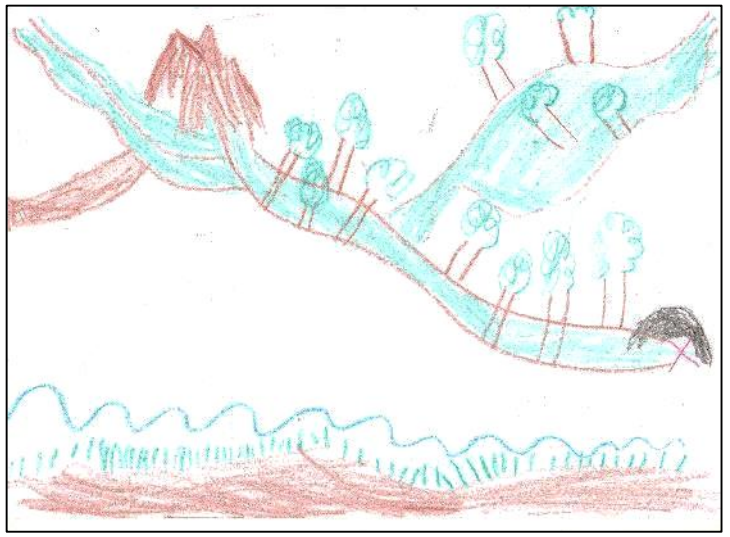
Performance of age groups: results of an analysis of variance

Significant differences:

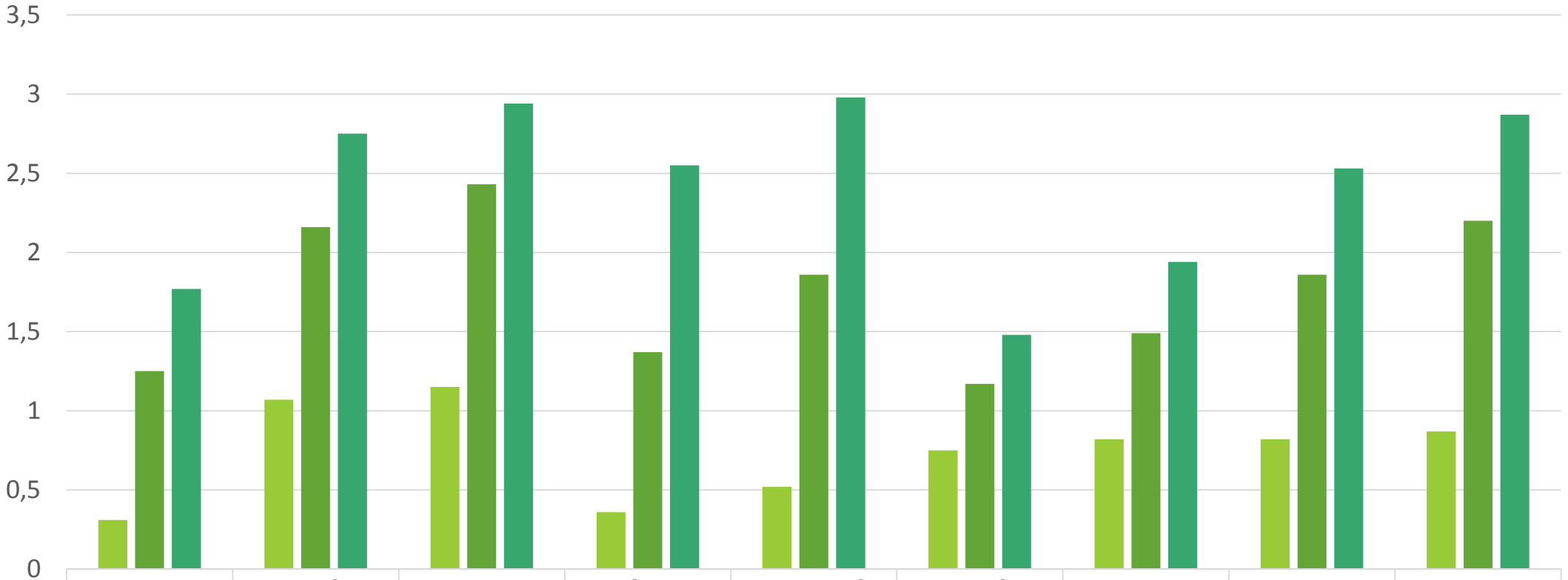
Between 4 and 4 to 6 years: all criteria and total performance.

Between 4-6 years old and 6 years: in all criteria except Specific expressive use of colours





The level of development of the three age groups



	Task centeredness	Specific emergence of forms	Emergence of forms	Specific usage of signs and symbols	Usage of signs and symbols	Specific expressive use of colours	Expressive use of colours	Specific composition	Composition
1. Ages group average score	0,31	1,07	1,15	0,36	0,52	0,75	0,82	0,82	0,87
2. Ages group average score	1,25	2,16	2,43	1,37	1,86	1,17	1,49	1,86	2,2
3. Ages group average score	1,77	2,75	2,94	2,55	2,98	1,48	1,94	2,53	2,87

1. Ages group average score 2. Ages group average score 3. Ages group average score

Context

Task content influnces performance

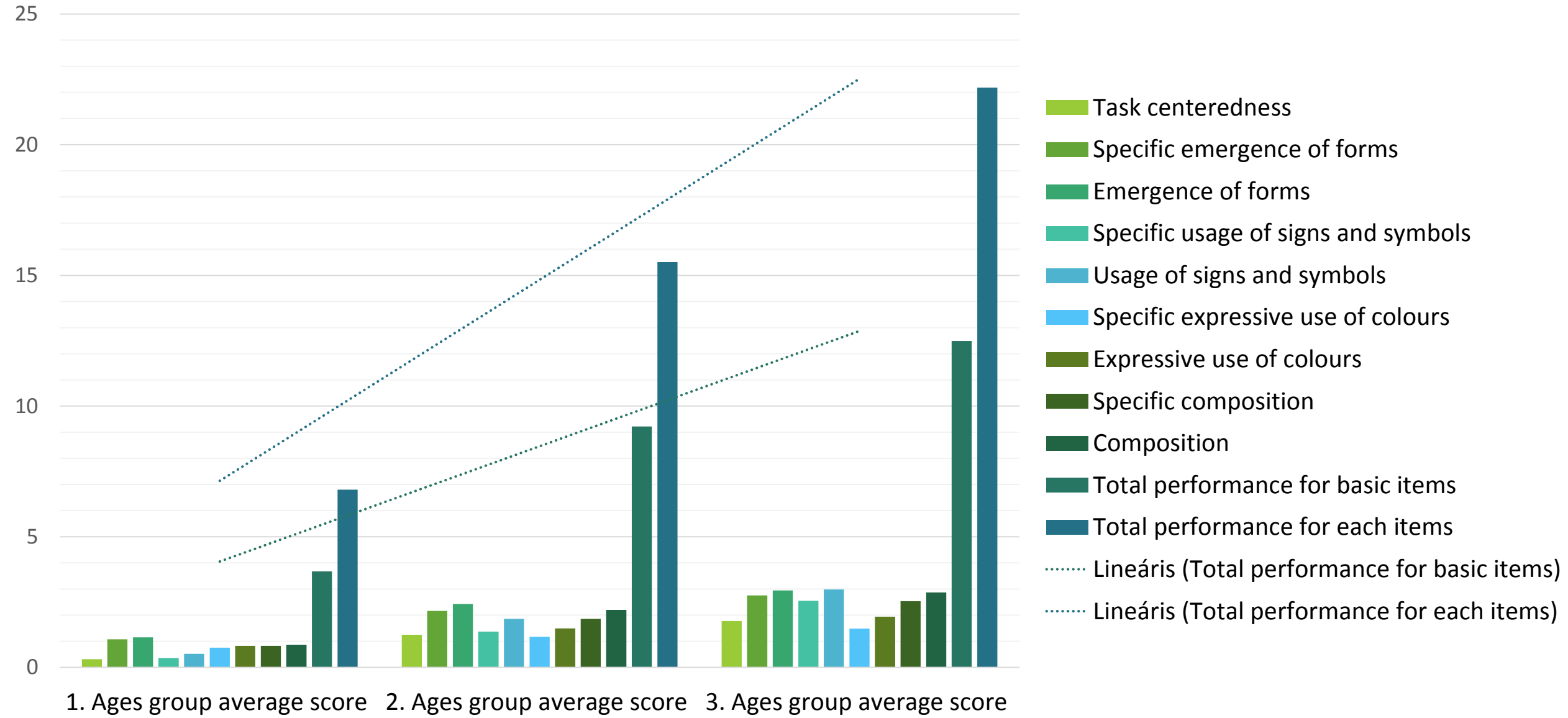
The **strongest correlation** is between the **performance** and the use of **symbols** and **composition**.

→These criteria forecasts the outcome most.

→ it results from the character of the task: these communication tools are most needed for maps.

Other criteria also show strong correlation with performance.

Performance of age groups in each item



Performance of boys and girls

Girls achieved higher scores in general and specific criteria alike.

Girls performed significantly better in "Task centeredness" and "Expressive use of colours" criteria.

Criteria		Heads	Average score	t	significance
Total performance for basic items	**boys**	176	8,03	-2,208	0,028
	girls	164	9,37		
Total performance for each items	**boys**	161	13,71	-2,102	0,036
	girls	147	15,95		

Performance of boys and girls in 3 age groups

Under 4 years
There isn’t significant difference in overall performance and the criteria separately.

4-6 years
Significantly higher scores were achieved by the girls in Criteria "Task centeredness" and „General and Specific Expressive use of colours„.

Over 6 years
There is no significant difference between the performance of boys and girls in any criteria.

Education compensates for gender differences.

Standardization of tasks

Field tests in six Slovakian schools, Grades1-4 (Lehotakova, 2016, 2017): evaluating cultural bias and attachment to local curriculum (result: none)

Illustrated task booklet: compilation of soutions of all leveles in all tasks for Kindergarten and promary school use (Ages 1-2, 3-4, 5-6, … in2-year sequences)

Modification of task text for higher ages of data from years 3 -17, with text fit to the age group

Collection of **Traditional and digital** solutions, comparison → use of „images trouvées" for digital drawing and photos of own.

Production of an **Illustrated guide to facilitate assessment** as a diagnostic tool for measure the level of children drawing (till 10 years old)

Conclusion – Mapping task

Important elements of visual literacy observable:

- visual communication: conveying messages
- visual expression: expressing moods

Use of symbols, colours, and compositional arrangements differ with age.

This task is a **good indicator of visual literacy** in several important domains

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