

Comparative studies concerning models of Visual Literacy and their approaches of competencies development

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Map

- Education systems questioned
- Competencies and performing
- Deskillling
- Cognitive and Learning Styles
- Economy of attention
- Field of teaching and field of reference
- Synthesis of five models of competencies development

Education systems questioned

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- "How does the school produce school experiences in continuity with the experiences of contemporary human existence and how school give meaning to these experiences?"
- "How does it prepare for the future by developing useful and sustainable competencies today and, if possible, adaptable skills tomorrow or, even better, competencies that prepare for change and adaptation?"

Competencies and performing

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- According to this approach, competence and performance together constitute a loop of mutual reinforcement. To be skilled implied to be able to perform.

Deskilling

- The initial concept of deskilling represents the gradual or rapid loss of skills and thus the loss of autonomy.

Deskilling

- This is the thesis that I have been defending for years with regard to the development of visual competencies.
- And I hold art education responsible for deskilling, since it has been enslaved to the fashions, rules and values of the art world.

Deskilling

- The main responsibility of this problem must be sought within the narrow minded, abusive and exclusive interpretation of the word "art"... and maybe in the choice of this word to name a domain of education that should encompass all the visual culture.

Cognitive and Learning Style

- Not all of us have the same predispositions to receive, process and produce information.
- The 60% of visualists and multi cognitive styles individuals find easier to master the development of visual competencies than those with a cognitive style that is preferentially auditory or tactile and kinesthetic.

From the economy of attention to the ecology of attention

- "...in an information-rich world, the wealth of information means a dearth of something else: a scarcity of whatever it is that information consumes.
- **What information consumes is rather obvious: it consumes the attention of its recipients.**
- Hence a wealth of information creates a poverty of attention and a need to allocate that attention efficiently among the overabundance of information sources that might consume it"
 - (Simon 1971, pp. 40 - 41).

From the economy of attention to the ecology of attention

- All these technologies offer crucial tools for teaching and learning and invite us to invent new forms of learning and creation within a new ecology of attention.



From the economy of attention to the ecology of attention

- To avoid being a victim of the economy of attention, one must protect oneself by developing a good ecology of attention.
- In this field, the school system has a role to play, and the “art education” has many choices to do.

What are our fields of teaching and what are their fields of reference?

1. National Art Education Association of the USA (NAEA)
2. Fine arts (drawing, painting, printmaking, photography, and sculpture);
3. Media arts (including film, graphic communications, animation, and emerging technologies);
4. Design, architectural, environmental, and industrial arts (such as urban, interior, product, and landscape design);
5. Folk arts;
6. Works of art (such as ceramics, fibers, jewelry, works in wood, paper, and other materials.)

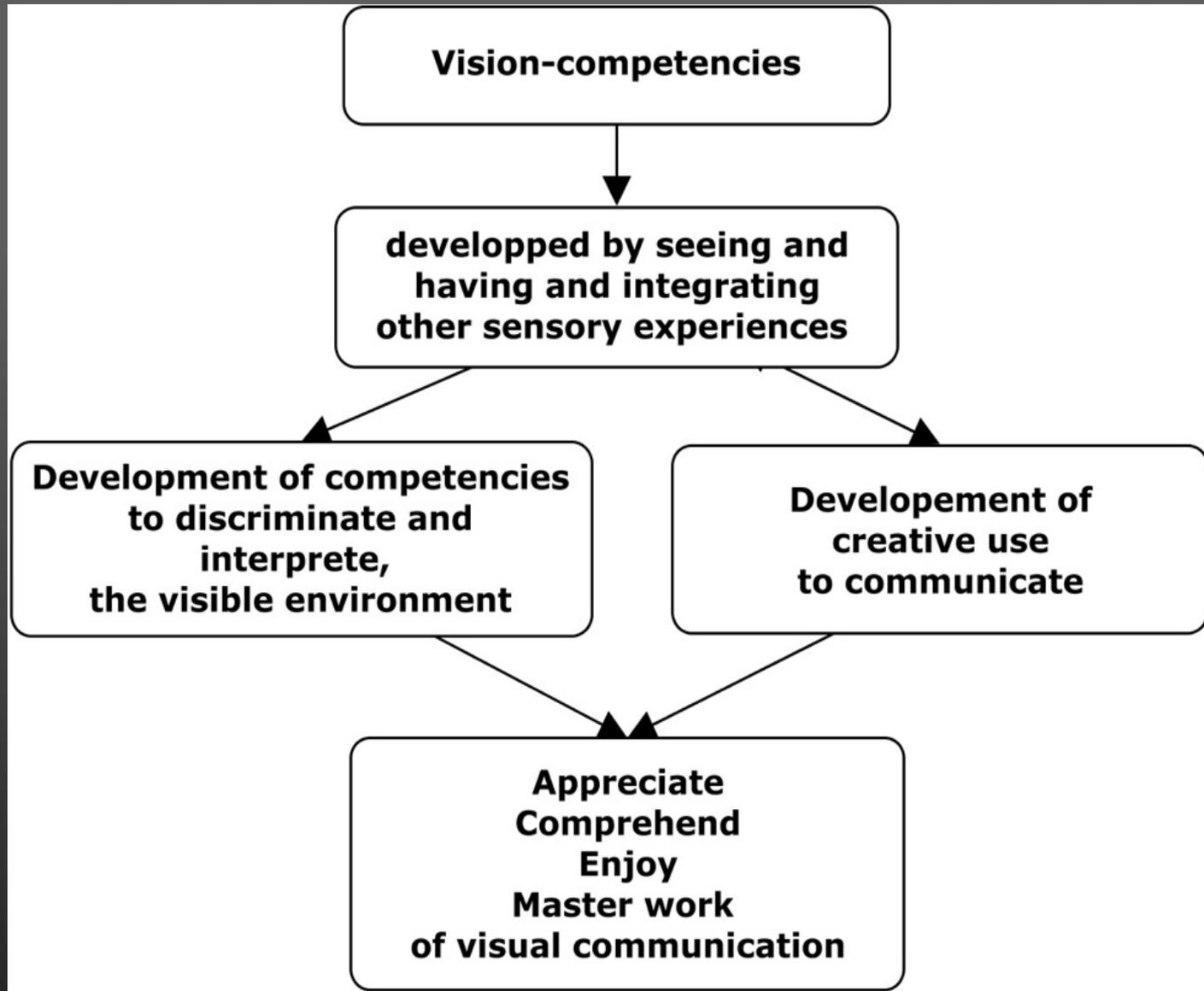
Rules in Western culture

- The liberal arts (of the elite) outweigh the mechanical and functional arts (reserved for the employees)
- Tradition prevails over modernity
- The spiritual or the most immaterial prevails over the material

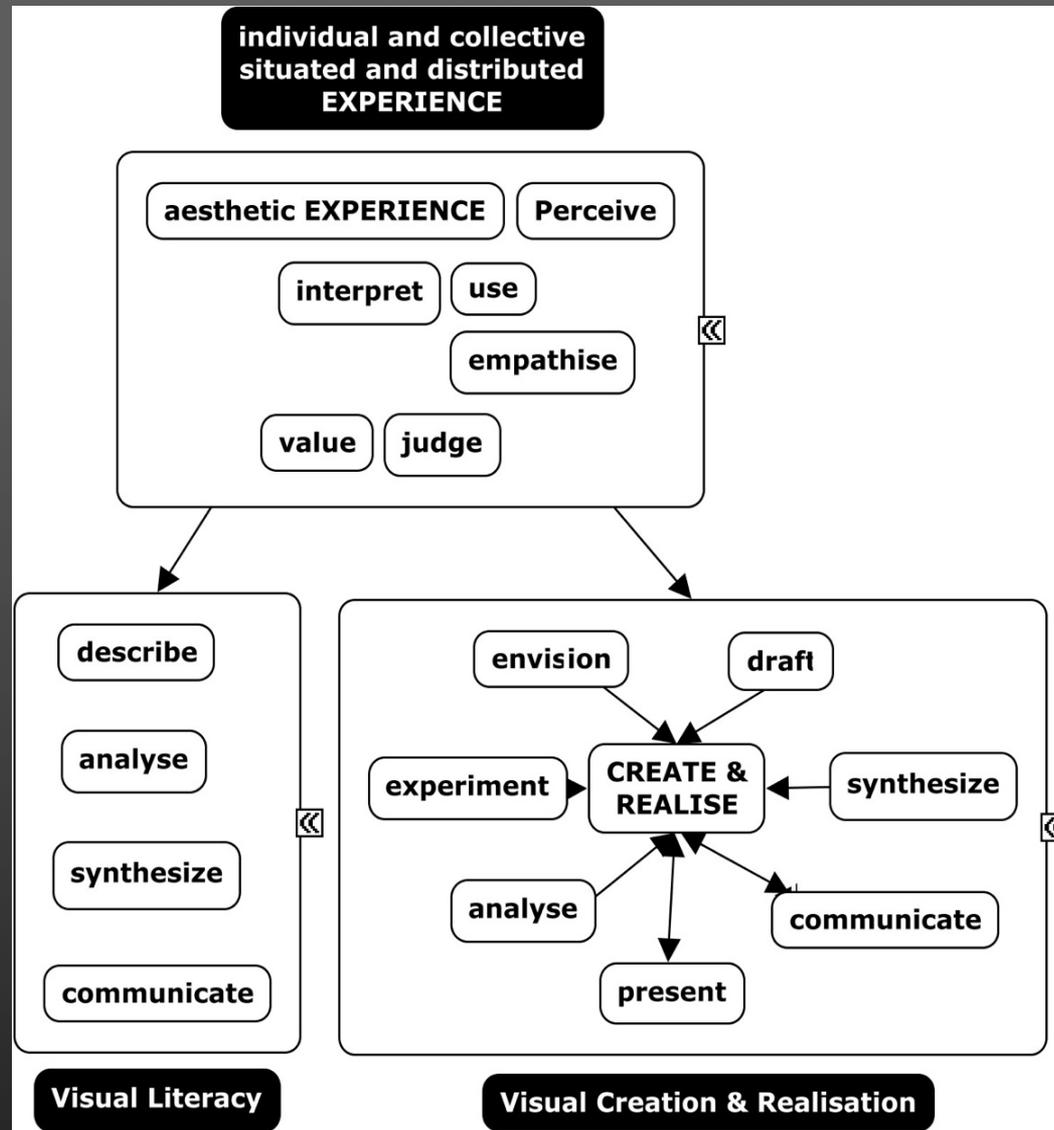
Approach by Competencies

- The International Visual Literacy Association (IVLA)
- The European Network for Visual Literacy (ENVIL)
- The National Core Arts Standards (NCAS)
- The Association of College and Research Libraries (ACRL)
- The Partnership for 21st Century Skills - 21st Century Skills Map

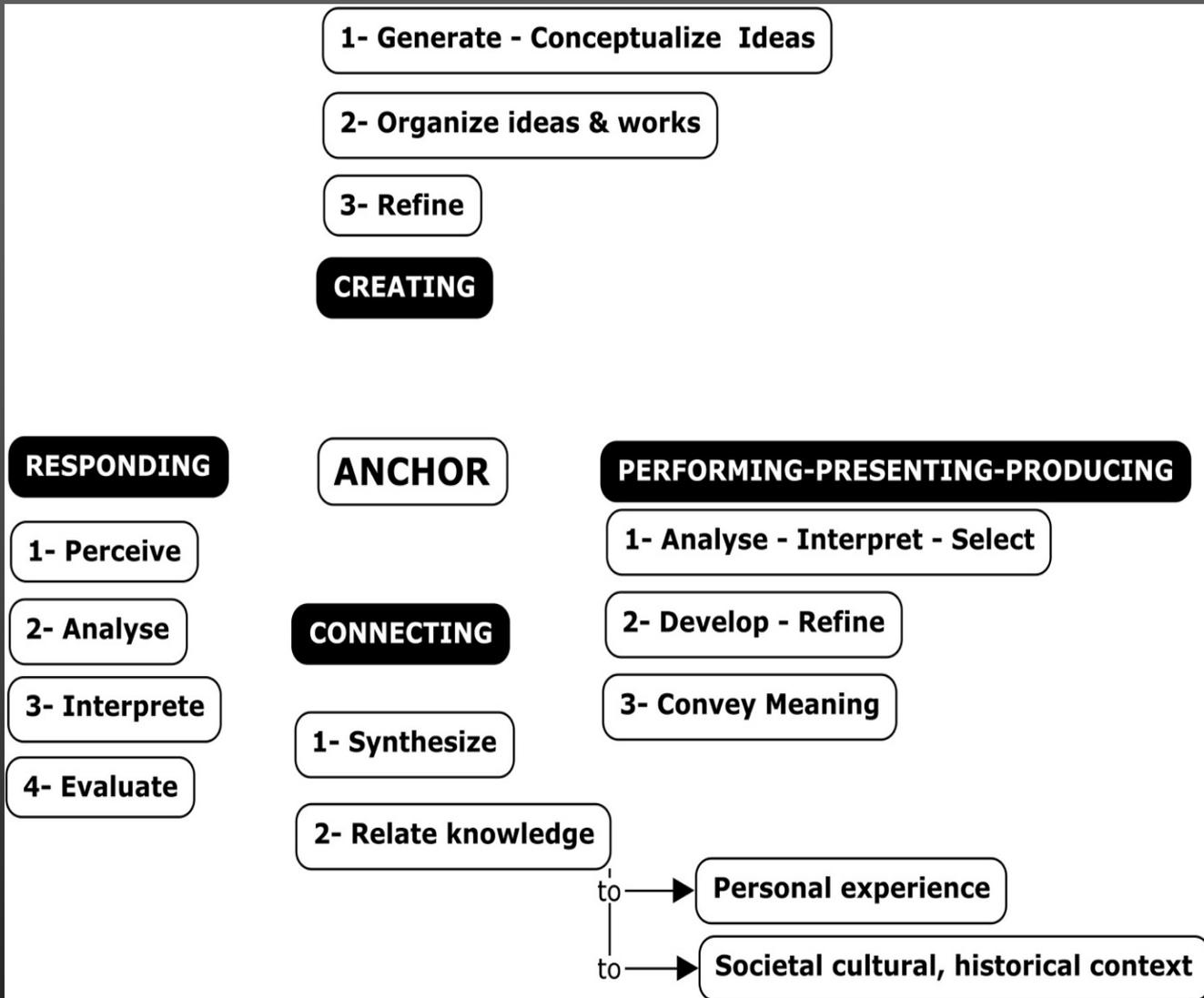
The International Visual Literacy Association (IVLA)



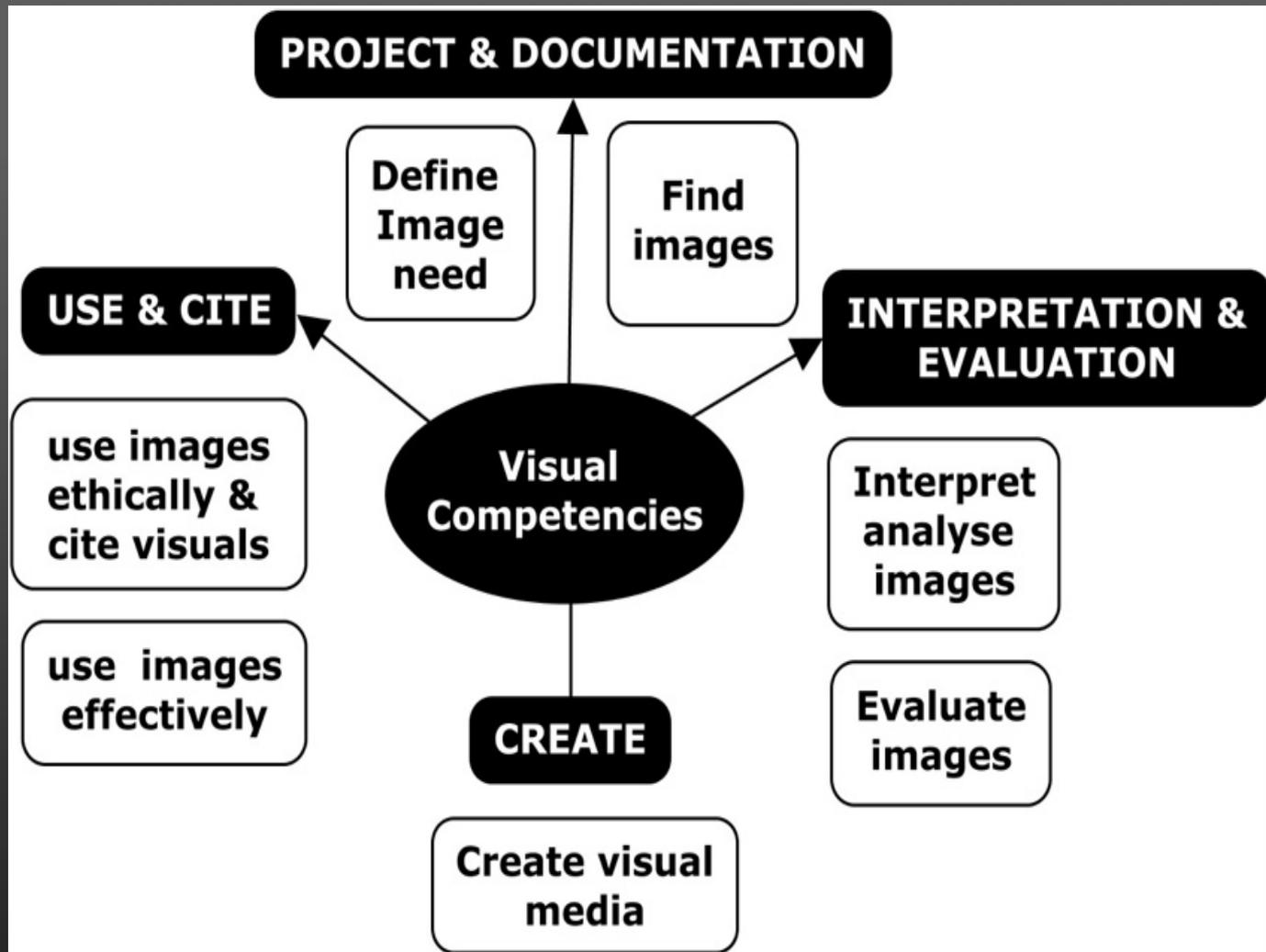
European Network for Visual Literacy (ENVIL)



National Core Arts Standards



American Association of College and Research Libraries



21st Century Skills Map

**CRITICAL THINKING
& PROBLEM SOLVING**

**INFORMATION, MEDIA,
COMMUNICATION AND TECHNOLOGY
LITERACIES**

CREATIVITY & INNOVATION

**COMPETENCIES & SKILLS in
INFORMATION, MEDIA & TECHNOLOGY LITERACY
The ARTS**

**INITIATIVE &
SELF DIRECTION**

**LEADERSHIP &
RESPONSIBILITY**

GLOBAL AWARENESS

COLLABORATION

**SOCIAL &
CROSS CULTURAL SKILLS**

**FLEXIBILITY &
ADAPTABILITY**

**PRODUCTIVITY &
ACCOUNTABILITY**

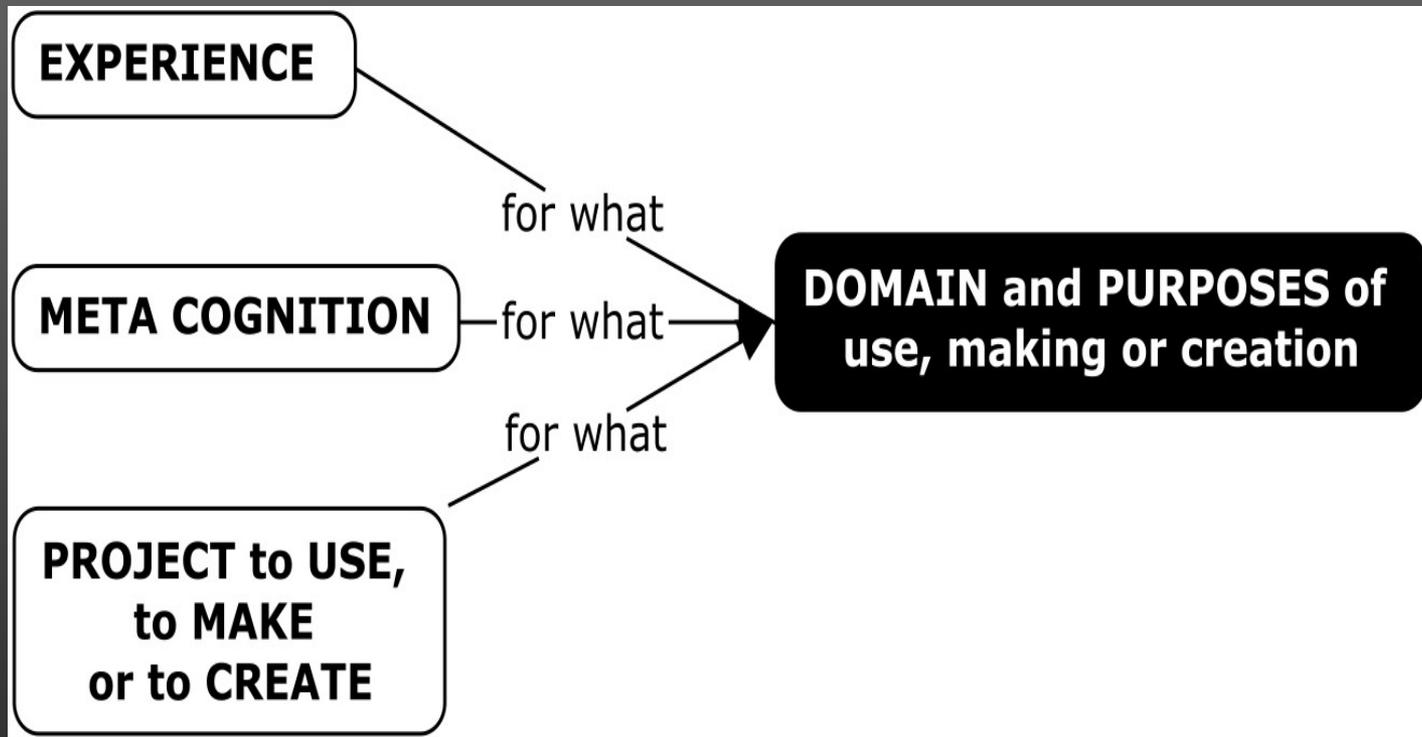
ENVIRONMENTAL LITERACY

**ECONOMIC & ENTREPRENEURIAL
LITERACY**

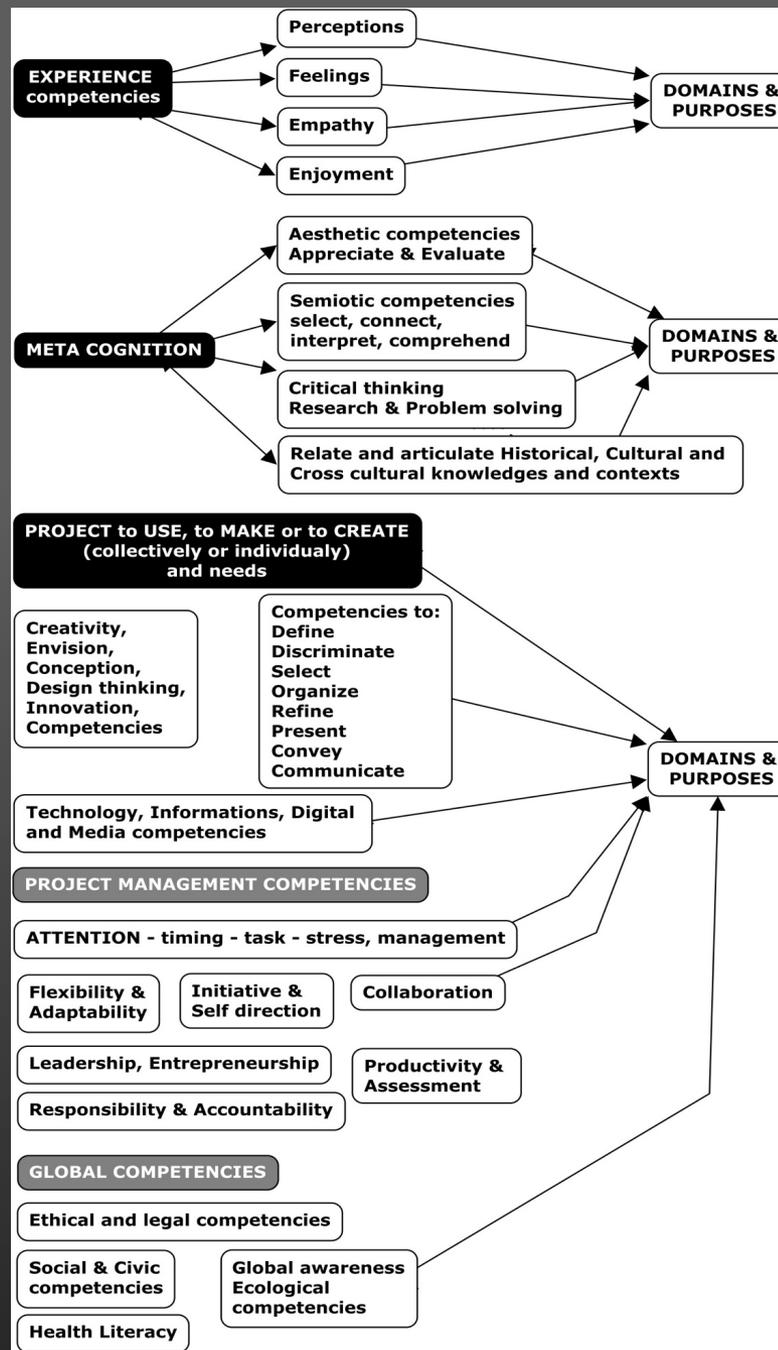
CIVIC LITERACY

HEALTH LITERACY

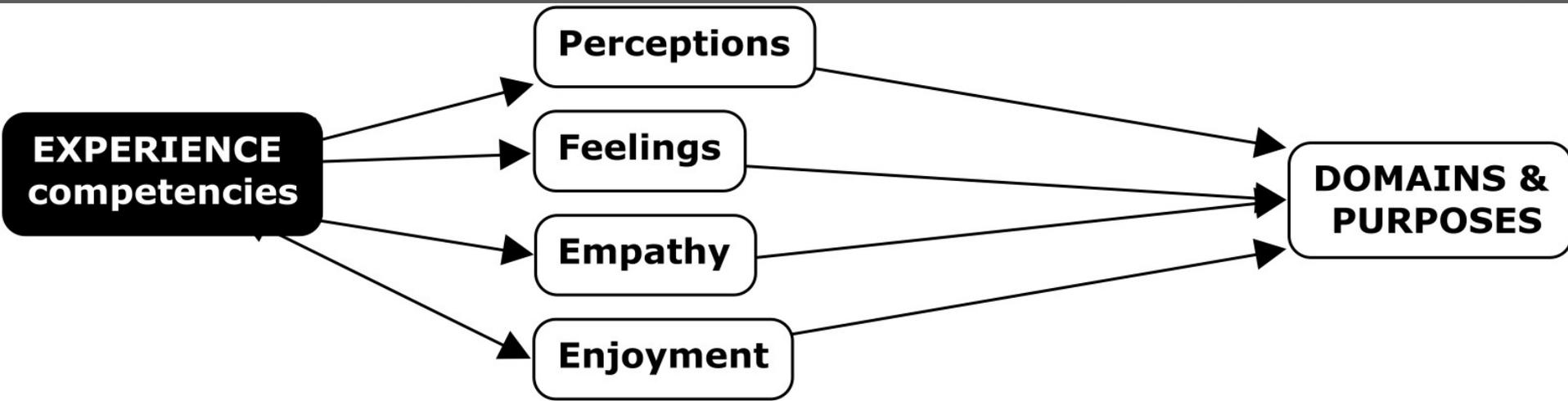
Synthesis of Major Areas of Creation and Their Purposes



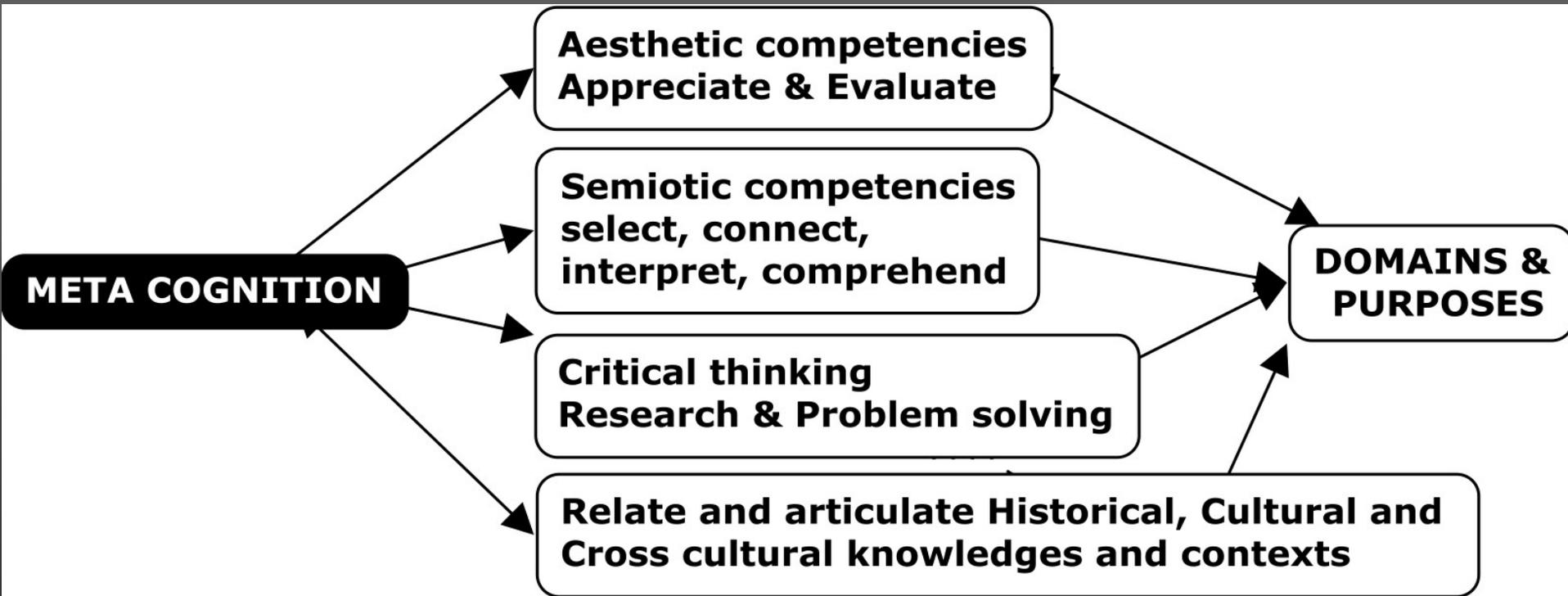
Synthesis of the diagrams of the major areas of competences



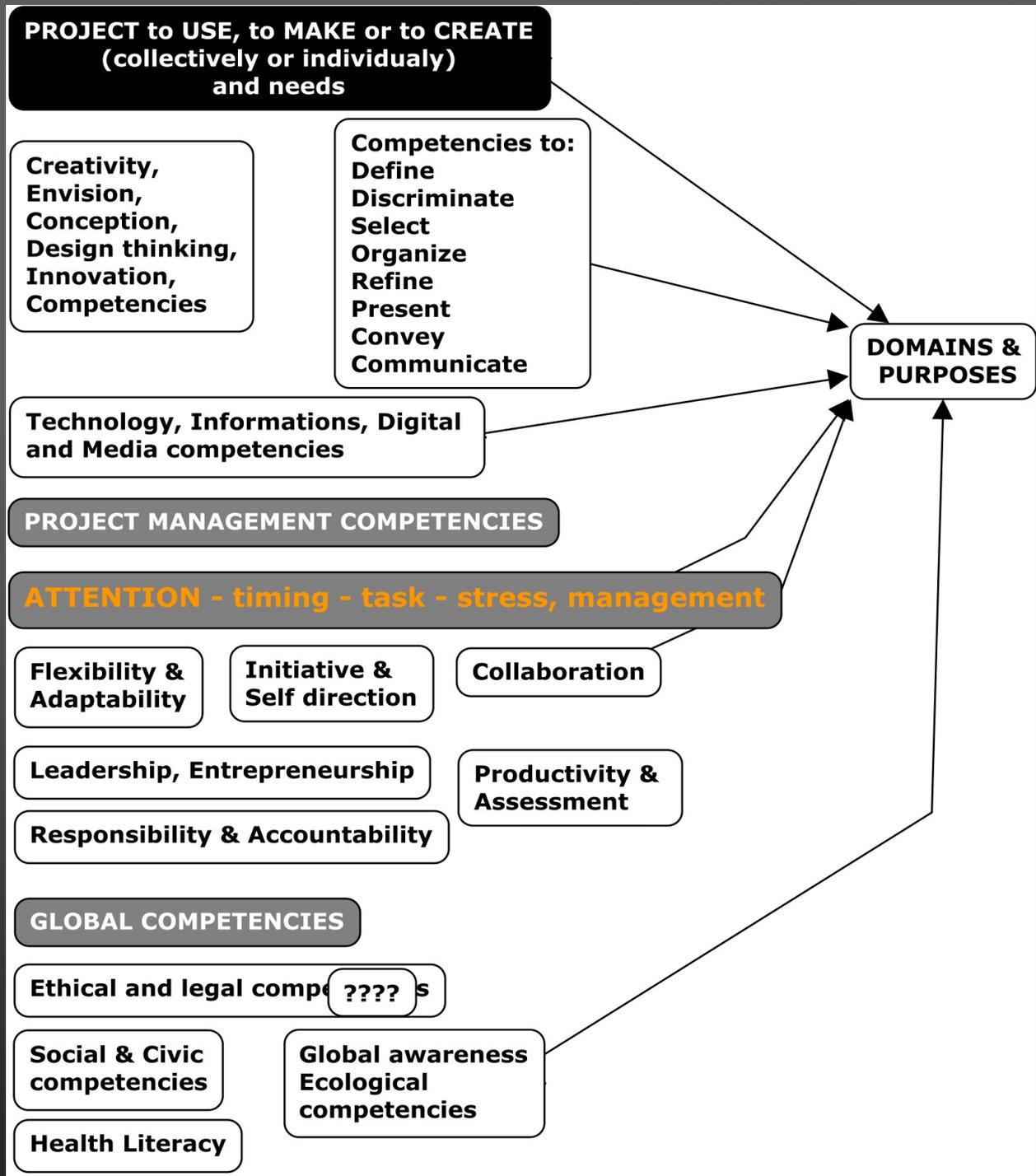
Competencies of the experience



Competencies related to metacognition



Project to use,
to make and to
create



What to do?

- it is time to rethink the general distribution of curricula and learning methods.
- This Copernican revolution particularly concerns the conformist domain of art education which must open fully in the twenty-first century and to transform itself in depth to truly exist.

visionary

- The tree of arts education and visual arts hides the immense forest of visual cultures training and skills required to master it.
- It is urgent to be clairvoyant, far sighted and visionary.

thank you very much for your **attention**