

Call for Contributions to Special Issue

As announced before Andrea Kárpáti and Diederik Schönau have been invited by the International Visual Literacy association and the editor of the **Journal for Visual Literacy** to act as Guest Editors.

We hereby send you the Call for Contributions for this Special Issue (*see below*).

This Special Issue is devoted to learning in the domain of visual literacy, in school but also in out-of-school situations.

Contributions can relate to research, projects, and essays based on or in response to the Common European Framework of Reference for Visual Literacy (CEFR-VL) and the Revised Model (2020, see attachment).

We hope this will give our membership the opportunity to share their findings and experience with the Framework. Please have a look at this Call for Contributions.

<http://envil.eu/wp-content/uploads/2020/07/JVL-Special-Issue-Call-for-contributions-.pdf>

Next ENViL meeting in July 2021

ENViL was going to meet during the InSEA European Regional Congress in Baeza, Spain, this July. This InSEA Congress has been postponed, due to the corona crisis. Therefore the ENViL Board decided to move our meeting with the congress and skip this year. The new dates of the InSEA Congress are now **July 6 to 9, 2021**, again in Baeza, Spain. The exact moment of the ENViL meeting will be communicated later.

Because of this situation the InSEA congress organizers have decided to reopen and extend the proposal submission and registration period. We kindly invite you to consider this possibility, when relevant for you. The new deadline for submission of a proposal: January, 15, 2021.

This proposal submission period is open to those who want to

participate in the congress and have not submitted a proposal to date. Please note that if you submitted a proposal for the postponed 2020 congress and you have been informed that it was accepted, you DO NOT have to resubmit the proposal.
Registration: Early Bird on-line registration until April, 30, 2021.

ENViL Board

I am pleased to announce that our call for new members for the ENViL Board has generated the interest of two of our members: Oona Myllyntaus from the University of Helsinki, Finland, and Marion Starzacher from the Graz University of Technology, Austria. As Christiane Herth and Franz Billmayer have expressed their wish to leave the Board, the new ENViL Board has become effective by July 1, 2020:

Andrea Kárpáti, Chair

Oona Myllyntaus

Gabriella Pataky

Diederik Schönau

Marion Starzacher.

I wish a warm welcome to Marion and Oona and hope their presence in the Board will mark a new phase in ENViL. On behalf of our membership I also wish to express our great gratitude for Christiane's and Franz' contributions to ENViL in the past decade, their role in the Comenius research project and especially their remarkable work in organizing the congresses in Paris (2018) and Salzburg (2019), respectively.

ENViL website

Franz Billmayer has announced he will continue to act as our webmaster, for which we are thankful. When you have any (research) publication or project of interest to our members, please send a link or a pdf to our webmaster at webmaster@envil.eu.

Working Group on the revision of the Model

The revised version of the model of the CEFR-VC as presented in the ENViL publication in 2016 is now available for our members. It is an addendum to the Call for Contributions for the Special Issue of the JVL (*see attachment*).



CfP- Special Issue

Informal and Formal K-12 Learning In the Domain of Visual Literacy

Learning in the Domain of Visual Literacy at school (K-12) and at informal learning venues (museums, science centers, monuments etc.)

The European Network for Visual Literacy (ENViL)

Guest Editors:

Dr. Andrea Kárpáti
Corvinus University, Budapest, Hungary
Diederik Schönau
Cito, Arnhem, The Netherlands

ENViL has been invited by the International Visual Literacy Association (IVLA) and the Editor-in-Chief of the *Journal of Visual Literacy* (JVL) to edit a Special Issue on *Learning in the domain of Visual Literacy*. Dr. Andrea Kárpáti and Diederik Schönau have been designated as Guest Co-Editors.

'Visual literacy' is used as an umbrella concept to cover all aspects of visual communication: from thinking and production to learning and responding to visuals (Avgerinou, 2001). During its history, mankind has developed different ways to communicate through visuals: paintings, sculpture, photography and film, symbols (numbers and characters, signs), body art, schemes, clothes, drawings, furniture, film, architecture, etc. In school education the domain of visual literacy is addressed in school subjects like visual art, drawing, handicraft, photography, art history, cultural studies, textile art, ceramics, and film and video, etc., usually described as 'art education'. This diversity in school subjects, as well as the great variety in scope (history, reception, production, media, techniques) remains an ongoing challenge for these school subjects.

In this Special Issue of the JVL, research on teaching and *learning in the domain of visual literacy* is the main theme. The contributions should relate to one or more of the following aspects of current research and practice on learning in the domain of visual literacy / education.

1. What are the existing or desirable common learning goals and expected learning outcomes in the domain of visual literacy?

Contributors are invited to approach this question on the basis of the new version of the Common European Framework of Reference for Visual Competency (see attachment). This new version is based on the prototype of the Common European Framework of Reference for Visual Literacy as developed and published

by the European Network for Visual Literacy (ENViL) (Wagner & Schönau, 2016). This prototype presents common educational objectives, learning content, and methodologies of teaching and assessment in related school subjects as documented in 37 curricula of 22 European countries. Based on the analysis of these curricula, 16 sub-competencies were identified which together cover what can be described as the main learning goals in this domain as conceived in educational documents. In the recent years, this prototype has been discussed in ENViL, and a new version, presented in the attachment, was developed (Schönau et al., 2020). Contributions are invited from researchers on what learning goals in this domain are seen as essential and possible to be taught in contemporary education, and on ways to relate this domain to others domains of learning, in and outside of school.

2. How can the Framework be applied in formal and informal educational contexts and situations?

Since its publication, the Framework has been adopted in different practical contexts, in formal (school based) and informal learning contexts and situations, e. g. in museums, at historic monuments, in landscapes and cityscapes etc. Contributions are invited from (a) practitioners presenting already tried and tested, or potential applications of the Framework (prototype or new version), and also (b) researchers focusing on VL in school education.

Process and Timeline:

- Authors are invited to submit an extended abstract (minimum 1000, maximum 1500 words) in Word to both Guest Editors **by October 31, 2020**:
Andrea Kárpáti, andrea.karpati@uni-corvinus.hu
Diederik Schönau: dwschonau@gmail.com
- Based on the abstracts received, manuscripts of the special issue will be selected by the Editors and the Board of ENViL. By **the end of December 2020**, invitations for full articles will be sent to authors.
- Selected authors will be invited to upload their manuscript of 6000 words (maximum, references excluded) **by July 1, 2021** in the electronic submission system of Taylor & Francis Publishers (details of this will be shared in due course).
Manuscripts will be **peer-reviewed** and edited in this system used by the Journal of Visual Literacy (JVL)
- Publication is planned as the **Winter Issue of the JVL in 2022**.

Guidelines for manuscript submissions and instructions for Authors:

<https://www.tandfonline.com/action/authorSubmission?show=instructions&journalCode=rjvl20>

References

Avgerinou, M. (2001). *Visual literacy: Anatomy and diagnosis*. Unpublished doctoral dissertation. The University of Bath, UK.

Schönau, D.W.; Kárpáti, A.; Kirchner, C. & Letsiou, M. (2020). *Towards a Revised Model of the Common European Framework of Reference for Visual Competency*. Unpublished manuscript. (Attached)

Wagner, E. & Schönau, D. (2016). *Common European Framework of Reference for Visual Literacy - Prototype*. Münster, New York: Waxmann.