Call for contributions for JVL Special Issue

CfP- Special Issue

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

The European Network for Visual Literacy (ENViL)

Guest Editors:

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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 *Informal and formal 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 Call for contributionsof the following aspects of current research and practice on learning in the domaiCall for contributionsn of visual literacy / education.

1. What are the existing or desirable <u>common</u> learning goals and expected learning outcomes in the domain of visual literacy, including museum learning

and art based skills enhancement?
ContriCall for contributionsbutors are invited to approach this question on the basis of the (new version of) the Common European Framework of Reference for Visual Competency 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 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 taughCall for contributionst in contemporary education and/or in informal learning situations (e.g. museum education), and on ways to relate this domain to other 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, art centres, youth communities, 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 (about 500 words , 1 page A4) in Word to both Guest Editors **by November 30, 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 January Call for contributions2021**, 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.

See also:

Summary of the CEFR-VL (2020) and the Revised Model of the CEFR-VC (2020) on the web page of ENViL (envil.eu > CEFR-VC : Revised Model of the CEFR-VC and *Summary of the CEFR-VL*