



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 *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.