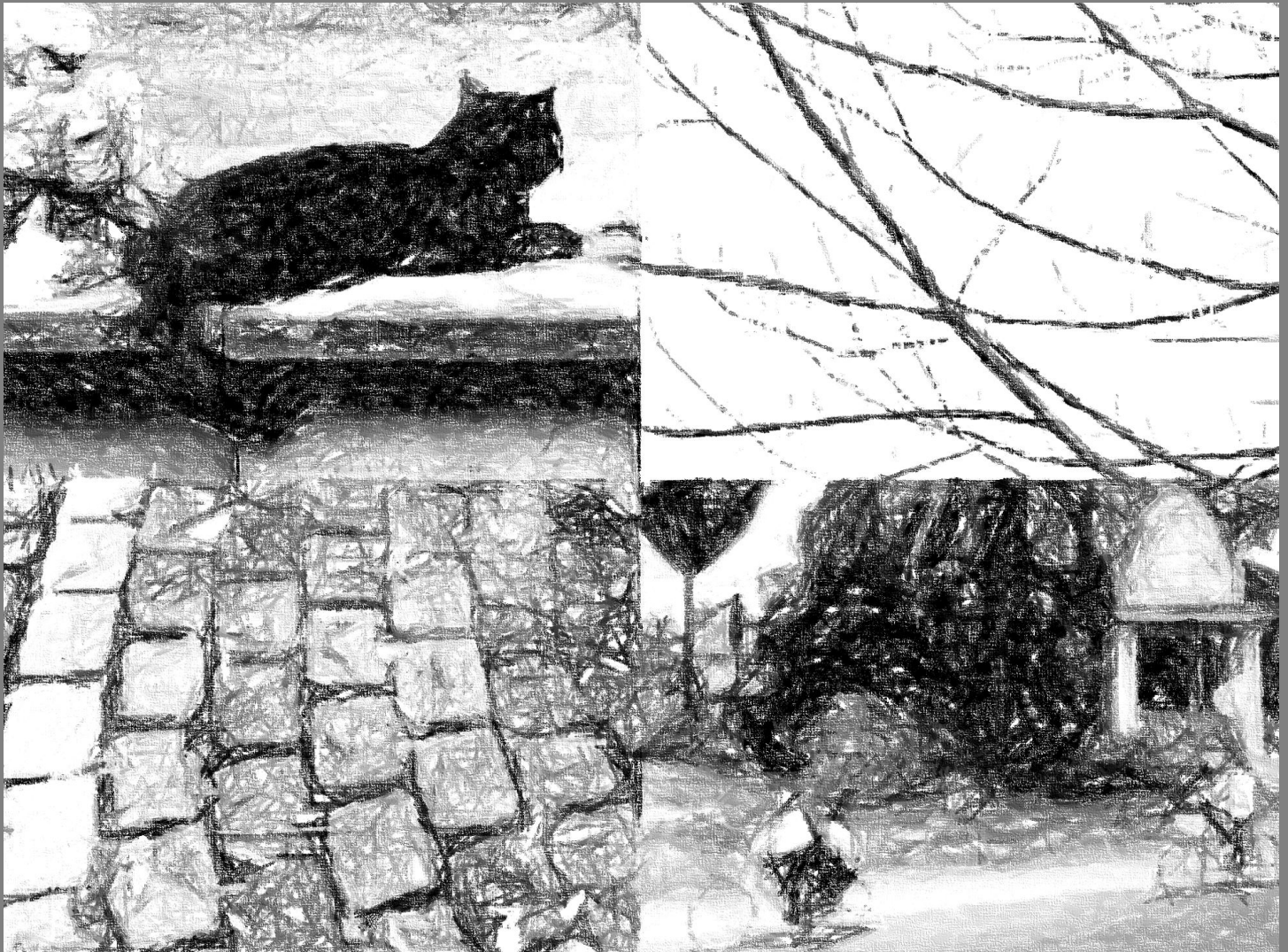


CROSSING BOUNDARIES AND DISCIPLINES



THE BOOK OF SELECTED READINGS 2019

DANILO M. BAYLEN, EDITOR-IN-CHIEF

INTERNATIONAL VISUAL LITERACY ASSOCIATION

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Looking Back and Moving Forward

Three years seemed like a lifetime when one was just at the beginning of an appointed role. I remember receiving an email from the committee containing information on their decision to choose me as the new editor-in-chief for *The Book of Selected Readings* (TBSR). The message also included four editorial team members: Xiaoning Chen, Ricardo Lopez-Leon, Patrick Hickey, and Tiki Baghasvilli. Aside from my previous experience with TBSR, the rest of the team were all new to their roles. The publication encountered challenges resulting from having different editorial teams since 2014, and thus, made the tasks ahead seemed daunting.

The International Visual Literacy Association, popularly known as IVLA, celebrated its fifty-first year as an organization for visual literacy educators, scholars, and practitioners in 2019. Further, the IVLA membership marks another milestone as the organization holds its annual conference in Leuven, Belgium, in 2019. The organization lives up to its designation as an international body by holding its meeting outside the United States every three years.

Almost all annual IVLA conferences produce an edited book called *The Book of Selected Readings* (TBSR). The publication provides opportunities to those who presented at the yearly conference independent of their involvement in visual literacy. The edited book contains papers that showcase scholarly activities focusing on visual literacy research and practice.

As the TBSR editor-in-chief, I am completing my final year to review experienced colleagues' works, mentor those interested in scholarly writing for this field, and collaborate with a diverse group of peers as editors and reviewers. This year's publication received support from an editorial team of Xiaoning Chen, Ricardo Lopez-Leon, Patrick Hickey, and Sarah Christensen. All of us are very proud of this year's collection of writings from a diverse group of authors. After multiple reviews and revisions, the editorial team accepted seven manuscripts for publication on the theme of Crossing Boundaries and Disciplines to acknowledge the submissions from the annual conferences held in Chicago (2018) and Leuven (2019). Many individuals presented at these conferences, but a selected few translated their ideas into proposals and finally into manuscripts for publication consideration.

The editorial team coordinated this TBSR volume publication containing two sections (Crossing Boundaries and Crossing Disciplines). CROSSING BOUNDARIES recognizes the scholarly work completed in different parts of the world, connecting visual literacy to teaching and learning. CROSSING DISCIPLINES focuses on the activities on integrating and teaching visual literacy in disciplinary content areas.

Each chapter in this edited book includes different perspectives yet similar goals of improving learning, be it in a classroom, clinical setting, or community. It offers different strategies of teaching visual literacy to include inquiry-based, content-focused, process-oriented activities to improve the understanding of how we learn about things around us through images, visuals, illustrations, photographs, videos, or multimedia devices.

The Crossing Boundaries section opens with Chapter 1, Social-emotional intelligence and picture books: Visual modality as a challenging stimulus for discussion with preschoolers by Katerina Dermata. The chapter "explores how illustrations offer young readers a range

of visual challenges in interpreting the emotions and the social-emotional skills demonstrated by literary characters when reading picture books."

Chapter 2, Development of spatial skills through the Moholy-Nagy modules: A longitudinal study, written by Andrea Karpati and Bernadett Bajaly. They described and discussed the development of visual-spatial skills after completing Moholy-Nagy Modules on one area of Visual culture: Visual communication, Visual media, Environment and design, and Contemporary arts.

The team of Abigail Winard, Lory E. Haas, and Slimane Aboukacem wrote Chapter 3, Preservice teachers' perspective of Photovoice and visual literacy experiences. They discussed the perceptions of undergraduate preservice teachers on visual literacy using Photovoice.

The last chapter in this section focused on Sketchnoting written by Verena Paepcke-Hjeltness and Teddy Lu. They investigated and discussed the methodology in supporting the development of visual literacy competencies.

The second section focuses on Crossing Disciplines. Researchers and practitioners identified areas where visual literacy knowledge and skills would help learn discipline-specific content or material. In Chapter 5, Margaretha Häggström wrote Embodied connective aesthetics: A collaborative art project guided by mirroring. She studied a collaborative art project conducted through art-based and autoethnographic research by three scholars/art teachers. The study results showed the complexity of working on a collaborative art project and that the visual expressions were not restricted to the artwork but incorporated body language.

Chapter 6, Measuring the visual in the museum: Social meaning mapping as a means of capturing more than meets the eye, described and discussed Visitracker, a tablet-app designed for timing and tracking studies. The researcher also examined the Social Meaning Mapping (SMM), a digital tool embedded in the Visitracker app, designed to be used post-visit by museum visitors.

Finally, Chapter 7, Visual literacy in architecture education, by Matthew Dudzik, investigates design education by studying cultural coding and cognitive imagination in architecture education.

A Million Thanks

The editorial team (Xiaoning, Ricardo, Patrick, and Sarah) and I appreciate all those who made this book of selected readings a reality. The chapter authors deserved multiple kudos for the quality of their work. As editor-in-chief, I believe that these chapters can help those interested in promoting visual literacy --- whether as a new teacher, faculty member, researcher, scholar, or practitioner. Also, I hope it will inspire experienced and beginning visual literacy scholars to study ideas and practices with courage and a sense of adventure given the rapidly changing visually-rich world.

The edited book has become a reality due to numerous individuals, from those who initially proposed, authored manuscripts, and acted as peer-reviewers and multiple contributors. The editors would like to thank them all for the accomplishment. On a personal level, I would like to acknowledge a good friend, Cristine Goldberg, who cheered and provided sage advice "when things got tough" while making this dream a reality. Finally, the editorial team and I hope that you will enjoy reading the book chapters as we did and will be inspired to do more teaching, learning, and research related to visual literacy soon.

We look forward to your participation in IVLA annual conferences and submissions to future books of selected readings. Finally, my best wishes to the new editorial team for a productive journey ahead.

Sincerely,

A handwritten signature in black ink, appearing to read "David McBoyle", with a long horizontal flourish extending to the right.

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