51ST ANNUAL CONFERENCE OF THE
INTERNATIONAL VISUAL LITERACY ASSOCIATION

Navigating the visual: Crossing the boundaries of theories and practices

CONFERENCE
PROGRAM

International Visual Literacy Association
2019 Conference Program

Overview

Wednesday, October 16

16:30 – 17:30	IVLA Board Meeting	Loge
17:00 – 19:00	Registration and Welcome Drink	Central Library of KU Leuven

Thursday, October 17

8:30 – 9:00	Registration	Lobby
9:00 – 9:20	Welcome & Announcements	Forum
9:20 – 10:00	General Keynote Presentation	Forum
10:00 – 10:30	IVLA First Timer's Meeting	Loge
10:00 – 12:20	Presentations Thinking the Visual	Forum
	Presentations Applying the Visual	Platform
12:20 – 13:30	Lunch & IVLA Award and Election Announcement	Lobby
13:30 – 14:30	Pecha Kucha Thinking the Visual	Forum
	Pecha Kucha Applying the Visual	Platform
14:30 – 15:30	Visual Experience Visit of the Museum	Lobby
	Workshop on (Visual) Emotion Design	Platform
15:30 – 15:50	Poster Session	Lobby & Foyer
15:50 – 16:30	Presentations Thinking the Visual	Forum
	Presentations Applying the Visual	Platform
16:30 – 17:20	General Keynote Presentation	Forum
17:20 – 18:00	Meeting Sessions IVLA-ENVIL	Loge
18:00 – 21:00	Dinner	De Smidse

International Visual Literacy Association
2019 Conference Program

Friday, October 18

8:30 – 9:00	Registration	Lobby
9:00 – 10:00	Welcome and General Keynote Presentation	Forum
10:00 – 12:30	Presentations Measuring the Visual	Forum
	Presentations Learning the Visual	Platform
12:30 – 13:30	Lunch & IVLA Award and Election Results	Lobby
13:00 – 13:25	Music Performance by LUCA School of Arts	Museum Gallery 1
13:30 – 14:20	Pecha Kucha Measuring the Visual	Forum
	Pecha Kucha Learning the Visual	Platform
	Scripta Manent!: an Information Session with the JVL Editor	Loge
14:20 – 15:20	Workshop on Eye Movement Research	Forum
	Workshop on Collective Visual Memory	Platform
15:20 – 15:40	Poster Session	Lobby & Foyer
15:40 – 16:40	Presentations Measuring the Visual	Forum
	Presentations Learning the Visual	Platform
16:40 – 17:40	Concluding Remarks	Forum
18:00 – 20:00	IVLA Board Meeting	Domus

Saturday, October 19

10:00 – 16:00	Guided Visit of Brussels	

Wireless access at M Leuven – There is no password needed for wifi access.
The network name is M-Publiek.

For emergency, please contact: Kim Claes @ +32 485 15 79 02

Navigating the Visual:
Crossing the Boundaries of Theories and Practices

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International Visual Literacy Association
2019 Conference Program

Locations

All conference locations are situated in the city center of Leuven, within walking distance

Central Library of KU Leuven Van Cauwenbergh room	Monseigneur Ladeuzeplein 21
De Smidse	Sluisstraat 10
Domus	Tiensestraat 8
M Leuven	Leopold Vanderkelenstraat 28
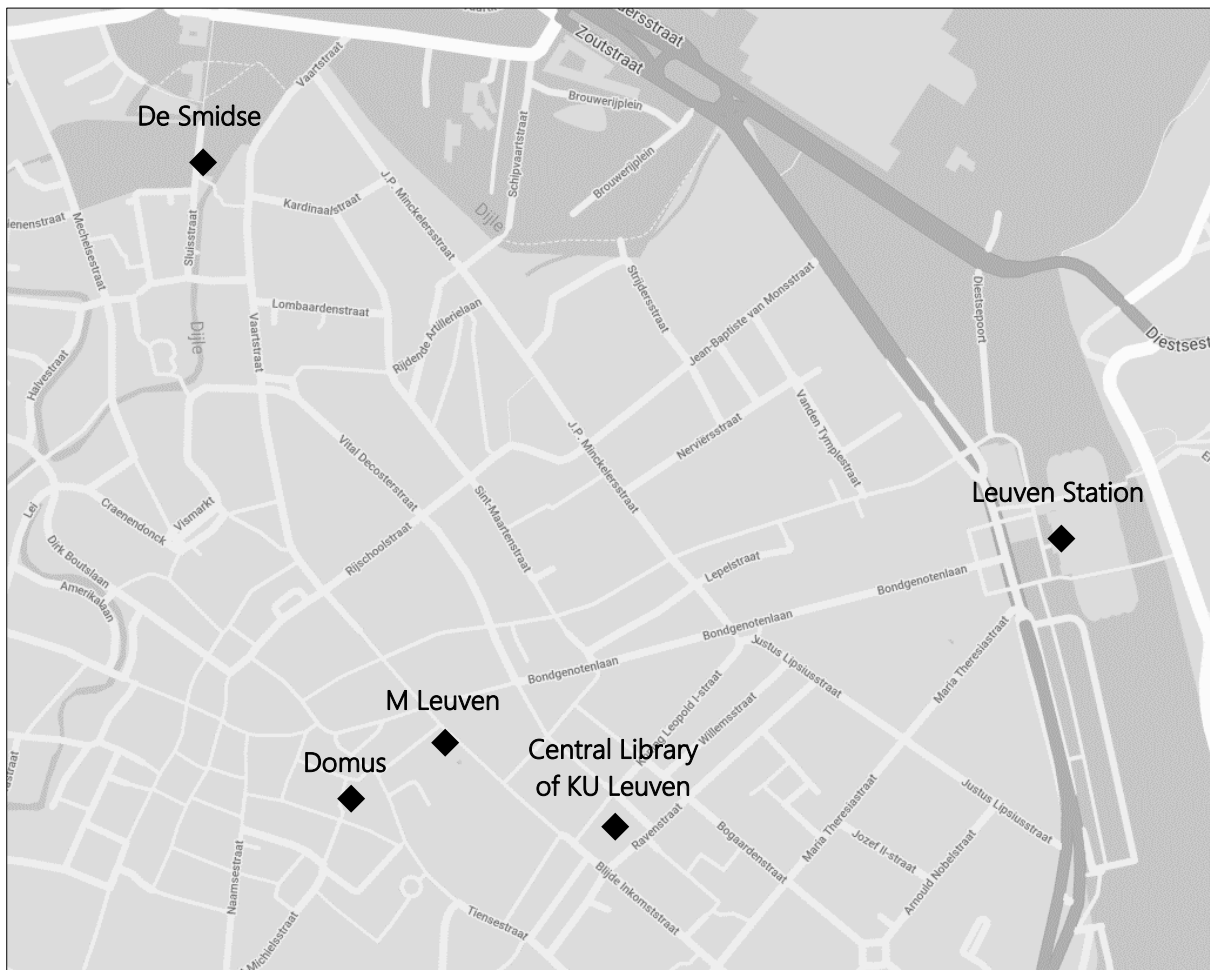
Wednesday, October 16

16:00 – 17:30	IVLA Board Meeting	Loge
17:00 – 19:00	Registration and Welcome Drink	Central Library of KU Leuven
		Van Cauwen-bergh room

Thursday, October 17

Plenary Session

8:30 – 9:00   Registration   Lobby
(30 minutes)

9:00 – 9:20   Welcome & Announcements   Forum

Peter Bary (General Director M Leuven)   (20 minutes)

Peter Carpreau (Head of Old Masters Department M Leuven)

9:20 – 10:00   General Keynote Presentation   Forum

Brian Kennedy (Peabody Essex Museum)   (40 minutes)

Retaining benevolent humanity, while controlling technological progress, will require an ever-higher capacity to be trained in how we engage our human senses. Visual literacy is essential to understanding the world we experience, but we may need a more multi-sensory framework. Our education systems, including the role that art museums have within them, need rapid change.

Plenary Session

10:00 – 10:30   IVLA First Timer's Meeting   Loge
(30 minutes)

At this informal get together, facilitated by the membership coordinator, new members will learn about the organization – Its history, current association activities, and the benefits of membership. New members will also share their experiences and ideas about visual literacy, as well as ways they might contribute to the association. If available, other IVLA officers will attend.

Thinking the Visual

| 10:00 – 12:20 | **Presentations Thinking the Visual** | Forum |
| | Chair: Peter Carpreau (M Leuven) | |

| 10:00 – 10:40 | ▪ **Diederik Schönau** The Common European Framework of Reference for Visual Literacy | (40 minutes) |

In 2016 the European Network for Visual Literacy (ENViL) published the prototype of a Common European Framework of Reference for the domain of Visual Literacy. This prototype includes sixteen sub-competencies that cover all aspects of learning in this domain. In this presentation, the sub-competencies related to responding to images are discussed and presented in a more consistent and practical format.

| 10:40 – 11:00 | ▪ **Marije Nouwen & Lode Vermeersch** A Participatory Design Study with Young People in Museums: Immersion or Contemplation? | (20 minutes) |

How can art museums stimulate visual literacy education with digital technologies? Presenters offer three artifacts, that resulted from 1-week co-design pop-up studios with young people (10-14y) in M (Leuven, Belgium) and Ludwig Forum (Aachen, Germany). We exemplify the 'what' and 'where' of young people's ideas about interaction with artworks, that centered around immersion and multi-sensorial experiences.

| 11:00 – 11:20 | **Coffee Break** | Lobby |
| | | (20 minutes) |

| 11:20 – 12:00 | ▪ **Maria Avgerinou & Rune Pettersson** Visual Literacy Theory: Moving Forward | (40 minutes) |

The presentation provides a much necessary, overdue framework that describes, and explains why and how the VL concept has performed

to date, while possibly prescribing how it may manifest itself in the future. The presenters propose a VL theory grounded on the following pillars: visual communication, visual language, visual learning, visual perception, and visual thinking.

12:00 – 12:20	▪ **Nettie Boivin** Multisensory Discourse Resources – Peripheral Everyday and Ritualized Practices in Transnational Homescape	(20 minutes)

The presentation discusses the findings of a year-long ethnographic study on multisensory discourse resources. The presenter argues that multisensory discourse resources as threads of identity are not yet fully recognized as research evidence by visual ethnography researchers.

Applying the Visual

10:00 – 12:20	**Presentations Applying the Visual** Chair: Andrea Kárpáti (Visual Culture Research Group of the Hungarian Academy of Science and ELTE University)	Platform

10:00 – 10:40	▪ **Martin Schmidl** Multiple Autorships and the Exhibition as a Work of Art	(40 minutes)

About the exhibition in modernity in general and to his exhibition designs for the MoMA in the 1940s, famous designer Herbert Bayer was claiming this show to be the most extensive work of art. Comparable statements were already made some 150 years earlier about the English landscape garden in the 18th century. This lecture wants to show how views on exhibitions might shift if the analysis focuses on other large aesthetical formats by critically looking at all the players involved.

10:40 – 11:00	▪ **Omari Souza** African Americans in Advertising: Images, Stereotypes, and Symbolism	(20 minutes)

Through severable visual narratives from the Jim Crow era, this research presentation explores how past motifs use racist symbols to sell commercial goods. Through this exploration, the presenter gains a better understanding of how design has presented the perception of African American inferiority. By dissecting cultural, and historical meaning in images, participants can explore the dynamics of social power and ideology that produced them.

11:00 – 11:20	**Coffee Break**	Lobby
		(20 minutes)

11:20 – 11:40	▪ **Janet Hethorn** Seeing Old as New Again	(20 minutes)

What might we learn from how viewers interpret visual indicators of 'old, used, worn, torn, repaired' clothing? As designers focus on sustainable processes of creating clothing, it is helpful to understand the visual messages and meanings communicated through the physical presence of 'Old as New.' The presenter explores the concepts of visual memory, optical response, time embedded visual meaning.

11:40 – 12:00	▪ **Dana Thompson** Re-envisioning the ACRL Visual Literacy Competency Standards for Higher Education	(20 minutes)

In this session, the revisions to the ACRL Visual Literacy Standards for Higher Education – due to issues such as disinformation, social media, social justice, and new visual media types – will be discussed as well as the essential role IVLA members can play to ensure the resulting standards effectively address the evolving field of visual literacy in the 21st century.

12:00 – 12:20	▪ **Kate Ogden** Art, Forgeries and 'Thinking without Thinking'	(20 minutes)

The presentation demonstrates the instantaneous decisions art experts make regarding the authenticity of paintings and other works of art. The presenter provides examples and discusses the "expert

eye" as used by forgers who mimic the work of famous artists for financial gain.

| 12:20 – 13:30 | Lunch | Lobby |
| | IVLA Award and Election Announcement | (1 hour 10 minutes) |

| 13:30 – 14:30 | Pecha Kucha Thinking the Visual | Forum |
| | Chair: Peter Carpreau (M Leuven) | (1 hour) |

- **Edna Barromi-Perlman** Analysis of the Use of Visual Material in the Process of Community Building of a Jewish Congregation

The study analyzes visual documentation of egalitarian Jewish rituals and practices in Beit Daniel Reform synagogue in Tel Aviv. The presenters examine the influence of the construction, selection, and dissemination of visual material. Also, the session explores the effects on viewers concerning the status and role of women in Judaism and Judaic practices in Israel.

- **Sarah Dewar** Google Earth: Elements of Art on a Global Scale

For millions of years, nature has displayed the Elements of Art on a global scale. But it's not just nature that has visually imprinted our planet; humans have had an amazing impact as well. See 20 amazing images from Google Earth that will showcase our planet in a way you've never seen before.

- **David Neumann** Perceptual Enhancement Model: Expanding Visual Literacy Competencies

A significant challenge in teaching students about the analysis of images is encouraging them to develop various and deeper

interpretations of visual messages. The Perceptual Enhancement Model can help students to increase visual literacy competencies and understand how to interpret many forms of visual communication.

- **Meztli Santamaria & Daniel Cassany** A Socio-Linguistic and Semiotic Analysis of Medical Information in Graphic Pathographies

Comics' versatile structure and communication agility to present complex information through visual narratives to general audiences have begun to take an essential role in Academia. The presentation identifies and analyzes the different types of visual and verbal elements in graphic medical narratives and discover how the participants interpret visual and textual medical information in a pre-selected reading.

- **Margaretha Häggström, Charlotta Gavelin, Malena Wallin** What Do You See in Me? A Collaborating Art Project Channeled through Mirroring

The presentation discusses the lived experience from a collaborative art project on building capacity to develop emotional connections. The project explores in what way the making of mixed portraits is directed or influenced by mirroring. This study is underpinned by analytic autoethnography to critically scrutinize the work. The presenters use video-recordings to exhibit the results.

Applying the Visual

13:30 – 14:30	**Pecha Kucha Applying the Visual** Chair: Andrea Kárpáti (Visual Culture Research Group of the Hungarian Academy of Science and ELTE University)	Platform (1 hour)

- **Russel Chun** A Framework for Understanding and Evaluating News Infographics

In this presentation, we attempt to remedy the lack of definitional rigor in infographics to understand how the form differs from other visual modes. Drawing upon cognitive learning theories, semiotics, linguistics, information visualization, and other disciplines, we argue that infographics are grounded on three criteria—integration, abstraction, and extension—and that success can be evaluated on how they excel in those dimensions.

- **Sophia Messini** Visualizing Public Opinion in Real Time with the Use of Big Data

Novel forms of visualization reveal the social mechanics behind the lustrous facade of social media. Network analysis allows for a thorough understanding of the relationship between power, truth, and deceit. Such review and visualizations are not available to the general public, they are only readily understandable by a few researchers. The presentation discusses the need for new forms of visual literacy.

- **Kazuyo Kubo & Christine Collins** Is Image Making as Meaning Making? Transdisciplinary Photographic and Sociological Perspectives

The presentation discusses how social observation methods can be useful in examining photographs based on transdisciplinary and sociological perspectives. The project explores social identity and the relationship between a viewer, an image they observe, and the significance of this relationship within the practice of image-making.

- **Kallina Brailsford** Visual Literacy and Participatory Photography with NEET Young People

The use of photography in the current culture democratizes the image-making process. The pairing of photography and visual literacy could re-engage the out-of-school (or work) youth, especially in employing mobile devices.

- **Matthew Dudzik & Marilyn Whitney** Cognitive Imagination in Architecture Education

Architecture must respond to the complexities of modern practice, including the economic, environmental, and cultural needs of a given project. Cognitive imagination and visual literacy can help architecture students push beyond the actual to conceptualize new possibilities in design. The presentation discusses how the practice addresses the transgressive, ambiguous, and sometimes contradictory nature of forces present in architecture today.

Thinking the Visual

| 14:30 – 15:30 | Visual Experience Visit of the Museum | Lobby (1 hour) |

Applying the Visual

| 14:30 – 15:30 | **Workshop on (Visual) Emotion Design by Studio Louter**
 Dirk Bertels (Studio Louter) & Klara Rowaert (M Leuven)
 Case Study: the Gothic Saint Peter's Church in Leuven | Platform (1 hour) |

M Leuven, in collaboration with Studio Louter, is designing a tour with iPad and the brand newHoloLens 2 through the past of Leuven from in the refurbished St. Peter's Church. Studio Louter, a Dutch-based design studio, specializes in storylines and interactives for communicative spaces. Studio Louter partner Dirk Bertels and Klara Rowaert from M Leuven conduct a workshop about this unique project specifically on emotion-design for mixed reality techniques.

| 15:30 – 15:50 | **Poster Session & Coffee Break** | Lobby & Foyer (20 minutes) |

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Thinking the Visual

15:50 – 16:10	▪ **Joanna Kedra** Post-Visual Era, Digitally Mediated Communication Practices and Visual Pedagogies of Tomorrow	Forum (20 minutes)

In the context of digitally mediated communication and the variety of roles images play in it, the presenter argues that the pictorial turn and the image as a solely visual phenomenon are both exhausted in terms of their conceptual contribution. The presenter also ponders further relevance of the word 'visual literacy' concerning the multi-sensory experience of touchscreens and the post-visual era.

16:10 – 16:30	▪ **Ana Maria Marqués Ibáñez** A Study About Art Based Research Practices through the Field of Art Education	Forum (20 minutes)

The presentation offers a vision of the contemporary scene on research methods in art education, such as Art-based research (ABR) and its application through innovative artistic practices. An exhibition of images that address Arts-Based Research and how creative didactic experiences provide current knowledge through notions that discuss the role of the educator, researcher, and artist.

Applying the Visual

15:50 – 16:10	▪ **James Ewald** A 'Visual Literacy' that Takes us Beyond the Visual	Platform (20 minutes)

Using iconic images as pictorial vocabulary is so essential that different disciplines can be understood as specific visual cultures. This paper focuses on visual constructs in sequential art, such as typography, that establish the importance of visual literacy, as well as on sensory design components that "go beyond the visual" to communicate. It thus suggests ways of extending "visual literacy."

16:10 – 16:30	▪ **Yan Ma & Yongang Pei** A Critical Analysis of the Film *Crazy Rich Asians* through Visual Literacy	Platform (20 minutes)

The researchers will present their research of a critical and cultural analysis of the film, Crazy Rich Asians (CRA). The research design employs a semiotic study of the film. Also, the researchers completed a visual examination of the texts and their meanings as created by American and Chinese viewers as published in reviews in both countries and other Asian countries.

Plenary Session

16:30 – 17:20	**General Keynote Presentation**	Forum
	Ernst Wagner (Academy of Fine Arts, Munich, UNESCO Chair, Erlangen)	(50 minutes)
	Lode Vermeersch (KU Leuven – HIVA)	

The presentation discusses the images taken at four different museums (Louvre Paris, Museum Ludwig Cologne, Reina Sofia Madrid, and Kunstpalast Düsseldorf). The photos showed situations of interaction between visitors and artworks that challenge the concept of visual literacy. Based on those discussions, the presenters reflect on the future of the idea and the competence model of visual literacy.

| 17:20 – 18:00 | **Meeting Sessions IVLA-ENVIL** | Loge |
| | | (40 minutes) |

| 18:00 – 21:00 | **Dinner** (registration closed) | Atelier Rossi @ De Smidse |

International Visual Literacy Association
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Friday, October 18

Friday, October 18

8:30 – 9:00	Registration	Lobby (30 minutes)
9:00 – 10:00	Welcome & Announcements General Keynote Presentation Alva Noë (University of California, Berkeley)	Forum (1 hour)

Measuring the Visual

10:00 – 12:30	**Presentations Measuring the Visual** Chair: Diederik Schönau (ENViL)	Forum

10:00 – 10:40 ▪ **Dimitra Christidou** Social Meaning Mapping as a Means of Exploring the Visual in the Museum (40 minutes)

This presentation introduces Social Meaning Mapping (SMM), a digital qualitative tool embedded in the Visitracker tablet app. SMM is used post-visit during a researcher-led session in which visitors are prompted to share their thoughts while marking their way through the museum rooms on the digital floor plan displayed on the tablet's screen. The app records both their visual and audio input.

10:40 – 11:00 ▪ **Andri Savva, Valentina Irakleous, Evgenia Achilleos, Sophia Rossidou & Constantia Vasilou** ColourBEing: Young Children's Art Learning in and out of the Museum (20 minutes)

ColourBEing is an educational programme based on a collaborative partnership, articulating the "interrelationship of creative processes and identity" – children as colourists, as creators. Research makes visible different thinking processes by exploring how children make

meaning of visual language through viewing and making art in and out of the museum.

| 11:00 – 11:10 | **Coffee Break** | Lobby |
| | | (10 minutes) |

| 11:10 – 11:30 | ▪ **Yannis Skarpelos** Measuring the Color of Popular Visual Culture | (20 minutes) |

The extraction of visual features from images became affordable since 1990s, including the statistical analysis. A gap exists in developing methods in making measurements useful for the sociological 'reading' of the visual. An extra complication comes with big visual data. I will present a methodology in analyzing the color of 44,000 music album covers.

| 11:30 – 11:50 | ▪ **Petronio Bendito** Fostering Digital Colour Literacy Through Microscopic Pixel Examination and RGB Light Blocks | (20 minutes) |

Digital color literacy is fundamental to 21st Century art and design practice. An instructional technology design approach was implemented on the college level to promote physical examination and scientific inquiry of RGB colors on cell phones and computers. It integrates microscope and desktop projection set up. Art and design students creatively use their learning to express ideas and concepts.

| 11:50 – 12:10 | ▪ **Eva Brumberger** Eye Tracking Visual Literacy: A Study of Expert and Novice Viewing Patterns | (20 minutes) |

This presentation reports on the methodology, results, and implications of an eye-tracking study that examines patterns in the ways visual communication experts and non-experts read journalistic photographs. These patterns can extend our understanding of how experts and novices interact with visual material and, in turn, help us to teach visual literacy more effectively.

12:10 – 12:30	▪ **Ulrich Frick, Miles Tallon, Katrin Rakoczy, Susanne Weiß & Florian Buchner** Is This Art or Can it be Gone? Psychometric Analysis of 1059 Students' Art Appreciation	(20 minutes)

1059 German students' implicit concepts of "art" were studied by presenting on tablets a series of 38 pictures of either artifact or representing art itself. Researchers asked students whether each image meant "art" to them. Latent Class Analysis resulted in 3 groups/concepts ("juvenile curiosity," "naive concept," "connoisseurs"), which during the presentation will be described and further analyzed.

Learning the Visual

10:00 – 12:30	**Presentations Learning the Visual**	Platform
	Chair: Marijke Wienen (Hof van Busleyden)	

10:00 – 10:20	▪ **Sofie Vermeiren & Peter Carpreau (M Leuven)** Visual Awareness and Exhibition Making: Workshop Results	(20 minutes)

The first room of M Leuven is dedicated to Visual Literacy. Previous to the congress, M invited professionals from various backgrounds to participate in a workshop about the implementation of different techniques to enhance visual competencies in a museum visit. More specifically, it is a curatorial workshop designed to renew this space. This presentation will present the results of this workshop.

10:20 – 10:40	▪ **Charlotte Hacking** The Power of Pictures. Changing Practice Through Research	(20 minutes)

The Centre for Literacy in Primary Education's Power of Pictures programme develops teachers' subject knowledge in visual literacy, teaching a language to develop comprehension and critical thinking around picturebooks and appreciating the role of illustration as part of an authentic writing process. This session outlines the impact and findings from the project, across six years of research and evaluation.

10:40 – 11:00	▪ **Debra Davis & Thor Mednick** TAMP/NMDP Integrating Research, Scholarship, and Practice in a Museum Exhibition	(20 minutes)

Art Museum Practices and New Media Design Practices, at the University of Toledo, offer students visual learning experiences integrating art historical research, and museum and studio practices within an exhibition setting. This presentation focuses on two collaborations with the Toledo Museum of Art, providing case studies relevant to fundamental concerns expressed in the research on museum-related education and experiential visual learning.

11:00 – 11:10	**Coffee Break**	**Lobby** (10 minutes)

11:10 – 11:30	▪ **Heidi Appel & Mike Deetsch** Interdisciplinary Visual Literacy in the Higher Ed Curriculum: A Unique Collaboration of The University of Toledo and the Toledo Museum of Art	(20 minutes)

Visual literacy is ideally suited to enhance student learning in most subject areas. Interdisciplinary teams of staff and faculty designed an approach to embedding visual literacy in the curriculum through flexible modules available to all faculty. We discuss the benefits and challenges of this 'bottom-up' interdisciplinary, faculty-led approach and strategies for bridging cultural differences between museums and higher education.

11:30 – 11:50	▪ **Frank Cerreto & Jung Lee** Visual Memes and Student Engagement in the Learning of Introductory Statistics	(20 minutes)

Many studies report on ways to use visual memes to support teaching and learning in a wide variety of disciplines, including statistics. What is missing from the current literature is a detailed analysis of the impact that the use of memes has on 1) learning outcomes or 2) student interactions. The purpose of the present study is fill this gap.

11:50 – 12:10   ▪   **Marcel Kröner & Joanne Johnston** Visual Field Research

Using artistic field research, 9th grade students explored city parks protected by heritage law. Key issues investigated were, what will happen to the parks if nobody knows their history? What will future generations think of us? What will remain that is of historical importance? The results are extremely diverse and show how important it is that all senses should be involved in order to create valid knowledge.

12:10 – 12:30   ▪   **Katerina Dermata** Social-Emotional Intelligence and Picture Books: Visual Modality as Stimulus for Discussing about Social-Emotional Skills   (20 minutes)

The presenter introduces the Social-Emotional Profile (S.E.P.) and the Book-based Emotional-Social Thinking (B.E.S.T.) approach. Analyzing Greek contemporary picture books, we combine theories from children's literature, visual studies, cognitive literature theory, and social-emotional intelligence. Moreover, we examine how preschoolers perceive and interpret the literary characters' social-emotional skills focusing on visual elements.

12:30 – 13:30	Lunch	Lobby
	IVLA Award and Election Results	(1 hour)

13:00 – 13:25	Music Performance by LUCA School of Arts	Museum Gallery 1 (25 minutes)

Measuring the Visual

13:30 – 14:20	Pecha Kucha Measuring the Visual	Forum
	Chair: Diederik Schönau (ENViL)	(50 minutes)

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- **Kristi Oliver** Visual Literacy in High School Photography Classrooms: Teachers' Perspectives

The presentation showcases the results of a qualitative study aimed to investigate the perspectives of high school photography teachers regarding visual literacy from conceptualization, perceptions, and experiences surrounding visual literacy.

- **Kris Nauwelaerts** The Importance of Visual Literacy in Education

Visual literacy develops naturally. Often children at the age of seven are more sophisticated than adults when it comes to visual literacy. An analysis of the position and function of visual literacy competencies in our educational curriculum based on the child concepts of the Enlightenment and Romanticism tries to explain the rise and fall of these competencies.

- **Callie Cherry** Investigating Alternatives to ArtStor

ArtStor's reputation as the leading fine arts repository is globally recognized; libraries and museums across the world utilize its platform. However, ArtStor leaves much to be expected. In examining the metadata policies of ArtStor and other art repositories, this presentation seeks to investigate how metadata impacts user experience and what ArtStor can learn from others.

- **Leena Hannula** Learning in Museum Gallery Talk - Making a Story Workshop

Museums are places where the easiest way to get information is to take part in a guided tour. How to choose the best approach to interpret artworks? In gallery talk, we engage learners to art and strengthen their ability to visualize and verbalize their art experience.

13:30 – 14:20   Pecha Kucha Learning the Visual   Platform

Chair: Marijke Wienen (Hof van Busleyden)   (50 minutes)

- **Abbey Ryan** Visual Literacy as an Intellectual Practice

This Pecha Kucha presentation focuses on visual literacy across the undergraduate curriculum at Arcadia University in suburban Philadelphia. The presenter highlights the diverse range of visual literacy courses offered in various disciplines such as science, mathematics, film, theatre, modern languages, education, media, art history, and fine art.

- **Christina Quintiliani** Wordless Picturebooks: Cognition & Comprehension

The wordless picture book is a unique genre of literature – one that is exclusively visual without need for accompanying the text to convey the intended meaning of the content depicted in the illustrations. This presentation offers a historical synopsis of the visual genre, the cognitive skills it seeks to enhance, and an overview of the author's current research in the field.

- **Kathrine Schlageck** The Benefits of Visual Thinking Strategies for Special Audiences

Kansas State University's Marianna Kistler Beach Museum of Art uses Visual Thinking Strategies, a facilitated art discussion protocol, with some particular audiences. These include those with memory loss, children on the Autism Spectrum, English language learners, and people involved in difficult conversations. These art-based dialogues help participants exercise brain function, practice social and cognitive skills, and navigate conflict.

- **Lea Kabiljo** Their Stories - Visual Oral Histories

The presentation examines the practical application of oral history and photography as a pedagogy for the teacher training curriculum in Art Education. This pedagogical approach provides future educators with a real learning opportunity that promotes listening, empathizing, and understanding and encourages the recognition of our shared humanity.

- **Thomas Wilcox & Diane Wilcox** Designing a virtual reality learning environment for chemistry

In the 2016-2017 academic year, T. M. Wilcox designed and developed the ChemSim-VR Prototype, a virtual reality teaching and learning environment for chemistry education. Students cruise a fantastic landscape crowded with interactive concept models, and simulations scaled to monumental proportions. This presentation examines some of the processes and challenges encountered during the development of the prototype.

- **Karen Tardrew** Applying the Visual for Teacher Transformation

This study addresses the impact of practicing teachers constructing transformative understandings of their teaching through visual research projects. It identifies ways in which this visual experience supports the development of meaningful professional growth and self study. It investigates the study of community culture, construction practices and image-based research.

JVL Session

| 13:30 – 14:20 | - **Maria Avgerinou** Scripta Manent!: an Information Session with the JVL Editor | Loge (50 minutes) |

During this session, participants will have an opportunity to connect with the JVL editor and hear in detail what is involved in the JVL publication process, from original submission and review to timelines and copyright issues. Questions regarding the regular JVL publication

will be addressed, while proposals for special issues will be encouraged and tentatively discussed.

14:20 – 15:20	**Workshop on Eye Movement Research** Johan Wagemans	Forum (1 hour)

Looking at art entails different modes of looking and stages of processing visual information, which are partly revealed by eye-movements. In this tutorial, I will discuss some theoretical background about eye-movements and eye-movement recording techniques, focusing on its relevance for visual literacy. I will also introduce a few examples of recent eye-movement studies we have conducted in museum settings.

14:20 – 15:20	**Workshop on Collective Visual Memory** Rutger van der Hoeven	Platform (1 hour)

Over 80 years, people around the world have been exposed to identical news images. Has this created a collective visual memory on a global scale? Cultural historian Rutger van der Hoeven believes it has – and believes he has found evidence of its existence. In this workshop, he explains his method and argues how we can use international internet surveys to enhance our knowledge of how people 'read' and remember photographs.

15:20 – 15:40	**Poster Session & Coffee Break** (see p. 28-32)	Lobby & Foyer (20 minutes)

Measuring the Visual

15:40 – 16:20	▪ **Andrea Kárpáti & Bernadett Babály** Online, Interactive, Diagnostic Assessment of Spatial Skills: a New Look at Gender Related Differences	Forum (40 minutes)

Women remain significantly underrepresented in science, engineering, and technology, partly due to (perceived) inferior spatial skills. However, spatial development is equal at older ages, enhanced by ICTs and art. Boys engage in computer games, construction toys, and manifest higher spatial skills in Grade 5. In Grade 9, girls' skills level may get equal through STEAM methods: crafts and digital imaging.

16:20 – 16:40	▪ **Miles Tallon, Ulrich Frick, Katrin Rakoczy, Susanne Weiß & Ernst Wagner** On the Assessment of Visual Competency – Contributions through Eye Tracking	Forum (20 minutes)

By comparing visual experts (artists, designers, art teachers) to non-experts, we reveal cognitive strategies in visual problem-solving tasks using eye-tracking. Two different modes of inspection were provoked: Firstly, deconstructing the image into isolated patterns and scanning for the positions. Secondly, semantic information is used to trace selected details. Expertise differences are assessed and presented.

Learning the Visual

15:40 – 16:20	▪ **Nathalie Ryan** Slow Looking: Learning through Observation	Platform (40 minutes)

Slow looking as a way of building knowledge involves purposefully looking beyond a first glance, and it happens anywhere people pause to observe the world closely—in classrooms and museums, in laboratories and on neighborhood walks. This presentation will share research-based pedagogical strategies used by the National Gallery of Art and Harvard Project Zero to develop complex understandings through close looking.

| 16:20 – 16:40 | ▪ **Marie Fulkova** Séance in the Gallery: Performative and Educative Transpositions of a Gallery Exhibition | Platform (20 minutes) |

This contribution explores polysemic relations within domains of visual culture, arts, schools, and galleries. The main concept that influenced a shift in construction of pedagogical contents of gallery education is a "transposition," which refers to phenomena and actions that are non-linear, creative, cognitively valid, and discursive, yet also material. Visual examples from particular case studies are also presented.

Plenary Session

| 16:40 – 17:40 | Concluding Remarks | Forum (1 hour) |
| | Peter Carpreau (M Leuven) | |

| 18:00 – 20:00 | IVLA Board Meeting | Domus (2 hours) |

Saturday, October 19

10:00 – 16:00   **Guided Visit of Brussels** (registration closed)

10:00 – 10:30   Gathering at the main ticket office of the Leuven train station

10:30 – 11:00   Train to Brussels

11:15 – 12:45   **Guided Visit of Magritte Museum**

12:45 – 14:00   **Lunch**

14:00 – 16:00   **Guided Tour of Brussels**

16:00 – 16:30   Train to Leuven

Poster Session Thursday, October 17

Margaretha Häggström Common and Mixed Paintings - What, How and Why?

Leena Hannula Visual Thinking, Expectations and Experiences in the Museum

Kathryn de Laszlo The Flag Identity Project: An Immigrant Population Explores Color, Design, and Cultural Identity

Ann Lindell & Colleen Seale Beyond the Boundary of Text: Strategies for Including Visual Literacy Concepts in Library Research Instruction

Studio Louter (Visual) Emotion Design through the Use of the Microsoft HoloLens

Elisa Patterson How Deep Diving into Works of Art can Stimulate Critical Thinking

Dana Thompson & Kristen Harrison Recommended Read for Visual Literacy: a New Bibliographic Resource for Scholars and Practitioners

Michael Wamposzyc & Anne-Kathrin Reck Visual Literacy Meets Academic Literacy. How to Become Graphic Design 'Literate' in an Academic Environment?

Diane Wilcox Developing Visual Communication Competencies in an Online Visual Literacy Course

Abigail Winard & Slimane Aboulkacem Perceptions of Preservice Teachers Using Photovoice Inside and Outside the Classroom

Poster Session Friday, October 18

Margaretha Häggström Common and Mixed Paintings - What, How and Why?

Leena Hannula Visual Thinking, Expectations and Experiences in the Museum

Kathryn de Laszlo The Flag Identity Project: An Immigrant Population Explores Color, Design, and Cultural Identity

Ann Lindell & Colleen Seale Beyond the Boundary of Text: Strategies for Including Visual Literacy Concepts in Library Research Instruction

Elisa Patterson How Deep Diving into Works of Art can Stimulate Critical Thinking

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Michael Wamposzyc & Anne-Kathrin Reck Visual Literacy Meets Academic Literacy. How to Become Graphic Design 'Literate' in an Academic Environment?

Diane Wilcox Developing Visual Communication Competencies in an Online Visual Literacy Course

Poster Session Abstracts

- **Margaretha Häggström** Common and Mixed Paintings - What, How and Why?

Teacher education plays a crucial role in preparing student teachers to teach their future pupils to communicate through various modalities. To develop visual literacy skills through artwork, student teachers create common and shared paintings. The presentation discusses the educational aspects of what, how, and why this exercise enhances visual literacy.

- **Leena Hannula** Visual Thinking, Expectations and Experiences in the Museum

Museums' professional experts work in many fields of sciences and methods. Audience experience happens and is created through sincere listening and dialogue. The meaning of the work is distinguished from the various things that the work could mean or are merely taken to mean in the service of some interpretive aim.

- **Kathryn de Laszlo** The Flag Identity Project: An Immigrant Population Explores Color, Design, and Cultural Identity

From 2012 to 2015, over 100 Latino middle school participants In a California visual arts classroom designed personal flags to reflect invented country narratives. They manifested these narratives as original abstract designs, and works of art. Why and how does this prompt provide an emotionally safe space for cultural and personal identity exploration, and how can its application be expanded?

- **Ann Lindell & Colleen Seale** Beyond the Boundary of Text: Strategies for Including Visual Literacy Concepts in Library Research Instruction

Academic librarians facilitate the acquisition of a variety of information skills through course related library instruction. This poster will detail results of a survey of teaching librarians at the University of Florida, the development of instructional tools, strategies to incorporate visual literacy concepts across disciplines in a short amount of time, and plans for the future based on survey results.

- **Studio Louter** (Visual) Emotion Design through the Use of the Microsoft HoloLens

Poster presentation in addition to the workshop: Together with M Leuven, Studio Louter is designing a tour with iPad and the brand new HoloLens 2 through the past of Leuven from in and around the refurbished St. Peter's Church. Studio Louter is a Dutch-based design studio specialized in storylines and interactives for communicative spaces. Studio Louter partner Dirk Bertels and Klara

Rowaert from M Leuven will give a poster presentation about this special project and how emotion-design can be used for mixed reality techniques.

- **Elisa Patterson** How Deep Diving into Works of Art can Stimulate Critical Thinking

This poster session illustrates The Figure in Art, a workshop for high school students, at the National Gallery of Art (DC). Prioritizing depth over breadth, it explores the development of the figure from late Byzantine to the early twentieth century. Through guided activities, they hone their skills in observation, interpretation, and essay writing.

- **Dana Thompson & Kristen Harrison** Recommended Read for Visual Literacy: a New Bibliographic Resource for Scholars and Practitioners

For this presentation, the presenters showcase a new and free online resource Recommended Reads for Visual Literacy on the open-access site Visual Literacy Today.This project, a bibliography and reading list, compiles articles, books, and select archival materials to serve as a detailed web resource focused on visual literacy.

- **Michael Wamposzyc & Anne-Kathrin Reck** Visual Literacy Meets Academic Literacy. How to Become Graphic Design 'Literate' in an Academic Environment?

Students in Graphic Design are experiencing substantial challenges in their transition to Undergraduate studies not only in regards to contextualising and appropriating images relevant for their own visual work but also the scholarly conventions of academia. In our presentation, we would like to propose and discuss combined research methodologies, while creating an education specific model for the exploration and interplay of visual and academic literacies.

- **Diane Wilcox** Developing Visual Communication Competencies in an Online Visual Literacy Course

This poster session describes the visual communication competencies mastered in a graduate-level online visual literacy course. The course content included learning theories as applied to visual learning, instructional uses of images, visual design principles, and instructional technologies. The curriculum included skill-building activities and scaffolded course projects to ensure students mastered the course's required visual literacy competencies.

- **Abigail Winard & Slimane Aboulkacem** Perceptions of Preservice Teachers Using Photovoice Inside and Outside the Classroom

Visual literacy has become an increasingly important facet of society in the digital age. The presentation discusses how a participatory research method involving photovoice engages a group of preservice teachers in a series of reflections about their lives and the environment through photography.

Next year's IVLA Conference will be held in Toledo, Ohio

from September 24 – 27, 2020.

We look forward to your participation!

CALL FOR PROPOSAL SUBMISSION
2019 *THE BOOK OF SELECTED READINGS*

The Book of Selected Readings (TBSR) is a peer-reviewed, annual IVLA publication selected primarily from papers based on the annual conference presentations. The publication has served as an important reference point for current research and issues concerning visual literacy. Besides providing seasoned scholars with an outlet for their work, one of the goals of this volume is to enable new scholars to publish their studies. TBSR is inclusive and serves as a place for scholars to publish their research, promote their work, and connect with their audience.

Criteria for Selection

All presenters at the annual IVLA conference are invited to submit a proposal (approximately 500-1,000 words excluding references) for article/book chapter consideration. The editorial team will select those proposals they deem appropriate and relevant for the publication. In order for manuscripts to be considered they must be:

- Based on presentations from recent IVLA annual conferences.
- Narrative includes a definition of visual literacy based on the current literature.
- Submitted manuscript is supported by appropriate images, illustrations or photographs.
- Writing should follow the APA style format.
- Submitted for consideration by **December 1, 2019** to Dr. Danilo M. Baylen, dbaylen1@yahoo.com

Editorial Process

- Every proposal submitted will be read by at least three reviewers: external reviewer(s) and editor(s). (Proposal Submission)
- Every manuscript submitted for publication consideration will be reviewed by at least two editors. (Full Manuscript Submission)

- The editorial team will recommend to either publish the manuscript as submitted, publish the manuscript with suggested revisions, or mentor the manuscript for future publication. In all cases the author will be notified of the decision, and receive the editors' comments.
- Accepted manuscripts for publication will be copyedited by at least one editor.

Guidelines for Proposal Submission

Please read this document carefully before submitting your paper. Proposals that do not follow these guidelines will not be considered. Email your proposal to Dr. Danilo M. Baylen, dbaylen1@yahoo.com by **December 1, 2019**.

1. Please submit one digital copy of your proposal that includes the title of the work (preferably not exceeding 40 letters and spaces) followed by an abstract of 500-1,000 words and a list of 4 or 5 keywords or brief phrases. This copy must have all author information removed.

2. A separate file with the title of the work (preferably not exceeding 40 letters and spaces) names and contact information for all authors (include name, highest degree, mailing address, phone, e-mail, and institutional affiliation as appropriate).

Formatting

- Follow APA style
- All submissions must be a Microsoft Word .doc or .docx file.
- Submitted proposals are deemed final as initial submission. Please ensure your proposal has been edited/proofread and is ready for review.
- The proposal should be double-spaced and has a page number as footer.
- Indicate headings and subheadings for different sections of the proposal clearly. Do not number headings.

Styles OP

- Body text: Arial, 12pt, 6pt paragraph spacing
- Author name: Arial, Bold, Italic, 12pt
- Keywords: Arial, 12pt
- Figure titles, legends and captions: Arial, 11pt
- Block quotations: Arial, 12pt, italic, indented 10mm from left margin
- Headings: Follow APA style

Awards

Each year, outstanding TBSR submissions are considered for two important awards. These are:

- **Editors' Choice Award --** This award is given to the paper the editor/s consider the best work of all of the contributed papers. The Editors' Choice Award paper is distinguished from the other papers in the book with a distinctive corner marking in the publication. The editors determine this award.

- **Braden/Beauchamp Visual Literacy Award** -- This award, named for two previous editors of the Selected Readings, seeks to honor the paper that best helps contribute to the definition of the study of visual literacy. This award is given only in years where sufficient contributions have been made to the Selected Readings in this area. The editors also determine this award.

Submission

Please submit your proposal by **December 1, 2019** via email to Dr. Danilo M. Baylen, Editor-in-Chief, *The Book of Selected Readings* at dbaylen1@yahoo.com.

SEARCH FOR EDITOR-IN-CHIEF (2021), ASSOCIATE EDITOR, AND TWO ASSISTANT EDITORS OF *THE BOOK OF SELECTED READINGS*

This IVLA-published book of selected readings is a peer-reviewed, annual publication selected primarily from papers based on presentations by the participants at the annual conference. The volume had been print-based, but has migrated to an online presence. The editorial team are currently seeking dedicated individuals as associate and assistant editors for this online volume.

The publication has served as an important reference point for current research and issues concerning visual literacy. Besides providing seasoned scholars with an outlet for their work, one of the goals of this volume is to enable new scholars to publish their studies. *The Book of Selected Readings* (TBSR) is inclusive and serves as a place for scholars to publish their research, promote their work, and connect with their audience interested in visual literacy. We are looking to fill the following positions: **Editor-in-Chief** (3-year term, 2021-2023), **Associate Editor** (3-year term, 2020-2022), and two **Assistant Editors** (3-year term, 2020-2022).

The Editor-in-chief will oversee all editorial activities and be responsible for meeting publication deadlines. The Associate Editor will support the management of the review and production processes. The Assistant Editors will provide support to review of proposals, manuscripts, layout and production. All editorial team members will be involved in the selection of publications for IVLA awards.

Specific tasks for the Associate Editor include
- Collects all submitted manuscript proposals (online format).
- Recruits reviewers for the initial proposal review process.
- Assigns manuscript proposals for external review.
- After external review, recommends manuscript proposals for revision to the Editor-in-Chief.
- Participates in monthly online editorial team meetings.
- Performs other duties as assigned by the Editor-in-Chief.

Specific tasks for the Assistant Editor include
- Reviews manuscripts submitted for publication consideration.

- Recommends manuscript submitted for acceptance, revision or mentoring.
- Provide copyediting to manuscripts submitted for publication.
- Participates in the selection of the recipients of the publication awards.
- Provides technical assistance in the production of the book.
- Participates in monthly online editorial team meetings.
- Perform other duties as assigned by the Editor-in-Chief.

Benefits

- Editorial roles provide great opportunities to stay in contact with fellow scholars
- Editors are involved with current activities in the field.
- Editors receive recognition for "service" or "scholarly activity".

Qualifications

Applicants should be IVLA members (if not, please apply at ivla.org), possess advanced academic degrees, and have experience in writing for publication themselves. *Experience with managing online publication is preferred.*

Submission

Please submit your letter of interest and curriculum vita by November **15, 2019** via email to Dr. Danilo M. Baylen, Editor-in-Chief, *The Book of Selected Readings* at dbaylen1@yahoo.com.

Applicants should indicate whether they are applying to be Editor-in-Chief, Associate or Assistant Editor. If you have any questions, please contact Dr. Baylen.

Do you know someone who has done a good job of promoting Visual Literacy or serving IVLA?

Check out the IVLA Awards for 2020!

John L. Debes Award

This is the highest award that IVLA gives. Established in 1977, in John Debes' own words, it is reserved for "people who have been strong leaders both in building and maintaining the Association" and have been active in "promoting visual literacy outside the organization." It recognizes a long-term active commitment to the advancement of understanding in the field of visual communication as well as a proven and exceptional commitment to the organization. It is given only when occasion merits it.

Research Award

This award is given only when merited, to members of the Association who are actively involved in on-going outstanding research that furthers the cause of visual literacy, who have achieved a substantial, record of scholarly publication, and who have significantly advanced knowledge within the field.

Creative Achievement Award

This award is given only when merited, to members of the Association actively involved in on-going creative work which substantially furthers the cause of visual literacy and significantly advances the creative field through such factors as innovation, conceptual breakthrough, excellence of design and execution, and technical achievement.

Education Award

This award is given only when merited, to members of the Association in recognition of their significant professional contribution to visual literacy through exemplary teaching, educational outreach, and/or the development of model curricula and other educational materials.

James G. Sucy Distinguished Service Award

(formerly Outstanding Service Award before 2002)

This award is given only when merited, to members who have substantially contributed to the organization and furthered the ideals of visual literacy far above traditional expectations of membership, committee work, or publication functions. It implies work quality and personal commitment that merit very special recognition beyond the Association's usual appreciation.

Special Contribution Award (Non-members)

This award, given only when merited, honors non-member persons, institutions, or organizations making outstanding contributions either to the Association or to the furthering of visual literacy in research, education, publication, or creative productions.

Student Research Award

This award is given when merited for outstanding student research that furthers the cause of Visual Literacy. An IVLA member familiar with the student's work must make this nomination.

For more information, please contact the Awards Committee Chair, Dr. Kazuyo Kubo at kkubo@lesley.edu.

CALL FOR PAPERS

TECHTRENDS SPECIAL ISSUE

Theme: Visual Media for Global Learning

Special Issue Editors

Danilo M. Baylen, Ed.D.

Professor, Instructional Technology

College of Education, University of West Georgia

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Brad Hokanson, Ph.D.

Professor, Design

College of Design, University of Minnesota

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Description of Call

The increasing availability and global accessibility of visual media are creating new ways of acquiring knowledge. A significant catalyst for change and innovation with educational technology is the need for increased visual media literacy (VML) beyond reading and writing texts. VML will support and develop learners' capability to use the information and communications technology (ICT) effectively in their everyday lives now and in the future. Further, it is necessary to develop competency in the use of visual media to manage the changing global and diverse teaching, learning, and work contexts.

With the overwhelming presence of visuals generated by multiple media sources, learners need strong skills to decode and encode meaning from these artifacts. They also need the ability to infer and demonstrate understanding beyond what is seen or viewed. To encourage and sustain the effective use of visual media in making sense of what is happening, a community of researchers and practitioners is emerging. It is specifically concerned with how visual literacy education is supported by ICT in specific learning environments and beyond.

The purpose of this special issue is to showcase the latest and leading international research in the design, deployment and evaluation of visual literacy practices supported by educational technology. The special issue welcomes submissions from all researchers and practitioners who are designing, developing, and evaluating ICT-supported learning experiences that involve visual media literacy. The editors encourage proposals regarding new research showcasing and sharing visual literacy education as a critical learning element through the use of ICT. The following is a non-exhaustive list of possible topics and foci for submissions.

- Research methodologies for the design, deployment, and evaluation of visual media literacy
- Comparative and international studies of visual media literacy
- Theoretical and critical considerations of ontological concerns and issues regarding the integration of visual media supporting literacy practices.
- Exemplar case studies of the deployment of tools, apps, devices, and infrastructures in support of visual media literacy development

Expected publication date

September 2021

Submission Information

Please send a brief overview (approximately 500 words) of the proposed article no later than January 31, 2020, by email to the editors of the special issue, **Dr. Danilo M. Baylen** | dbaylen@westga.edu or **Dr. Brad Hokanson** | brad@umn.edu. Please include VML in the subject line of the email.

Based on this overview, authors will be invited to submit a full paper for consideration of publication in the special issue. Full papers will be between 5000-6000 words in length, not including references, tables, or figures. Authors need to use APA formatting throughout the manuscript. Each manuscript must have an abstract (120-150 words) and 6 to 8 keywords. Authors submit their completed papers to the Editorial Manager system for *TechTrends* at http://www.editorialmanager.com/tech and indicate SI: VML during the submission process.

Authors will be asked to serve as reviewers for other submissions. Given your expertise as a scholar in this particular topic, this peer review feedback is valuable.

Important Dates

- January 31, 2020 – Email submission of ideas due
- February 15, 2020 – Notification of submission status made
- April 30, 2020 – Full manuscript submissions due
- June 15, 2020 – Feedback sent for revision
- July 31, 2020 – Revisions due for additional review
- September 30, 2020 – Feedback on revised manuscripts
- November 30, 2020 -- Revisions of revised manuscript complete

- January 15, 2021 – Decision for publication consideration made
- March 15, 2021 – Copyedit completed
- April 15, 2021 – All documentation including copyright clearances completed
- May 15, 2021 – Submission to Springer made
- July 31, 2021 – Ready to print (online)
- September 2021 – Special issue published (in print)

Springer

The International Visual Literacy Association (IVLA) invites proposals from its members to host the organization's annual conference in 2021 (in the USA) and 2022 (for outside of the USA). This annual conference is typically a four-day meeting and held in during the second half of the year with a strong preference for the fall. However, there is some flexibility in terms of duration and dates.

Submissions should include the following (**Bolded items are critical**):

- The **person** submitting proposal and contact information (email, telephone, address)
- **Proposed conference location and dates** (indicate whether dates are flexible)
- A description of the conference venue and the benefits of the location
- Advantages of the hosting institution, if applicable

- An overview of the conference theme (50-100 words)
- Proposed tentative schedule
- A description of conference activities
- A description of session formats: papers, panels, posters, workshops, art installations (including art exhibitions), sessions for specific groups (e.g., teachers), online presentations, etc.

- A description of the conference hotel(s) with estimated costs and distance and transportation options to/from the meeting venue. In consideration of graduate students and travelers with limited budgets, there is a need to provide a list of low-cost alternatives for housing.
- Possible site(s) for the welcoming reception, and banquet
- The names and affiliations of the local conference committee members and their roles.
- Available institutional support (accounting, clerical, financial, and staff)

Save the Date!
September 24 – 27, 2020
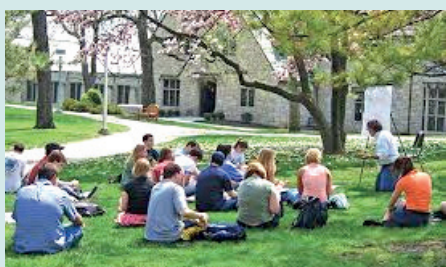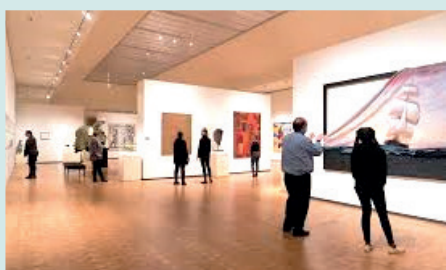
THE TOLEDO MUSEUM OF ART
& THE UNIVERSITY OF TOLEDO CO-HOST THE
52ND ANNUAL CONFERENCE OF THE INTERNATIONAL VISUAL LITERACY ASSOCIATION (IVLA)

Located in Northwest Ohio in the United States, the Toledo Region abounds in shoreline, including Lake Erie and the wide, scenic Maumee River. Filled with Metroparks and Rustbelt charm, more than 600,000 people call the Toledo Region home. Travel to the city is easy by air using the Toledo Express Airport or Detroit Metropolitan Airport (less than an hour away). One can also take the train or bus from Chicago.

The Toledo Museum of Art (TMA) holds major collections of glass art and of 19th- and 20th-century European and American art, as well as small but distinguished collections of Renaissance, Greek, Roman and Japanese art. Adjacent to the TMA is the University of Toledo Center for the Visual Arts designed by Frank Gehry, and hosting the University Art Department. The Museum has been a national leader in promoting the principles of visual literacy in museum education. In a new partnership with The University, the principles of visual literacy are being embedded throughout the university curriculum, making it an ideal venue for Visual Literacy scholars and practitioners in 2020.

For more information, please contact an IVLA Officer or Board Member.