

A Handbook of Visual Inquiry:

Methods and Pedagogies for Visual Literacy

Call for Papers [Collective Book]

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Have visual images become essential to the teaching and learning process? As digital media, data visualization, social platforms, and AI-generated imagery reshape how people learn and communicate, educators increasingly face the challenge of teaching students not only to understand images but also to research, analyze, and critically produce them. However, while visual communication has expanded rapidly, educational research has not kept pace with the methodological tools needed to study and teach the visual.

Throughout the past decades, scholars, educators, and practitioners have experimented with visual methods, such as visual ethnography, photovoice, photo elicitation, visual content analysis, and participatory visual practices to explore how images shape knowledge. These approaches open the door to pedagogies that more fully reflect the visual lives of contemporary learners.

A Handbook of Visual Inquiry responds to this need by offering a comprehensive resource on visual research methods and pedagogical approaches for visual literacy in education.

The goal of this collective book is to provide educators, researchers, and students with accessible explanations of visual methodologies, practical examples, and frameworks they can apply in classrooms, research projects, and curriculum design.

By clarifying how visual methods function and why they have become crucial to learning, the handbook aims to enhance visual literacy as a vital competence for the 21st century.

We are inviting IVLA members to contribute chapters that present, explain, and critically examine a specific visual research method or pedagogical approach.

Chapters should introduce the method's theoretical foundations, describe tools and procedures, present examples gathered from experience in educational contexts, or discuss its value for cultivating visual literacy.

Possible topics include, but are not limited to: visual ethnography, photo-elicitation and photo voice, documentary and filmmaking as research, visual content analysis, mapping and diagrammatic methods, design thinking as inquiry, participatory visual methods, data visualization literacy, AI-generated imagery in education, visual note-taking and sketch-noting, and classroom pedagogies for teaching the visual.

Colleagues interested in participating, please send your 300-word proposal before December 15th to ricardolopezleon@gmail.com and dthompson29@murraystate.edu in a .doc or .docx file.

PUBLICATION PROCESS

Stage 1: deadline December 15th of 2025.

Participants submit Title and a 300-word abstract, describing the selected method to discuss in the chapter and main ideas.

Stage 2. deadline to be determined.

After receiving acceptance of the chapter, participants will have 3 to 4 months to write a 4000 to 6000 words full chapter.

Stage 3. deadline to be determined.

Chapters will be submitted to a blind peer review process. Reviewers will have 25 days to assess the chapters.

Stage 4. deadline to be determined.

Reviewers' feedback will be sent to authors, who will have 30 days to consider suggestions and submit a revised version of the chapter.