



INTERNATIONAL VISUAL LITERACY ASSOCIATION

CHICAGO, 1-4 NOVEMBER, 2018

CELEBRATING
FIFTY
YEARS

OF THE INTERNATIONAL
VISUAL LITERACY ASSOCIATION

CONFERENCE
PROGRAM

International Visual Literacy Association 2018 Conference Program

Overview

Thursday, November 1

3:00 pm - 5:30 pm Art Institute Workshop (Preregistration Required)
4:00 pm - 6:00 pm Registration and Board Meeting at Silversmith Hotel
6:00 pm - 8:00 pm Meet and Greet with Light Hors-d'oeuvres in Adamus Lounge
at Silversmith Hotel

Friday, November 2

7:30 am - 8:30 am Breakfast at Silversmith Hotel
8:30 am - 5:00 pm Registration at NLU
9:00 am - 12:00 pm Programming
12:00 pm - 1:20 pm Luncheon with Interactive Programming
1:30 pm - 2:20 pm First Timer's Meeting or Walking Tour (Sign up at Registration)
2:30 pm - 4:50 pm Programming
6:30 pm - 8:30 pm Chicago Cultural Center Opening Reception for *African
American Designers in Chicago: Art, Commerce and the
Politics of Race* Exhibition

Saturday, November 3

8:00 am - 5:00 pm Registration at NLU
8:00 am - 8:50 pm Continental Breakfast at NLU
9:00 am - 12:00 pm Programming
12:00 pm - 1:20 pm Luncheon with Election Results and Awards
1:30 pm - 4:50 pm Programming
5:30 pm - 7:00 pm 50th Anniversary Celebration at the Berghoff Restaurant
(Sign up at Registration - \$15 includes two drink tickets and
appetizers)

Sunday, November 4

8:30 am - 10:00 am Board Meeting
10:30 am - 5:00 pm Free Entry for Art Institute of Chicago
(Tickets still available at Registration)

* Wireless access at NLU - There is no password needed for Wi-Fi access.
The network name is NLU Wireless.

** For emergency, please contact: Karen Tardrew @ 608-332-9697

International Visual Literacy Association 2018 Conference Program

"Viewing the Past, Picturing the Present, Designing the Future"

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Journal of

Visual Literacy

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The Book of Selected Readings

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2018 Conference Committee Members

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Members	Danilo M. Baylen	Petronio Bendito	Carolyn Berenato
	Frank Cerreto	Kristen Harrison	Kazuyo Kubo
	Jung Lee	Scott McMaster	Dana Statton
	Michelle Wendt		

International Visual Literacy Association 2018 Conference Program

Thursday, November 1, 2018

3:00 pm - 5:30 pm	Art Institute of Chicago Workshop	Art Institute of Chicago
4:00 pm - 6:00 pm	Registration IVLA Board Meeting in Sterling Room	Silversmith Hotel
6:00 pm - 8:00 pm	Meet & Greet in Adamus Lounge	Silversmith Hotel

Friday, November 2, 2018

7:30 pm - 8:30 pm	Breakfast	Silversmith Hotel
8:30 am - 5:00 pm	Registration	NLU Atrium
9:00 am – 9:20 am	Photos and Posters and Film, Oh My!: Helping Students Sharpen Visual Literacy Skills	NLU 4012 (20 minutes)

♦ Jeffrey Winter

The goal of this session is to provide examples of effective ways to help students deepen visual literacy skills through analyzing photos, posters, video, and film. Examples from a teacher education methods class will be used to illustrate techniques in developing and deepening visual literacy skills for today's students.

International Visual Literacy Association 2018 Conference Program

Assessing the New Voice Interactive Systems: A Comparison of Visual and Voice-based Information Presence

NLU 4014
(20 minutes)

◆ **Fatih Demir, Charmaine Bruce-Kotey, and Dongho Kim**

Screen-based visual information seeking has been a traditional search method for a decade. However, voice interactive systems have been in the market recently which provides the capability of information seeking and information presence. Our research investigates the pros and cons of screen-based visual information presence and voice assisted systems for information retrieval, and the extent of their efficiency and effectiveness. We will share the advantages and limitations of both visual-based search systems and voice interactive systems to demonstrate how they accommodate students.

Getting Published in the IVLA *Book of Selected Readings*

NLU 0416
(20 minutes)

◆ **Danilo M. Baylen, Xiaoning Chen, Ricardo López-Léon, Patrick Hickey, and Tiki Baghashvili**

This session provides an opportunity to help potential contributors to *The Book of Selected Readings* succeed in getting their manuscripts accepted. The editorial team will explain the procedures for preparing and submitting a manuscript especially the peer-review, selection, and editing processes. Potential contributors can ask questions and obtain copies of the required cover sheet, submission instructions, and the reviewers' form.

9:00 am – 9:50 am **Image Use in Higher Education**

◆ **Sarah Christensen and Melanie Emerson**

The University of Illinois library conducted interviews and distributed a survey to a wide array of constituents across campus to determine image needs of diverse disciplines as well as appropriate library support for those needs. This presentation highlights findings, including resources needed, current image usage in scholarship, and existing barriers to image use in teaching and research.

NLU
Atrium
(Pecha
Kucha)

International Visual Literacy Association 2018 Conference Program

Interfaces in Motion: Assumptions and Issues in Extending Interaction Design through Animation

◆ Eugene Park

This presentation proposes a pedagogical approach that implements concepts in interaction design and animation to guide designers in prototyping user interfaces for the web and wearable technology. Two case studies will be presented where design students used different animation techniques in creating dynamic typographic compositions for the web and a fitness app for the Apple Watch.

NLU
Atrium
(Pecha
Kucha)

Mind Shift: Understanding Teachers' Conceptions of Learning through Concept Mapping

◆ Angela Elkordy and Ayn Keneman

What do teachers understand about "learning"? The major foci of teacher preparation programs are content, pedagogy, and practices. When teachers focus upon the processes of learning through cognitive tools -- concept maps -- they are surprised at the results. In this presentation we share teacher developed concept maps drawn at the beginning and end of a graduate course in learning sciences, and our analysis.

NLU
Atrium
(Pecha
Kucha)

9:30 am –
9:50 am

Developing a Matching Pair of Conceptual and Operational Definitions of Visual Literacy

◆ Mingyu Li

Targeting the issue that a matching pair of conceptual and operational definitions is currently missing fifty years since the birth of visual literacy, this session explains a sequential exploratory mixed-method dissertation study that identified a conceptual definition of VL accompanied by behavioral indicators, and develop a matching operational definition.

NLU 4012
(20 minutes)

Use of Children's Literature to Promote Learning in Higher Education

◆ Priti Haria and Susan Cydis

The focus of this presentation is to demonstrate how "children's literature" is used in the higher education classrooms to develop concepts, make meaningful connections, and promote learning. For instance, undergraduate elementary education majors take a course in literacy

NLU 4014
(20 minutes)

International Visual Literacy Association 2018 Conference Program

development and in that course the faculty members read children's book to illustrate the concepts of literacy development.

Teacher Tableaux: Why We Teach Now?

NLU 4016
(20 minutes)

♦ **Karen Tardrew**

This visual tableaux project explores the complexities of practicing teachers constructing artistic portraits representing growth, new understandings, and professional identity. In addition, the study discovers ways this experience (portrait art) supports the development of meaningful professional growth of teachers and examines how teachers can critically reflect on their teaching through image-based exploration.

10:00 am – **Pencil Case: Why Teach the Art of Handwriting**
10:20 am

NLU 4012
(20 minutes)

♦ **Jean F. Kindelin**

“The pen is mightier than the sword.” When considering visual literacy, the skills to develop meaning from visuals, one has several tools to do so. The physical act of writing – by hand- remains a powerful skill in both internalizing and sharing information with others.

Post-secondary Students' Tendency for Determining the Domain and Range of Graphs Teaching and Assessing Visual Literacy in Schools

NLU 4014
(20 minutes)

♦ **Peter Cho**

This study focuses on how students in post-secondary mathematics courses perform on domain and range tasks regarding graphs of functions. Students often focus on notable aspects of a graph and fail to see the graph in its entirety. Many students struggle with piece-wise functions. In general, student performance did not provide evidence of a deep understanding of domain and range.

Incorporating Virtual Reality in the Classroom

NLU 4016
(20 minutes)

♦ **Mfon Akpan**

This presentation explores the current uses of virtual reality technology in the business sector in such areas of training, retail, construction, data visualization, and manufacturing. I share how I overcame challenges in bringing technology to the classroom and processes for creating. My experience shows how technology increases knowledge retention and adds a strong visual aspect to online and blended courses.

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Bilingual Education: The Role of Multiple Semiosis in Acquisition of Additional Language

NLU
Atrium
(20 minutes)

♦ **Maria Eldelita Franco Holanda and Yolanda Franco Pacheco-Uespi**

The current study analyzes the use of multiple semioses in the UNO Bilingual program. The aim of this presentation is to share experiences how multimodality can deal with semioses in the material and discusses how it can help teachers be aware of the importance of the challenging task of teaching English in a bilingual education to stimulate visual literacy.

10:30 am – **Veterans, Artists and the Power of Interpretation**
10:50 am

NLU 4012
(20 minutes)

♦ **Lee Fearnside, Joseph Van Kerkhove, and John Schupp**

Experiencing Veterans and Artists Collaborations (EVAC) is an art project that brings together veterans and artists. EVAC curators interviewed veterans about their experiences, and artists made an edition of prints based on their interpretation of those stories. The prints are exhibited with excerpts from the transcribed interviews. This paper presents a case study of the participating artists' interpretive process.

Aspects of Information: In-between and Beyond the Photograph

NLU 4014
(20 minutes)

♦ **Debra A. Davis**

To be sure, the photographic image has been much discussed and researched by noted essayist/theorists such as Susan Sontag, Tom Gunning, and Fred Richtin. Each of us experiences an onslaught of technology-driven media and imagery, which is fed by media outlets. This presentation focuses on particular examples of image impact, veracity, and technology in an examination of an award-winning artwork of taboo subject matter, the Yes Men and their anti-corporate activism, and the beta version of a new Adobe product.

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10:30 am –
11:20 am

Developing the Darkroom: Is There Continued Education Value Inside the "Black Box"?

NLU 4016
(Pecha
Kucha)

♦ **Colleen Leonard**

This presentation shares an exploratory research project examining a digital generation's attraction to darkroom processes and analogue imaging, as part of a social, material, and technological transformation. Collective choice of imaging devices can shape social change, relationships and agency and these case-study results revealed interconnected networks of materiality present, yet invisible, in the darkroom image-making process: memory, emotion, history, and technology.

Learning Chinese Written Characters Visually: A Case Study of Character Workshop with Finnish Young Children

NLU 4016
(Pecha
Kucha)

♦ **Jie Zhao**

Learning Chinese written characters visually means understanding the characters as a visual language, holistic and not universal, using social semiotic analyses as the method to learn. The purpose of the study was to enhance students' comprehension through reading and writing the signs critically and creatively. Children developed their understanding of the sign through seeing that each sign (both signifier and signified) can be interpreted differently. At the same time, children also learned how to communicate their ideas through creating images and new signs based on the structure of Chinese written characters.

Fighting Against Violence; Fighting for Freedom: New Generations of Ukrainians Telling their Stories through Images

NLU 4016
(Pecha
Kucha)

♦ **Antonina Lukenchuk**

This PechaKucha presents images of new generations of Ukrainians fighting for the freedom of their country against the Russian aggression of 2014 and beyond. The presentation is part of a larger study conducted with Ukrainian university students who participated in the protest demonstrations during 2014-15 revolutionary events in Ukraine.

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Visual Genealogy of Portraits, Self-portraits and Selfies: Same Phenomenon, Different Phase of History

NLU 4016
(Pecha
Kucha)

◆ **Margaretha Häggström**

Taking selfies with a smart-phone is the new way of making self-portraits. However, selfies have similarities with historical portraits of royalty and aristocracy, artists' self-portraits and students' school assignments to create self-portraits. This presentation aims to illuminate these similarities in the light of portrait's functions, and connections to identity and communication.

Putting the A in STEM with STEM Read: Connecting Visual Literacy to STEM Learning

NLU
Atrium
50 minutes,
Workshop

◆ **Kristin Brynteson and Gillian King-Cargile**

Northern Illinois University's STEM Read explores science, technology, engineering, arts and math (STEAM) through popular fiction books. During this session, STEM Read will use interactive activities to introduce educators to our unique philosophy and explore our strategies for incorporating visual literacy and design into STEM learning and problem solving. We will also include discussion on the importance of building students' visual communication skills to help them be college and career ready. Devices are recommended.

12:00 pm -
1:20 pm

The Past... Present... and Future of IVLA – Where Have We Come From, Who Are We, Where Are We Going?

NLU
Atrium
Lunch and
Interactive
Presentation

◆ **Rhonda S. Robinson**

1:30 pm -
2:20 pm

First Timers' Meeting or Walking Tour (Meet at Registration Desk)

NLU
Atrium

2:30 pm -
2:50 pm

Using Visuals to Help Students who are Deaf and Hard of Hearing Create Digital Stories

NLU 4012
(20 minutes)

◆ **Tris Ottolino and Kristin Brynteson**

Many students struggle with the writing process. The process can seem even more daunting for students who are also dealing with disabilities. This project explored how one class of Deaf and Hard of Hearing

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students focused on telling a story through visuals and worked together to create a digital story.

A Synergistic-Semiotic Convergence of Graphic and Text Enhances Visual Literacy; Resolving Words versus Pictures Debate

NLU 4014
(20 minutes)

◆ Clyde Ward

This presentation demonstrates how the NEGU (Nay-Goo: Never Ever Give Up) ® logo combines graphic and text into one seamless design that enhances visual literacy. The holistic lesson from the logo constructs new personal and professional understandings, incorporating multiple intelligences by converging text, graphic and number into a reticular-activating synergistic-semiotic work; resolving time & space challenges and the words versus pictures debate.

ARTademia: Learning ReDeZined

NLU 4016
(20 minutes)

◆ Daniel Arthur

Based on 30 years' experience in Special Education, Management Training, College Art, Animation and Game Design, we will discuss proven methods of "Artification" to visualize and integrate learning in other subjects. We will present how to apply the Math and Geometry of Music across any curriculum. NOTE: Bring laptop or smart phone for this session.

2:30 pm -
3:20 pm

Celebrating IVLA -- Reflecting on the Past, Present, and Future

NLU
Atrium
(50 minutes,
Panel)

◆ Rhonda S. Robinson, Deborah Curtiss, Ann DeVaney, Maria Avgerinou, and Rune Pettersson

Amazingly, bright, diverse, creative, and hardworking individuals have made their vital impact on IVLA's progress as an educational organization promoting the visual literacy construct. Many of these individuals promoted visual literacy; they published, shared presentations, edited manuscripts, taught others, promoted visual literacy in schools, libraries, and businesses, and recruited new members to keep our organization healthy and meaningful. These panelists will share their perspectives on the term visual literacy and on its importance, as they reflect on their own past, review the present, and consider the direction of our work as we move into our future.

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3:00 pm - **People as Medium, Message and Image. Communities Working Together for a Better World** NLU 4012
3:20 pm (20 minutes)

◆ **Teresa Trevino**

Due to human rights violations around the world, citizens are taking a stand in ways never seen before. We are surrounded by visual messages of protest and hope by people demanding change and justice and as a consequence, design is expanding into new territories. Using their bodies as primary resources, people become signs, symbols and words sending powerful messages for the world to see.

Picture Perfect for Attention: Building Teaching and Social Presence NLU 4014
(20 minutes)

◆ **Wanju Huang**

This presentation will showcase how visual aids (e.g., graphics, images, animations) assist instructors in creating social and teaching presence in online courses. The presenter will share instructional visual examples, and discuss the design and decision-making process for each example. In addition, students' feedback on the examples will be shared.

Engaging With Endpapers: A Visual Literacy Experience upon Opening a Picture Book NLU 4016
(20 minutes)

◆ **Geri Chesner**

This session presents a case study done of picture books published in 2016 and 2017, highlighting a primary peritextual element of picture books, the endpapers. Appealing to anyone interested in the exploration of aesthetic visual texts, participants will experience the visual communication evidenced in the opening pages of picture books and take with them a newfound appreciation of endpaper design and how to discover them with students.

3:30 pm - **(Re)Viewing the Past, (Pre)Viewing the Future: Research Questions in Visual Literacy** NLU 4012
3:50 pm (20 minutes)

◆ **Eva Brumberger**

This paper presents the results of an analysis of research published in the Journal of Visual Literacy since its inception. The project maps the research questions that unite the diverse topics and disciplines in which visual literacy research takes place, in order to identify a central core

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and related questions that define the field and suggest directions for future research.

Graphic Novels: Illustrating Perspectives

NLU 4014
(20 minutes)

◆ Lee Hershey

Graphic novels are already known to be important mediums in conveying critical concepts to readers. Through the images and the texts, students can make connections; vocabulary in the narratives tends to be colloquial and simple. However, it is the connection of text and image interplay that conveys a greater sense of empathy with readers. In this workshop, I will discuss and share how graphic novel artists portray experiences like immigration, exile, conflicts of cultural identity and women in society. Through the visual portrayal of these experiences, a graphic novel can lend itself as a medium to represent minority voices and experiences.

Color Design Literacy: A Conceptual Model for Teaching and Learning

NLU 4016
(20 minutes)

◆ Petronio Bendito

The Color Design Literacy model identifies three color design domains to be mastered by the learner: Basic Color Design, Foundational Color Design and Applied Color Design. It is based on Bloom's Taxonomy, Kobayashi's colorist skill set, Bauhaus influence on color education, Albert Munsell's influence on teaching, Faber Birren, and the author's research and teaching about color design methods.

Visual Literacy in Every Classroom

NLU
Atrium
(20 minutes)

◆ Benjamin Hartman

Visual Literacy is often beyond the scope of what teachers have been trained to present to their students. Learn how a suburban school district introduces visual literacy to teachers and develops ways to practically implement VL in their instruction, ultimately moving from the stages of consuming to curation to construction.

4:00 pm -
4:20 pm

Drawing Connections: Examining Visitor Engagement with Science through their Responsive Drawings

NLU 4012
(20 minutes)

◆ Tracey Bowen

What do the inner spaces of your body look like? This paper presents the findings of a pilot project at a Toronto science museum where visitors were asked to engage with science through drawing. Dervin's

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sense making methodology is used to analyze the drawings as a form of visual interpretation and sense making of the scientific objects before them.

Visual Literacy in Higher Education: Sharing Experiences in a Brazilian Context

NLU 4014
(20 minutes)

♦ **Vânia Soares Barbosa and Maria Eldelita Franco Holanda**

In this presentation, we will share and discuss experiences on how three college professors in Brazil have been dealing with the task of helping pre- and in-service teachers develop visual literacy and get ready to adopt a multimodal approach to their teaching practice by using and including tools to enhance reading images.

Use of Explicit Vocabulary Instruction in Preschool Classrooms During Read Aloud Sessions

NLU 4016
(20 minutes)

♦ **Priti Haria and Katherine Beauchat**

During year 1 and year 2, this research study examined the effects of Word Walk vocabulary instruction on diverse preschoolers' vocabulary knowledge, during shared reading sessions. The results indicated that the intervention group scored significantly higher than the comparison group on the Test of Language Development (TOLD-4) standardized vocabulary measure and the mean scores were high on vocabulary curriculum-based measures (CBM).

Image ↔ Text ↔ Image: Acts of Multimodal Translation that Create New Visual Rhetoric and Narrative

NLU
Atrium
(20 minutes)

♦ **Kathryn Douglas, Henry Margenau, Dayna Arcurio, and Janet O'Neil**

Multimodal reading and composing practices decode visual and written texts and lead to translation that encourages experimentation. Exploration through translation generates powerful collaboration as participants engage in reflective discourse that generates ideas about perception and develops new vocabulary for interpreting written and visual texts. Multimodal and multi-sensory approaches to "seeing" can be further defined and contextualized through formal visual rhetoric.

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4:30 pm -
4:50 pm

“Fearless Dreams: To Fall, To Fly, To Be Free”: A Surrealist Exploration

NLU 4012
(20 minutes)

◆ **Viviana Torres-Mestey**

Surrealism taps into the unconsciousness to create bodies of work that showcases alternative realities and dreamlike imagery for us to interpret and wonder. “Fearless Dreams: to fall, to fly, to be free” is a photographic series that reveals the creative process of the unconscious mind. It is an exploration with surrealist techniques to create photomontages using self-portraiture.

Engaging Place through Visual and Conceptual Methods

NLU 4014
(20 minutes)

◆ **Carol Faber**

This presentation/paper will examine a college freshman project, which explores visual strategies and narrative through place. Students engage with an outdoor space bringing their own unique perspective, viewpoints and concepts to visual interaction changing the space’s meaning. The learning objectives of this assignment were to think critically and evaluate the design process by engaging in multiple visual and conceptual methods.

Teaching Beyond the Point, Click, Swipe

NLU
Atrium
(20 minutes)

◆ **Brian Goodman, Wendy Anderson Halperin, David Barrett, and Samir Patel**

This is a dynamic session hosted by the Drawn To Discover team discussing the importance of visual literacy education for our children as they grow in this increasingly disconnected, tech-centric society. Our brains develop along with our fine muscle development in our tongues and thumbs. But our children are losing this connection with today’s point, click, swipe, screen experience. We all need to recognize and change this before it is too late.

6:30 pm -
8:30 pm

Chicago Cultural Center Reception

78 East Washington Street
(The Cultural Center is located two blocks north of the National Louis University campus.)

International Visual Literacy Association 2018 Conference Program

Saturday, November 3, 2018

8:00 pm - **Registration** NLU
5:00 pm Atrium

8:00 pm - **Continental Breakfast** NLU
8:50 pm Atrium

9:00 am - **Artists' Books Literacy** NLU 4012
9:20 am (20 minutes)
♦ Sara DeWaay

This session will explore the multiple literacies involved in reading and creating artists' books. It grows out of a project to move artists' books instruction from lecture to active learning, incorporating exercises aimed at improving students' understanding of how material and form influence the stories artists' books tell.

Constructing Arts-Based Literacy Practices through Kwame Alexander's The Playbook: 52 Rules to Aim, Shoot, and Score in this Game Called Life NLU 4014
(20 minutes)

♦ Anne Katz

The purpose of this collaboration was to provide teacher education candidates enrolled in a "Critical and Contemporary Issues in Education" course with knowledge and practice related to authentic community-based literacy learning through a visual literacy lens. By providing students with direct experience in working with middle school students around a book for young people by Kwame Alexander and the format/content presented in the text, this project provided a trans-formative student learning experience.

A National Election Revisited: Inquiry on the Use of Visual Media on Social Media NLU 4016
(20 minutes)

♦ Danilo M. Baylen

The presentation addresses the use of political campaign videos from the 2016 Philippine National Elections posted in social media and the potential role of visual literacy in helping voters elect the country's leaders. Analysis of images and texts assisted in identifying messages, symbols, and visual media elements that could influence the voters' decision-making process.

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Current Visual Portrayals of Latinidad in Illustrated Picturebooks for Youth

NLU
Atrium
(20 minutes)

◆ Ruth Quiroa

This paper focuses on the themes and meanings (signifiers) of visual representations of Latinidad in recently published U.S. picturebooks with Latinx themes. It highlights aspects of artistic medium, styles, and aesthetic and literary elements in illustrations, and in book covers, jackets, endpapers, and other materials that surround the stories.

9:30 am -
9:50 am

Uncovering Intent in Library Resource Selection

NLU 4012
(20 minutes)

◆ Hal Hinderliter

This quantitative research used data visualization and t-tests to examine journal article access records from a large Midwestern university's library, revealing significant intent in users' preference for HTML over PDF. The results challenge the status quo of library archiving procedures to advocate for the inclusion of media formats suited for the distribution of dynamic visual information (such as video and interactive or animated charts).

Curating Online Learning Spaces for M.Ed. Students through a Visual Literacy Lens

NLU 4014
(20 minutes)

◆ Anne Katz

According to Einstein, "it is the supreme art of the teacher to awaken joy in creative expression and knowledge." This quote illustrates my online teaching philosophy as I have evolved as an online educator committed to inspire student success. This presentation will detail strategies to create an online learning environment where students are provided with authentic opportunities to apply research-based approaches and modes of developing their pupils' literacy, communication, and critical thinking skills through a visual literacy lens.

Through their Eyes

NLU 4016
(20 minutes)

◆ Lea Kabiljo

Through Their Eyes is a photo-interview case study focused on seven residents of Santa Marianita, Ecuador. The methodology explores potential benefits for development of visual literacy when oral history and photography are implemented together as pedagogy.

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Sketchnoting: Breaking Out of The Rules

♦ **Teddy Lu and Verena Paepcke-Hjeltness**

NLU
Atrium
(20 minutes)

Sketchnoting is becoming more mainstream and popular due to its engaging and creative nature which is trickling down to higher education and changing the way students document information. The purpose of this presentation is to expose attendees to that process and help with visualization by adopting sketchnotes into the note-taking process.

10:00 am -
10:20 am

The Benedict Visual Literacy Collection at Arizona State University: Past-Present-Future

NLU 4012
(20 minutes)

♦ **Debra Riley-Huff**

Arizona State University Library houses the Benedict Visual Literacy Collection, a historical collection related to the International Visual Literacy Association. The collection is comprised of a rich assortment of sub collections related to many branches of visual literacy. The past, present and innovative future of this interesting collection will be presented by the current curator of the collection.

Image-Based Research in Higher Education: An Open-Ended Inquiry

NLU 4014
(20 minutes)

♦ **Karine Bassal**

How does image/arts-based research fit into the academic environment today? A still-contested form of research, its continued existence and growth within the walls of academies of higher education over the past 25 years is explored. Through past and current literature, this presentation considers graduate dissertations in the form of arts-based research within the larger system that defines universities.

Data Graphing Abilities: A Closer Look

NLU 4016
(20 minutes)

♦ **Frank Cerreto and Jung Lee**

As other literacies do, graph literacy involves two categories of tasks, decoding and encoding, namely, interpreting graphs and constructing graphs. If one is good at interpreting graphs, would he/she be good at constructing graphs? Our previous study showed that these abilities are distinct from each other. Based on the results of this study, we wondered about the characteristics that would lead to someone having expertise in one area, but not the other. In the present study, we explored the relationship between gender and graph literacy skills.

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Pioneering Visual Literacy in the Field of Library and Information Science Education

NLU
Atrium
(20 minutes)

◆ Yan Ma

As a pioneer who has applied visual literacy to library and information science fields, the researcher presents her research and teaching of visual literacy for library and information science education and the profession.

10:30 am -
11:20 am

Seeing Everyday Through Design: A Cross Cultural Visual Literacy Experience

NLU 4012
(50 minutes
Panel)

◆ Kazuyo Kubo, Kristina Lamour Sansone, Raine Ferrin, Christie Wood, and Katya Zinn

In this presentation, we will explore how reflexivity allows one to better understand the way in which space, both physical and social, is constructed. We draw on examples from an on-going project, from an undergraduate travel course to Japan. In both design and sociology, visual research can draw from photographs, field notes, diagrams, lists, and maps. Different visual materials allowed us to examine how designers construct space that is socially acceptable and accessible. In doing so, we reflect upon our identities and subjectivities as we “see” the social world through our own visual lens.

10:30 am -
10:50 am

Understanding Typography: Type as an Underestimated Aspect of Visual Literacy in our Evolving Digital World

NLU 4016
(20 minutes)

◆ Andrea Quam

The term ‘literacy’ typically conjures visions of the written word — letterforms brought together to form words, sentences and thoughts. Typography (type) addresses the visual aspects of how letterforms might be formed and expressed. As we have evolved into a literate society, so has our access and understanding of typography. Type permeates our visual environment as an essential form of communication; however, the power of its role in visual literacy is often undervalued and overlooked.

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10:30 am -
11:20 am

From Visual Note-taking to Strategic Framework

◆ Verena Paepcke-Hjeltness and Teddy Lu

As sketchnoting is becoming more popular due to its visual approach to sense making, faculty are implementing it into the curriculum. This paper discusses its introduction at two different design programs over the course of 2-3 years. The outcomes give insight for sketchnoting as a methodology to increase students' visualization skills and how it fosters a sense of general empowerment.

NLU
Atrium
(Pecha
Kucha)

The Importance of Art History and Criticism in New Secondary School Curriculum of Hong Kong

◆ Lau Ying

Art history and criticism is important in visual art teaching and learning for youngsters. Six years ago in Hong Kong we reformed curriculum and developed new secondary school curriculum (NSSC) development. The new curriculum divided into art appreciation and art creation were two parts without emphasizing the importance of art history. The paper compares the differences between art appreciation and art history and criticism teaching for secondary school students in Hong Kong under the changes.

NLU
Atrium
(Pecha
Kucha)

A Semiotics Study of Social Media for Middle School Students

◆ Yan Ma and Jade Ma

The authors will provide a semiotic analysis of selected social media for an analysis of its cultural, linguistic, social, and communication impact among middle school students. Semiotic analysis provides us with an understanding of the meaning of visual code, the structure, the cultural and social codes embedded in social media codes/convention, which will then be compared with the original meaning/domain of the codes, and how the original codes are represented in social media codes/ convention to attract students to use, navigate, and communicate among students.

NLU
Atrium
(Pecha
Kucha)

11:00am -
11:20 am

Lyric Videos: Sound, Image, and Meaning for English language Learners (20 minutes)

◆ Kristin Lems

Lyric videos, an emerging genre, can enhance music or poetry through the use of visual images, and this new genre shows much potential for helping learners access meanings as they acquire a new language. The

NLU 4016

International Visual Literacy Association 2018 Conference Program

presenter will share examples of this artistic innovation, which uses word art, google images, and student created images, and will discuss ways teachers can help students create and enjoy these products, as well as ways to evaluate them.

12:00 pm – **Luncheon with Election Results and Awards**
1:20 pm

NLU
Atrium

1:30 pm – **Going Graphic with Bilingual Readers: An Eye**
1:50 pm **Movement Analysis of Multimodal Literacy Processes**

NLU 4012
(20 minutes)

♦ **Kelsey Holton**

Educators often support bilingual learners' literacy development by using a wealth of multimodal resources; however, there is little known about how readers make meaning from these visual texts. Using sensitive eye tracking technology, this mixed methods study investigated the intentional shifts in participants' gaze while reading a graphic novel. This innovative work seeks to inform general and bilingual instructional practices.

Exploring Preservice Candidates Use of Visual Literacy in High School Science and Social Studies Classrooms

NLU 4014
(20 minutes)

♦ **Mark Newman, Xiaoning Chen, and Vito Dipinto**

How well do preservice teacher education candidates transfer what they learned about visual literacy in their coursework to the classroom? Focusing on secondary education science and social studies candidates, this session explores the findings of a study seeking to answer that question. The candidates' experiences and visual literacy practices will be shared. Teachers and teacher educators are the primary audience.

Picturing the State of Visual Literacy Education Today and Designing an Agenda for the Future

NLU 4016
(20 minutes)

International Visual Literacy Association 2018 Conference Program

◆ Dana Statton

This presentation provides an overview of current, existing visual literacy standards in K-12 education as well as endeavors encountered in higher education, in the United States and abroad. Discussion will focus on the perceived barriers to adopting visual literacy education standards, followed by brainstorming ideas for future implementation. Specific examples will be used as case studies to illuminate best practices.

Visual Literacy Techniques That Help Educators Connect Digital Learning, Occupational Skills and Social/Emotional Learning

NLU
Atrium
(20 minutes)

◆ Jennie Hempstead and Crissy Lauterbach

Children under eight years old are spending an average of 2+ hours in front of screens every day. While many argue that technology-directed learning can accelerate understanding and engagement in the classroom, it impedes skills ranging from holding a pencil to delaying gratification. Visual literacy, specifically graphic recording in a classroom setting, can strike a balance between right and left-brain activity, promoting occupational skill development and emotional maturity. A variety of these will be shared that promote active listening, empathy and connectivity that digital learning often lacks.

2:00 pm –
2:20 pm

The Emergence of Visual Literacy: Sequential Photography in Rochester in the 1960s

NLU 4012
(20 minutes)

◆ Adam Jolles and Josh Ellenbogen

This paper locates the emergence of the discourse of visual literacy within the context of debates that occurred and practices that flourished in the 1960s between photographic organizations in Rochester, especially the Kodak Company and the George Eastman House. Orchestrated principally by Nathan Lyons, curator at the Eastman House, and John Debes, head of the education division at Kodak, these debates and practices culminated in the rise of the International Visual Literacy Association in Rochester in 1968. Drawing upon a wealth of research at the Arizona State University Visual Literacy Collection, as well as the private papers of Nathan Lyons, this presentation will examine the extent to which major photographic institutions contributed to this formation and how they were, in turn, decisively shaped by it.

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From Paper to Screen: Applying Lessons Learned From Museum Artifacts to a Computer Generated Graphic

NLU 4014
(20 minutes)

◆ Pamela Wicks

A study was conducted with students in a sophomore level visual communication course who struggled creating a 3-dimensional artifact using Photoshop. They met at a museum on campus where they learned about displays and composition. Back in class, they were asked to replicate the construction paper art created at the museum using Photoshop. Results showed higher scores on the assignment.

Envisioning the Future by Picturing the Present: Sensory Reading in Spatial Design Education

NLU 4016
(20 minutes)

◆ Joori Suh

Posing against today's visual digital indulgence of design, this study aims to develop a systematic pedagogical approach to train students to read the sensory aspect of a space, to recognize the hidden dimensions of a space, and ultimately to effectively communicate the spatial experiential quality of the envisioned future using both analogue and digital media.

Scripta Manent!: An information Session with the JVL Editor

NLU
Atrium
(20 minutes)

◆ Maria D. Avgerinou

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. The primary audience for this session is both potential authors, and aspiring reviewers.

2:30 pm -
3:20 pm

A Visual Explanation of Creativity

◆ Brad Hokanson

Creativity is an essential aspect of our nature as a human. Not limited to artists or designers, creative skills affect work in the sciences, in business, and as well in our everyday lives. While creativity can be seen as a mysterious gift from the gods or a fixed personality trait, it can be examined and better understood as a valued personal skill that can be

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Atrium
(Keynote
Presentation)

International Visual Literacy Association 2018 Conference Program

examined and developed. In an interactive presentation, an exploration of the means and definitions of creativity research will help participants better understand their own creativity. Ongoing research on creativity will be discussed and examples of creativity building course assignments will be presented.

Brad Hokanson is a professor in the College of Design at the University of Minnesota. He has a diverse academic record, including degrees in art, architecture, urban design, and received his Ph.D. in Instructional Technology. He teaches in the area of creative problem solving and has published research in the fields of creativity and educational technology. His most recent book on the development of creativity is titled, *Developing Creative Thinking in Learners*.

As a faculty member, Dr. Hokanson has taught courses on creativity for over 20 years, and has offered three massive open online courses on the topic with enrollments of over 50,000. He is currently the Mertie E. Buckman Professor of Design Education. He won two colleges' awards for outstanding teaching in 2002 and 2008. He served as President of the Association of Educational Communication and Technology (AECT) in 2017. Visits to Buenos Aires support his Argentine tango habit.

3:30 pm -
3:50 pm

Analysis of Pre-Service Teachers' Visual Design Skills in Designing Their Instruction

NLU 4012
(20 minutes)

◆ **Seung Kim**

This case study focused on pre-service teachers' visual design skills in developing instructional modules for effective learning. The purpose of the study was to examine competencies/deficits in visual design by the teacher candidates and develop instructional guidelines to bridge the gaps in visual design skills revealed by the findings of the study.

IMAGORAMA: Set of Cards as Tools for Developing Visual Literacy Through Photography

NLU 4014
(20 minutes)

◆ **Ricardo Lopez-Leon**

The aim of this paper is to present a tool that teachers can use in the classroom to develop visual literacy. IMAGORAMA, is a set of 24 cards containing assignments that students can do working with photography, enabling four areas of visual literacy: compositional, spatial, conceptual and narrative aspects of image construction and meaning.

International Visual Literacy Association 2018 Conference Program

Surveying Visual Literacy Guidelines For Information Design Application

NLU 4016
(20 minutes)

◆ Randy Howe

Our literature is full of guidelines established by various means—from personal taste to established traditions, perception studies, zeitgeist, and big data observations. This presentation looks at 50 guidelines, randomly selected from visual literacy's greatest books, in an effort to categorize how they came to be, further assembled to assist undergraduate students with a course project focused on information design.

Visual Literacy in a Culture of Immediate Photography

NLU
Atrium
(20 minutes)

◆ Kallina Brailsford

Young people are using image-based communication platforms as part of their day to day lives but what visual literacy skills are required to make sense of this image-driven culture? What are the possibilities for this enthusiasm in photography to be harnessed for the re-engagement of young people by utilizing visual literacy and participatory photography methods?

4:00 pm -
4:20 pm

How Can Architecture Design Intervention Lead to Community Art Education?

NLU 4012
(20 minutes)

◆ Naheed Ali

Architecture as visual culture, plays an integral role in community building. Communities come together within town squares, parks and open spaces, inculcating learning and interactions. In the denial of such spaces, the act of shared learning as a collective dies out. This study assessed how such a space facilitated interactions amongst the neighborhood, making community art, sculpture and education possible.

From Seeing to Achieving: Using Graphic Novels as a Tool to Support Writing Skills

NLU 4014
(20 minutes)

◆ Sandi Sumerfield

Come join in the conversation as we challenge the traditional text-centric approach to writing in school and consider an engaging approach that brings visual imagery to the center stage as a tool to motivate writers and inspire rich language. Through the rich imagery found in comics and graphic novels, reluctant and disengaged writers draft stories as a graphic novel prior to writing their narrative.

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Visual Discourses of Power in News Photography: Bain News Service and Representation in the Age of American Imperialism

NLU 4016
(20 minutes)

◆ Denitsa Yotova

This paper argues that news images in the United States at the turn of the twentieth century successfully established and reinforced notions of imperialism and served as self-representations of world dominance. Arguably, news photography at large can be seen as one of the most successful cultural diplomacy tools through which the United States illustrates its own status as a global power.

4:00 pm -
4:50 pm

SYNESTHESIS: Personal Reflections on Interfaces among the Arts (Performance)

NLU
Atrium
(50 minutes)

◆ Deborah Pratt Curtiss

Written/composed in the form of a Musical Dance Suite, "Synesthesia" is offered as a window to a lifelong personal journey in music, drawing, painting, dance, and writing. As a "swan song" to the IVLA, it neither presumes nor purports to contain any theoretical, research, or pedagogical value.

5:30 pm -
7:00 pm

50th Anniversary Celebration

Berghoff
Restaurant

Sunday, November 4, 2018

8:30 pm -
10:00 pm

IVLA Board Meeting in Sterling Room

Silversmith
Hotel

10:30 pm -
5:00 pm

Free Entry for Art Institute of Chicago

Art Institute
of Chicago

International Visual Literacy Association 2018 Conference Program

Things to Do in Chicago

The conference is a fantastic opportunity to explore Chicago and immerse yourself in world-leading art, museums and visual culture. Enjoy the extra activities before, during, and after the conference.

Friday, November 2, 2018 ♦

African American Designers in Chicago: Art, Commerce, and the Politics of Race at the Chicago Cultural Center

IVLA conference attendees are invited to a reception for the *African American Designers in Chicago: Art, Commerce, and the Politics of Race* exhibition at the Chicago Cultural Center, 78 E. Washington Street. The Cultural Center is located two blocks north of the National Louis University campus and the exhibition will be in Exhibit Hall, 4th floor north.

As described on the exhibit web page: “Featuring work from a wide range of practices including cartooning, sign painting, architectural signage, illustration, graphic design, exhibit design and product design, this exhibition is the first to demonstrate how African American designers remade the image of the black consumer and the work of the black artist in this major hub of American advertising/consumer culture. African American Designers in Chicago: Art, Commerce and the Politics of Race is funded in part by the Terra Foundation for American Art and The Richard H. Driehaus Foundation, as part of Art Design Chicago, an exploration of Chicago’s art and design legacy.”

November 1-4, 2018 ♦

SOFA: Sculptural Objects and Functional Art and Design at the Navy Pier

This annual event has been running since 1994. It focuses on three-dimensional artworks that extend across fine art, decorative art, and design.

General Admission | \$20 online or \$25 at the door

Three-Day General Admission Pass | \$30

Seniors 65+ | \$15; Students with ID \$15 at the door

Tickets available at the door, online tickets available at <http://www.sofaexpo.com/visit>

In addition to taxis and Uber/Lyft, a free trolley runs between Navy Pier and State Street, along Grand Avenue and Illinois Street during SOFA CHICAGO general admission. Trolley service begins at 1 pm runs until 7 pm on Friday and Saturday; and 2 – 6 pm on Sunday. Trolleys typically run every 20 minutes, pick-up points are indicated by ‘Navy Pier Trolley Stop’ signs along the route.

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The following are within walking distance of the NLU Chicago campus or are a short bus, cab or Uber/Lyft ride:

Art Institute of Chicago is located directly across the street from the NLU campus. For more information, visit <http://www.artic.edu/>

Museum of Contemporary Art, 220 E. Chicago Avenue. This museum is 1.4 miles from the NLU campus. Walking takes approximately 30 minutes and takes you through part of the Magnificent Mile section of north Michigan Avenue. For more information, visit <https://mcatchicago.org/>

The Museum Park is located just south of Grant Park and includes the Field Museum, Adler Planetarium, and Shedd Aquarium. South of these museums, it is a short walk to Soldier Field.

- **Field Museum** -- <https://www.fieldmuseum.org/>
- **Adler Planetarium** -- <http://www.adlerplanetarium.org>
- **Shedd Aquarium** -- <https://www.sheddaquarium.org/>
- **Pritzker Military Museum and Library** -- <http://www.pritzkermilitary.org/>

Located on the same block as the NLU campus, a few doors north

- **Spertus Institute of Jewish Learning and Leadership**, 610 S. Michigan Avenue -- <https://spertus.edu/>
- **Museum of Contemporary Photography**, Columbia College, 600 S. Michigan Avenue -- <http://www.mocp.org/>

Other Museums in the area includes

- **Museum of Science and Industry**, 5700 S. Lake Shore Drive -- <https://www.msichicago.org/>

Located seven miles south of the NLU campus, in addition to taxi and Uber/Lyft, you can get to the museum by the Metra Electric Line. The Millennium station that can be accessed at 151 N. Michigan Avenue. Get off at the 55th/56th/57th Street station. Turn left as you exit there station. The Museum's north entrance is a 2 block walk.

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- **National Museum of Mexican Art**, 1852 W. 19th Street
For more information, visit <http://nationalmuseumofmexicanart.org/>
- **DuSable Museum of African American History**, 740 E. 56th Place (located in Washington Park).

Accessible by taxi, Uber/Lyft, the Metra Electric to 55th, 56th, 57th Street stations, and the CTA Green Line to Garfield. The museum is a 1.4 mile walk from the 55th, 56th, 57th Metra station. It is a .8 mile walk from the Garfield Green Line station. Exit the station and walk east on Garfield to Morgan Drive, take Morgan Drive to the Museum.

Dining Places including breakfast and coffee

Corner Bakery Café -- <https://www.cornerbakerycafe.com/>
224 S Michigan Ave, Chicago, IL 60604-2505
(312) 431-7600

Cosi -- <https://www.getcosi.com/>
116 S Michigan Avenue, Fl 1, Chicago, IL 60603-6095
(312) 223-1061

Portillo's -- <https://www.portillos.com/>
Chicago, Illinois – Canal and Taylor
Address: 520 W. Taylor St., Chicago IL 60607
Phone: 312-667-4560

Potbellys -- <https://www.potbelly.com/stores/23079>
277 E. Ontario, Chicago, IL 60611
(312) 337-6488

Pizzeria Uno (Chicago deep dish pizza) -- <https://www.pizzeriaunodue.com/>
29 E. Ohio, Chicago, IL 60611
(312) 321-1000

Vapiano -- <https://us.vapiano.com/en/home/>
44 S. Wabash
(312) 384-1960

The Berghoff -- <https://www.theberghoff.com/>
17 W. Adams
(312) 427-3170

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Exchequer Restaurant and Pub -- <http://exchequerpub.com/>

226 S. Wabash

(312) 939-5633

Hot Woks/Cool Sushi -- <https://www.hotwokscoolsushi.com/michigan>

30 S. Michigan

(312) 345-1234

Miller's Pub

134 S. Wabash

(312) 263-4988

Russian Tea Time

77 E. Adams

(312) 229-0490

Seven Lions -- <http://sevenlionschicago.com>

130 S Michigan Ave, Chicago, IL 60603

(312) 880-0130

Ethnic Food

Lao Sze Chuan, 520 N. Michigan Avenue, Chicago, IL 60611

312) 595-0888

Won Kow, 2237 S. Wentworth Avenue (between 22nd Place and Alexander St)

(312) 842-7500

Shiu Wah, 2162 S. Archer Avenue

(312/225-8811; 8am-3pm)

Happy Chef, 2164 S. Archer Avenue

(312) 808-3689; 9am-4pm)

Francesca's on Taylor, 1400 W. Taylor Street (at Loomis Street

(312) 829-2828

Rosebud on Taylor, 1500 W. Taylor Street (at Laflin Street)

(312/942-1117; reservation preferred to avoid long wait)

Family-owned Tuscany, 1014 W. Taylor Street (between Morgan and Miller)

(312) 829-1990

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Greek Islands, 200 S. Halsted Street (at Adams Street)
(312) 782-9855

Santorini, 800 W. Adams Street (at Halsted Street)
(312) 829-8820

Parthenon, 314 S. Halsted Street (between Jackson and Van Buren)
(312) 726-2407

S.K.Y., 1239 W 18th Street
(312) 846-1077

Canton Regio, 1510 W 18th Street
(312) 733-3045

Crepería Nuevo León, 1636 W. 18th Street
(312) 929-4252

5 Rabanitos, 1758 W. 18th Street
(312) 285-2710

A Taste of Poland: Red Apple (Czerwone Jabluszko), 3121 N. Milwaukee Avenue
(773) 588-5781

Star of Siam, 11 E. Illinois Street at North State Street
(312) 670-0100

Tiparos, 1540 N. Clark Street at North Avenue
(312) 712-9900

Thai Classic, 3332 N. Clark Street at Roscoe Street
(773) 404-2000

International Visual Literacy Association 2018 Conference Program

Call for Manuscript Proposals

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 manuscripts for consideration. The editorial team will select those manuscripts 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 30, 2018** to Dr. Danilo M. Baylen, dbaylen1@yahoo.com

Editorial Process

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

Please read this document carefully before submitting your paper. Manuscript proposals that do not follow these guidelines will not be considered. Email your manuscript proposal to Dr. Danilo M. Baylen, dbaylen1@yahoo.com by **December 30, 2018**.

1. Please submit one digital copy of your manuscript that includes the title of the work (preferably not exceeding 40 letters and spaces) followed by an abstract of 200-500 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).

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Formatting

- Follow APA style
- All submissions must be a Microsoft Word .doc or .docx file.
- Submitted manuscript proposals are deemed final. Please ensure your proposal has been edited/proofread and is ready for review.
- The manuscript proposal should be between 8-15 pages long without page numbers.
- 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.

We strongly encourage you to submit a manuscript proposal to 2019 The Book of Selected Readings.

Submission

Please submit your letter of interest and curriculum vita by **December 30** via email to Dr. Danilo M. Baylen, Editor-in-Chief, *The Book of Selected Readings* at dbaylen1@yahoo.com.

International Visual Literacy Association 2018 Conference Program

Search for Associate and Assistant Editors

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: **Associate Editor** (3-year term, 2019-2021) and **Assistant Editor** (3-year term, 2019-2021)

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 **December 1, 2018** 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 Associate or Assistant Editor. If you have any questions, please contact Dr. Baylen.

International Visual Literacy Association 2018 Conference Program

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

Check out the IVLA Awards for 2019!

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. Sucky 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.

International Visual Literacy Association 2018 Conference Program

We're Excited to Announce the IVLA 51st Conference will be held in Fall 2019 in Belgium!

The M-Museum Leuven and the Katholieke Universiteit Leuven (KU Leuven) will host the 51st annual conference of the International Visual Literacy Association.



Leuven is situated in the heart of Europe. At 20 kilometers outside Brussels and 15 minutes from Zaventem, Brussels International Airport, it is an accessible city. The city of Leuven, with 100,000 inhabitants and 50,000 college students is a typical historical European university city. The city itself is compact that makes everything within walking distance.



Leuven houses one of the oldest Universities in the world, yet Reuters declared it as the most innovative university of Europe. The basic curatorial principle used at the M is visual literacy --- making it a perfect venue for hosting a gathering of Visual Literacy scholars and practitioners.



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

Images from the M-Museum Leuven and KU Leuven websites.