

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR VISUAL LITERACY AND CURRENT ASSESSMENT PRACTICES IN ARTS AND DESIGN EDUCATION

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The European Network for Visual Literacy (ENViL), a research group of curriculum developers and teacher trainers was formed in 2010 and has currently about fifty representatives from eleven European countries. The network developed the idea of a Common European Framework of Reference for Visual Literacy (CEFR_VL, Schönau. & Wagner Eds., in preparation for 2016) to support competency-based curriculum development and assessment in Europe. The intention of the project is to advise, not standardise: it provides an open, descriptive and integrative model for visual literacy, understood as a competency, as it is manifest in certain situations. Visual literacy as a subject-specific competency is embedded in an interdisciplinary, general educational concept integrating self-competency, social competency and methodological competency. Based on an analysis of curricula in Europe and two years of intensive conceptual discussion, sixteen partial competencies were included in the CEFR_VL. The presentation will give an overview of how the framework may be applied in major current assessment practices of arts and design education: expert judgment, peer assessment, project based and portfolio assessment, competency tests, cultural anthropological studies. Examples will be based on two recent comparative studies of the author on Anglophone and Eastern European curricula (Kárpáti, in preparation 1 and 2). The CEFR_VL focuses on situations when visual literacy is utilised and self- and social competency are active. Therefore, it seems to be most relevant for qualitative studies like expert judgment or cultural anthropological studies of the genesis and culturally influenced idioms of the visual language of youth and adolescents. However, CEFR_VL also includes a Competency level model with research based descriptions of the development of partial competences of visual literacy and may thus may serve as a basis for an European literacy assessment study based on portfolios and tests.

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