

## **Toward assessment of visual literacy skills in higher education**

The practice of assessing visual literacy among learners is important due to the institutionalized pedagogy that requires particular material outcome of the teaching process, such as the course grades. While educators should help students to become better informed critical consumers of visual culture, visual pedagogies still gain minor attention in higher education curricula. Moving towards more visually oriented higher education prompts new challenges of assessing visual outcomes of the learning process as well as students' abilities in visual literacy. Based on the review of visual literacy definitions, visually literate individual should be able to: (i) interpret or analyze images and visually mediated communication as well as evaluate visual information, (ii) create or use images (or visual messages), (iii) learn and think visually that includes searching skills, considering copyright and ethical issues and (general) understanding of images as modes of communication.

Measuring visual literacy skills can prove the hypothesis that today's digital natives are not actually visually literate even though they are constantly exposed to images in the networked digital environment. This may also provide evidence to support the call for introducing teaching *with* and *about* visuals in higher education.

### **Conference section:**

Educational Theory and Practice in the Visual Age