

Call for Papers *Cuadernos del Centro de Estudios en Diseño y Comunicación*
Faculty of Design and Communication. University of Palermo. Buenos Aires, Argentina.
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Multimodal experimentation in communication and learning. Ways to rethink literacy

Coordinators

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Presentation

Within an inter-transdisciplinary purpose, this call proposes a dialogue among the areas of literacy, graphic communication and visual arts in general, to contribute to an integrated understanding of the processes of production and appropriation of a repertoire of devices and languages.

The call appears as a timely and necessary proposal for the following reasons:

In the first place, because it questions a widespread common sense in the educational, communicational and artistic fields, which establishes a net cut between learning and communication processes. From this perspective, a prolonged and effortful phase of learning the multiple devices and graphic semiotic modes - visual, verbal, numerical, etc. - is a necessary preparation to enable using them with communicative purposes. Thus, those achievements would only be accessible for those who have carried out an extensive and intense practice, in enriched environments, or those "naturally" gifted people.

However, during the last two decades, various developments in the fields of semiotics, socio-linguistics, philosophy, psychology and education have provided insights and instruments that question the very foundations of this dualism. A dualism that is, ultimately, originated by the split of categories aiming to analyze the individual and the social. In this *Cuaderno* we seek to give rise to inquiries and experiences that allow us to understand that from an early age, the learning of socio-cultural practices such as those that shape literacy is sustained and guided by communicative processes and purposes, and that the exercise of communication - even an expert one - unfolds with greater power, originality and enjoyment when it continues to engage learning.

Secondly, it proposes to conceive of experimentation as an integrated phase of the production process, not only among professionals of arts and communication, but also among those who are taking the first steps in the appropriation of semiotic codes. We propose to surpass the vision that understands learning in terms of incorporation of the canon, and expert use as technical mastery. Our bet, on the other hand, is to value exploratory thinking and practice, since if they are not promoted - and even less if they are restricted - they will not "come by themselves" or "later."

Thirdly, because it highlights the need to abandon the logocentric perspective that has prevailed for centuries in the educational and scientific fields, in order to open the way to multimodality. This approach -which has gained increasing attention in the last twenty years, led by educators and experts in communication (New London Group, 1996; Cope and Kalantzis, 2009; Jewitt, 2009; Kress, 2010)-, states that verbal language is one among many other semiotic modes that intervene in an interrelated way in human interactions and cognition. This is far more evident in our world today, where the variety, amount and multi-directionality of information circulates through multiple

modes and means and undoubtedly influences each person's ways of communicating. In addition, the multimodality approach argues that our representational and communicative skills vary as we turn to oral speech, writing, image, space and sonority. Therefore, a pedagogy artificially restricted to a single mode will favor some learners' trajectories over others (Cope and Kalantzis, 2009).

Fourthly, because it seeks to analyze experiences of communication and learning in context which occur in various fields of practice (informal and formal education, professional, clinical). Proposals that take into account the dynamics of production, appropriation and circulation are most welcome. In this sense, we promote discussions that question the idea of causality and unidirectionality in the processes of communication and learning.

In sum, this exposition leads us to think of literacy as a dynamic process, which is shaped and reshaped throughout life span in different areas of practice (Bazerman, 2014), simultaneously calling for more than one graphic semiotic mode. We are interested in discursive forms as varied as drawing, writing, numerical notation, cartoons, comics, photography, among others. Undertaking such a challenge is only possible from a perspective that integrates diverse but necessarily complementary disciplinary approaches.

The aim of this *Cuaderno* is to bring together in a single volume studies that address literacy in the broad sense outlined above, drawing on a variety of cases, situations and methods. This will enable a more complex and dense understanding of the communicational and cognitive processes involved.

The volume will be structured in three main axes.

Axis 1

Experimentation, tensions and ruptures between convention and innovation in graphic production

This axis calls for works that:

- Analyze the experiences of discursive rupture, that question and subvert the limits of a graphic genre; aesthetic searches, staging of the professional's own resources (e.g. Gombrich, 2000; Steimberg, 2013).
- Reflect on the tensions that the authors -learners or professionals- experience between the need to adjust to a certain canon in order to ensure effective communication, and the search for graphic solutions with varying degrees of innovation.

Contributions may be based on monomodal (image, writing, number ...) or multimodal graphic productions.

Axis 2

Multimodal approaches and experiences in the process of meaning making

This axis calls for works that:

- Explore modal interrelation (oral, written, gestural, visual, musical...) in varied communicative practices (e.g. Andersen et al., 2009; Jewitt, 2009; Kress, 2010).
- Analyze original multimodal experiences in education, media or other fields.

Axis 3

Dynamics and contexts of production, circulation and appropriation

This axis calls for works that:

- Analyze in an interrelated way the socio-historical conditions of production, circulation and appropriation of media and / or artistic texts.
- Explore media practices that promote broad literacy processes
- Study the limitations that restrict the professional work of both the teacher in the classroom - conditioned by normative, institutional, practical or other issues - and the artist, subject to tensions inherent to the variables of art and market.
- Are interested in the dynamics of individual or group production in educational (e.g. Mercer, 1995; Tartas, 2016) or professional (e.g. Masotta, 1968) contexts.

Schedule:

Deadline for receipt of abstracts: August 14th, 2017

Estimated date of communication of acceptance / rejection of abstracts: September 15th, 2017

Date of submission of complete manuscripts: December 8th, 2017

Estimated date of acceptance / rejection of complete manuscripts: March 30th, 2018

Estimated date of submission of manuscripts in case of acceptance subject to change: April 15th, 2018

Instructions for authors:

Authors should send an abstract containing between 6000 and 8000 characters including spaces. It can be presented in Spanish or English and must include four keywords. The file should be saved with a keyword. Any direct reference to authorship or institutional membership should be suppressed.

Contributions will be sent to the following email address box:

cuadernos2018-alfabetizacion@gmail.com

Complete manuscripts are allowed an extension between 25,000 and 40,000 characters without spaces, including references and images. They can be written either in Spanish or English. The file should be saved with a keyword. Any direct reference to authorship or institutional membership should be suppressed.

Format: texts in .doc that do not have indented or special text or format effects.

Authors: articles may have one or more authors.

Source: Times New Roman

Font style: normal

Size: 12 pt.

Line spacing: simple

Page Size: A4

Citation Guidelines: The American Psychological Association (APA) citation style publication system should be used.

Bibliography and notes in the final section of the manuscript

Photographs, pictures or figures: must be presented in tiff or jpg format at 300 dpi in grayscale

Important: keep in mind that the image should attain illustrative purposes and be referred to within the manuscript.

If you need any additional information please write to: cuadernos2018-alfabetizacion@gmail.com

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