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Importance of Visual Literacy and its Standards to Promote User Education Programs in a Museum: A Concept Paper

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Background

People at the present society spend their time by consuming knowledge rich media contents. This societal and cultural change incur due to the robust development in the knowledge economy. Similarly, competitive communication platforms as a result of advancement in information and communication technology influences in many ways to develop knowledge economy. However, one of the critical issues in the knowledge economy is that though most of the people consume knowledge rich media contents are not literate enough in visual media and visual literacy. Further, knowledge economy creates competitive advantage in the society while technology assists to mass productions especially in visual media. Therefore, it has seen that technology and competitive society bridge the gap in between knowledge and media while advancing opportunities for people to consume mass media knowledge further. But, due to lack of skills and knowledge in visual literacy, knowledge consumers are not fully engaging with visual and media.

Museums as an institute provides resources for education and research have potentials to use visual media to promote theiruser education programs. Museums user education programs

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let interact with its intellectual artefacts for the users to gain knowledge and experience. There is one important fact in most museums are that they useadvance and sophisticate media tools to promote user education programs. Sometime, such programs solely depend only with visual resources. Therefore, museums have a responsibility to educate their users on visual literacy because users can gain required experience if they only equipped with that knowledge and skills. So, the failure of this attribute may lead to ignore museum's user educational programs because they do not know how to engage and react. Therefore, to minimize the negative impact on that failure, one of the essential steps is to take without further delay to enhance skills of museum's users withvisual literacy through specific educational programs.

However, user education programs in museums use visual materials to prove cultural and historical changes that taken place in given the time because especially visual materials are givenmore information and knowledge. But, users have the required skills to understand the relationship in between images and text is questionable. Importantly, the behavioral relationship in visual images is very important. Therefore, museums have to consider improve museums users' visual literacy skills because expected competencies are not always aligned with museums and user expectation. These obstacles Brumberger (2011) described as not only showing the lack of technical skills for producing visual communications, but also difficulties in using technology to manipulate productive and fruitful images and videos. As a result, museum's users tend to exhibit less comfort about museum's user education programs due to lack of skills in visually observing, interpreting, analysing, and discussing instead they happy to engage with text content because inspire tounderstand. Therefore, in the process of enhancing knowledge of museum's users with active participation towards to education programs; it is necessary to educate users about the core values of visual literacy.

Therefore, the aim of this concept paper is to discuss ways in which how to use the theory of visual literacy and its identified standards fordeveloped museum's user education programs. The main reason to propose the theory of visual literacy is that the concept used many educational institutions in the world and achieved remarkable results in user education programs thus museums can introduce the concept as anexperimental to promote educational programs.

Means of Visual Literacy

The Association of College and Research Libraries (2015) described visual literacy as *"a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture".* So, it is understood that the concept of visual literacyhas a broader expanse of knowledge. Therefore, Susan (2008) mentioned that a personhas the skills and knowledge to visualize internally, communicate visually,and read and interpret visual images that indicate outfitted

with visual literacy skills. Further, Brumberger (2011) elaborated that visual literacy better to include both an interpretive and a productive component. However, at present knowledge savvy and competitive economy that visual literacy may lead to as North Central Regional Educational Laboratory (2016) pointed out that "the ability to interpret, use, appreciate,and create images and video using both conventional and 21st century media in advance thinking, decisionmaking, communication, and learning." However, as Bridges and Edmunson-Morton (2007) mentioned that, visual literacy has traditionally been understood in terms ofinformation literacy, with a focus on locating images, evaluating and selecting imageresources, and using and citing images.But, Michael Eisenberg, Carrie A. Lowe, and Kathleen L. Spitzer (2004) urged that Images as "visual information".

So, momentarily reflect the concept of visual literacy, it is breadth many subjects' areas therefore, looking it in narrow approach cannot use its values with advantage. Of that, viewing visual literacy as an integrate approach not only for enhance knowledge, but also for knowledge creation and knowledge transfer may enrich various benefits in many perspectives. In that view, visual literacy can introduce and use in a broader manner to achieve tremendous opportunities,even in user education programs in museums. At the same time, the immeasurable collection of subject areas in visual literacy, it indicated the ways in which how to intertwine with knowledge competitive advantage which anyone has to move with the knowledge economy.
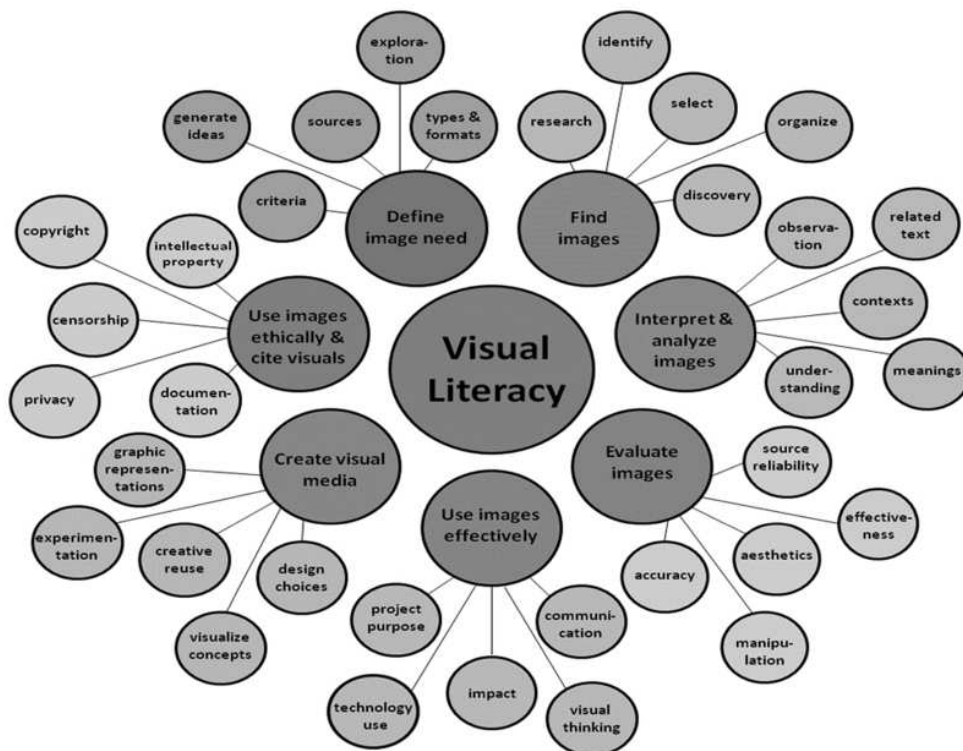
Source: ACRL web portal, 2015

So, available opportunities in this concept can illustrate as follows way, then intellectual may reflect how value add to engage with competitive knowledge.

Visual Literacy Standards for museums

The visual literacy standards provide a comprehensive framework for how to enhance visual literacy skills because as Deandraet.al. (2015) documented that images are different from the texts,and developing visual literacy requires deliberate and reiterative practice, not merelya glance at the occasional multimedia source. Further, Visual Resources Association (2015) introduced that visual literacy includes identifying reliable image sources, judging the quality of images and associateddescriptive data, accurate identification of historical content, and understandingintellectual property and how to cite images. Therefore, following standards in visual literacy may support tremendously the ways in which to integrate user education programs and user learning interactions activities ventures in numerous ways. At the same time, these standards importantly highlight seven main skill areas in visual such as: defining theneed, finding and accessing, interpreting and analyzing, evaluating, using, creating, andunderstanding ethical and legal issues. Having said that, upon the requirements it is democratically can use and select some standards or entire standards to enhance skills of visual literacy.

Identified by ACRL (2015) key seven standards of visual literacy are and the visually literate person;

a. determines the nature and extent of the visual materials needed;

b. finds and accesses needed images and visual media effectively and efficiently;

c. interprets and analyzes the meanings of images and visual media;

d. evaluates images and their sources;

e. uses images and visual media effectively;

f. designs and creates meaningful images and visual media and;

g. understand many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and accesses and uses visualmaterials ethically.

Of that, while documenting visual literacy standards, it can strongly mention that these identified areas are already being tested in the higher education sector in research and development consequently communicated that have gigantic results. Therefore, these identified and tested standards can use to promote user education programs in museums to achieve educational aims effectively and efficiently. The important reason behind is that user education programs in museums is focusing in to enhance knowledge of museum's user through collaborative learning environment like in other educational institutes, therefore, while marketing museums to cope with knowledge competitive advantage, why museums far behind in incorporate their programs in advance visual literacy is a dilemma because, visual

literacy leveraging museums spaces, digital cultural collections, instruction, collaboration, and onlineresources.

Conclusion

Knowledge competitive advantage is transforming society into a knowledge economy. Knowledge economy in particular asymmetry knowledge hinders importance of collaborative efforts in knowledge gaining and knowledge sharing. This scenario, especially thrives in visual media and visual communication. At this juncture, most in the knowledge marketing arena wants to identify new mechanism to face competencies while are be able toparticipate in a democratic way to produce and share knowledge contents that visually enrich. One of the debate concerns is that the traditional approaches to engage very positively with the visual and media knowledge are not creating the needed learning environment that is required work for the knowledge economy. As a result of that having skills and knowledge in visual literacy bridge the gap is one of the key concerned because visual literacy enriches prosperous expedition in the knowledge economy to work with knowledge workers and visual media assets. Therefore, critically, visual literacy helpsfrom individuals to mass institutions to develop their talents and take part in various formsof knowledge assets to work with competitive advantage.

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