

ABSTRACT

Title: Image, visibility and knowledge: A discussion of image as field of knowledge in education
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In a time of rapid changes in the life-world, the definitions of images, environment and knowledge are also affected. From a starting point in realism as an image pedagogy problem, these concepts are discussed and reviewed, to, in the extension, point to a theory of visual meaning, where the question of how meaning arises in the encounter with an image cannot be isolated from how meaning otherwise arises in man's interaction with his directly present world.

The perspective, reciprocity, which is applied on picture understanding and picture perception, is a consequence of this stand, and can be seen as a transfer of an ecological perspective on visual perception. It is here an ambition to illustrate problematic concepts such as, for example, pictorial realism, iconicity and mental images. The discussion is extended also, to the study and production of images in educational contexts. The aim is to illustrate and discuss the role of study of and work with images, in an educational context, but also to highlight knowledge theory aspects of general image theory, as well as knowledge theory approaches in the subject art. A conclusion drawn from the discussion is that, in line with the recent tradition in the subject art, a conceptual expansion is seen as essential, from subject to a wider field of knowledge, where images and texts constitute complementary and equal ways to knowledge of the world.