

Abstrakt

The dissertation *Visual Literacy as a Basic Set of Competencies of an Empirical Spectator in creating and Reading the Meanings of Cultural Artifacts* focuses on the research description of the state of visual literacy in the context of art education. Based on quantitative and qualitative content analysis of curricular documents, responses of the participants of the educational process, and further quantitatively evaluated research probing, the dissertation determines the role of visual literacy in the focus of art education and examines whether the education in this subject can influence the growth of visual literacy. The dissertation comprises two published articles which show how empirical spectators approach creating and reading the meanings of cultural artifacts.