



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1BP713 Bildpedagogik II, fortsättningskurs, 30 högskolepoäng

Art Education II, Continuation Course, 30 credits

Main field of study

Art Education

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2014-08-25

Revised 2015-01-01 by Faculty of Arts and Humanities. Changes in objectives, content and list of required reading.

The course syllabus is valid from spring semester 2015

Prerequisites

Art Education I, 30 credits, or the equivalent.

Objectives

Objectives for the course as a whole

After completing the course, the student should be able to:

- in speech and writing account for and apply basic theories in media, design and art from a learning perspective,
- analyse and critically review visual mediation on the basis of ethnicity, class and gender,
- produce an academic text with research questions, methods and disposition,
- use digital tools in their own production,
- problematise and argue for design from the perspective of sustainability,
- problematise and apply theories of art education in a context of art.

Module 1 Youth culture, Identity and Media, 4.5 credits

After completing the module, the student should be able to:

- in speech and writing account for various theories on children's and youths' identity formation,
- discuss and explain the role of images and image media in children's and youth culture,
- exemplify and critically discuss how ethnicity, class and gender are represented in media

- communicate using digital images,
- use photography in their own art production,
- plan and produce a digital image narrative.

Module 2 Scientific report, 3 credits

After completing the module, the student should be able to:

- process and critically discuss relevant research results in the field of art and art education,
- identify a research question relevant to the profession, and select and apply relevant methods in art education,
- produce an academic text with clear disposition,
- review their own and others' work on the basis of research ethics and other aspects.

Module 3 Media and Learning, 7.5 credits

After completing the module, the student should be able to:

- reflect on the importance of images and visual mediation in learning processes,
- account for theories on media and learning,
- discuss and problematise media from the perspectives of identity and socialisation,
- use, edit and communicate with the use of digital images,
- demonstrate knowledge in the fields of film analysis, dramaturgy and visual rhetoric,
- interpret and analyse film/moving images as a significant medium,
- use digital, moving images in their own art production.

Module 4 Design and Learning, 7.5 credits

After completing the module, the student should be able to:

- account for the concept of design and main features of the design process,
- communicate the design process in a project in pedagogical design,
- problematise and argue for design from the perspective of sustainability,
- account for the historical development of the field of design,
- document and reflect on design as a learning process and relate this to the field of "design for learning".

Module 5 Art Education, 7.5 credits

After completing the module, the student should be able to:

- account for basic theories in the field of art education,
- account for various concepts of art in modernism, postmodernism and contemporary art,
- discuss how various concepts of art influence practical art education,
- account for and discuss their own art education practice in the form of a report.

Content

The course consists of five modules.

Module 1 Youth culture, Identity and Media, 4.5 credits

The module includes the following:

- theoretical and practical studies of the role of images and image media in children's and youth culture,
- theories on children's and youths' identity formation,
- an introduction to digital youth culture,
- photography,
- narrative technique,
- digital image narration.

Module 2 Scientific report, 3 credits

The module includes the following:

- basic scientific research methodology,
- the production of a scientific text,
- information retrieval in research databases and discussions of research results,
- reviews of the student's own and others' text from scientific perspectives.

Module 3 Media and Learning, 7.5 credits

The module includes the following:

- the concepts of literacy and multimodality,
- theories on media and learning,
- digital image editing,
- film analysis, dramaturgy and visual rhetoric,
- the production and editing of digital, moving images.

Module 4 Design and Learning, 7.5 credits

The module includes the following:

- design theory,
- design methods,
- design and learning,
- pedagogical design,
- design history,
- sustainable design.

Module 5 Art Education, 7.5 credits

The module includes the following:

- theories on the concept of art,
- modern, postmodern and contemporary art,
- theories relevant to the field of art education,
- theory and didactics in art education,
- practical art education.

All seminars and workshops form the basis for examination and are compulsory.

Type of Instruction

The course applies a creative, reflecting approach, in which theory and practice, educational awareness, artistic considerations and technical skills are combined. Teaching is delivered in the form of lectures, seminars, assignments and laboratory sessions, individually and in groups.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

The course is examined through oral and written assignments and design assignments, as well as an individual course portfolio (a so called workbook). Assessment is based in the following aspects: handicraft skills, perception, reflection, methods, didactics and complexity. In order to receive the grade of Pass, the student must achieve the intended learning outcomes.

Criteria for the grade of Pass with Distinction and more details on examination are specified in a study guide. In order to receive the grade of Pass with Distinction, the student must have received this grade for at least 18 credits. Irrespective of the form of examination, the performance of the individual student is assessed and examined.

For some parts of the course, a retake examination can only be offered in connection to the on-going course. In other cases, a retake examination is provided within six weeks (within the framework of regular semesters).

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students and filed according to departmental regulations.

Required Reading and Additional Study Material

Youth culture, Identity and Media

Required Reading

Buckingham, David, "Is there a digital generation?" in David Buckingham & Rebekah Willett (ed) *Digital generations: Children Young People and New Media*. Lawrence Erlbaum: New Jersey. The latest edition, 13 p.

Fagerström, Linda & Nilsson, Maria, *Genus, medier och masskultur*. Malmö: Gleerups förlag. The latest edition, 166 p.

Holmberg, Fredrik, *Berättandets grammatik*. Multimediabyrån. The latest edition, Skolverket. www.multimedia.skolutveckling.se/Tema/Mediekunskap/2205

Lindgren Simon. *Populärkultur: teorier, metoder och analyser*. The latest edition. Stockholm: Liber. 70 p.

Lindgren, Simon. ed. *Ungdomskulturer*. Malmö: Gleerups förlag. The latest edition, 159 p.

Rum för berättande. The latest edition, UR, www.ur.se/rfb

Additional study material

Bjuström, Erling (2005) *Ungdomskultur, stil och smak*. Umeå: Borea. ISBN 91891404000 345 p.

Drothner, Kirsten, *At skabe sig selv*. Copenhagen. Gyldendahl. The latest edition, 186 p.

Ziehe, Thomas, *Ny ungdom*. Stockholm. Nordstedts Förlag. The latest edition, 274 p.

Scientific report

Required Reading

Att skriva självständigt arbete i bildpedagogik. Råd och anvisningar. Linnaeus University. The latest edition.

Bell, Judith, *Introduktion till forskningsmetodik*, Lund: Studentlitteratur, the latest edition 263 pages

Additional literature chosen in consultation with the teacher/supervisor.

Additional Study Material

Bjurwill, Christer. A, B, C och D. *Vägledning för studenter som skriver akademiska uppsatser*. Lund: Studentlitteratur. The latest edition, 100 p.

Bryman, Alan, *Samhällsvetenskapliga metoder*. The latest edition. Malmö: Liber ekonomi.

Strömquist, Siv. *Skrivboken*. Malmö: Gleerups Utbildning AB. The latest edition. 238 p.

Media and Learning

Required Reading

Holmberg, Johan. *Filmskolan* Stockholm: Natur & Kultur. The latest edition. 216 p.

Kress, Gunther & Theo van Leeuwen *Reading images. The Grammar of Visual Design*. London: Routledge. The latest edition, selected parts, 50 p.

Lindgren, Simon, *Populärkultur teorier, metoder och analyser*. The latest edition. Stockholm: Liber. Selected parts, ca 70 p.

Additional study material

Berger, Asa Arthur, *Seeing is believing*. California, Mayfield Publishing Company. The latest edition. 267 p.

Fagerström, Linda & Nilsson, Maria. *Genus, medier och masskultur*. Lund: Studentlitteratur. The latest edition. 171 p.

Granath, Thomas. *Manus och Dramaturgi för film*. Mediaboken. The latest edition. Malmö: Liber. 156 p.

Öhman Gullberg, Lisa, *Laddade bilder: representation och meningsskapande i unga tjejers filmberättande*. Stockholm: Stockholms universitet. The latest edition. 166 p.
Available at: <http://su.divaportal.org/smash/get/diva2:199640/FULLTEXT01.pdf>

Design and Learning

Required Reading

Heskett, J. *Design – en introduktion*. Stockholm: Raster Förlag. The latest edition, 70 p.

Lawson, Bryan, *How designers think*, Architectural Press. The latest edition, 50 p.

Rosenqvist, J (2009) "Att ta saken i egna händer" in *Handarbete för en bättre värld* [eds: Åhlvik & von Busch] Jönköping: Jönköpings läns museum, 15 p.

Selander, S & Kress, G *Design för lärande*. Stockholm: Nordstedt. The latest edition, 173 p.

Thorpe, A, *Design för hållbar utveckling*. Stockholm: Raster Förlag. The latest edition, selected parts, 60 p.

Vihma, S, *Designhistoria – en introduktion*. Stockholm: Raster Förlag. The latest edition 217 pages.

Additional study material

Birgestam, P. (2000) *Skapande Handling*. Lund: Studentlitteratur. 235 p.

Rosell, G. (1990) *Anteckningar om Designprocessen*. Stockholm: KTH. 145 p.

Gedenryd, H. (1998) *How Designers work*. Lund: Lund University Cognitive Studies. 227 p.

Art Education

Required Reading

Carlgren, Maria, et al (eds), The latest edition. *Genuspedagogiska gärningar*, Stockholm, Vulcan förlag. Selected parts, 50 pages.

Edwards, Folke, *Från modernism till postmodernism, svensk konst 1900–2000*. Lund: Signum. The latest edition. Selected parts, 15 pages.

Gummesson, AnnCatrin (2004). *Innehåll: Konst*. Helsingborg: Dunkers Kulturhus. ISBN 9197476900 10 p.

Illeris, Helene (2003). "Performative positioner i konstpedagogik" pp. 15–29 in *Valör. Konstvetenskapliga studier*, Nr 4, 15 p.

Lindberg, Anna-Lena (ed.) (1991). *Konstpedagogikens dilemma: historiska rötter och moderna strategier*. Lund: Studentlitteratur, the latest edition, selected parts, 93 p.

Malmquist, Karin & OlofOrs, Matilda (eds) (2005). *Samtidskonst för lärare och andra intresserade*. Stockholm: Lärarförbundet och Moderna Museet. ISBN 9185096946. 107 p.

Malmquist, Karin (1999). "Små och stora brott, om modernism och postmodernism" in *Konst är konst allt annat är allt annat: en skrift om samtidskonst för lärare*. eds Karin Malmquist & Annika von Hausswolff, Stockholm: Lärarförbundet. 56 p. ISBN.: 9163088223.

Marner, Anders (1984). "Estetik och utvecklingspsykologi" in *Bild i skolan*, nr 2. 3 p.

Nelson, Cecilia (1989). "Nyfikenheten, förväntan och lusten" in *Bild i skolan*, nr 5. 3 p.

Additional study material

Nittve, Lars (1987). *Implosion, ett postmodernt perspektiv*. Stockholm: Moderna Museet. Selected parts. The latest edition, selected parts, 15 p.

Vilks, Lars (1999). *Det konstnärliga uppdraget? en historia om konsthistoria, kontextkonst och det metafysiska överskottet*. Nora: Nya Doxa. 197 p.