



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 2018-11-07 by Faculty of Arts and Humanities. Revised objectives and literature.

The course syllabus is valid from spring semester 2019

Prerequisites

Art Education I, 30 credits, or the equivalent.

Objectives

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,
- identify and analyse aspects of learning processes in relation to the subject of art,
- 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:

- account for various theories on children's and youths' identity formation,
- problematise 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,
- use digital image editing in their own production,
- 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:

- 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,
- problematise media from the perspectives of identity and socialisation,
- use digital image editing,
- demonstrate knowledge in the fields of film analysis, dramaturgy and visual rhetoric,
- analyse film/moving images as a significant medium,
- use digital, moving images in their own art production,
- plan and analyse a didactic application of the course content and account for methodological approaches.

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".
- identify and formulate subject-didactic problems in relation to the content of the module.

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.
- plan, conduct and reflect on practical art education,
- identify and formulate subject-didactic problems in relation to the content of the module.

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' texts 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.
- subject didactics,
- subject-didactic applications.

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,
- subject didactics.

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,
- subject didactics.

Type of Instruction

The course applies a creative, reflecting approach, in which theory and practice, educational awareness, artistic considerations and technical skills are combined. The

teaching focuses on the student's development of a scientific and professional approach strengthening the student's ability to reflect and act professionally in relation to pupils' learning and teachers' commission. The students' development and learning are manifested in written and oral communication. Knowledge, understanding, skills and abilities are tested continuously on the basis of the programme objectives. 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 on the following aspects: handicraft skills, perception, reflection, methods, didactics and complexity (see study guide for more details).

In order to receive the grade of Pass, the student must achieve the objectives. 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 22.5 credits. Irrespective of the form of examination, the performance of the individual student is assessed and examined. For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university. For some parts of the course, a retake examination can only be offered in connection to the on-going course.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Other

Students pay a compulsory fee for working material.

Required Reading and Additional Study Material

Module 1. Youth culture, Identity and Media

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.

Didactic literature

Skåreus, Eva. (ed.). (2018). *Eстетiska ämnen och genus*. Gleerups Utbildning AB. In selection. 55 p. ISBN.: 97-89140695031

Statens medieråd – Barn, unga och medier, <https://statensmedierad.se/>

Additional study material

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

Module 2. Scientific report

Att skriva självständigt arbete i bildpedagogik. Råd och anvisningar. Linnaeus University. The latest edition. 23 p.

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

Additional literature chosen in consultation with the teacher/supervisor, ca 100 p.

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. 877 p.

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

Module 3. Media and Learning

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

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

Didactic literature

Dunkel, Elsa & Lindgren, Simon. (2014). *Interaktiva medier och lärandemiljöer*. Gleerups Utbildning AB. 166 p. ISBN.: 97-89140677976

Märner, Anders & Örtegren, Hans. Digitala medier i ett bildperspektiv. In Erixon, Per-Olof. (ed.). *Skolämnen i förändring. En medieekologisk undersökning*, pp. 151–201. Lund: Studentlitteratur AB. The latest edition.

Skolverket, *Läroplan för grundskolan, förskoleklass och fritidshemmet 2011*. www.skolverket.se. Selected parts, ca 30 p.

Skolverket, *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskolan 2011*. www.skolverket.se. Selected parts, ca 20 p.

Additional study material

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

Stam, Maria. (2016). *Medier, lärande och det mediespecifika. En undersökning om den rörliga bildens plats och betydelse i ett ämnesövergripande projekt*. Licentiate thesis. Umeå University. The Department of Creative Studies. Umeå: 114 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.diva-portal.org/smash/get/diva2:199640/FULLTEXT01.pdf>

Module 4. Design and Learning

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 "Att ta saken i egna händer" i *Handarbete för en bättre värld* [eds: Åhlvik & von Busch] Jönköping: Jönköpings läns museum, 15 p. The latest edition.

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

Vikman, S. *Designhistoria – en introduktion*. Stockholm: Raster Förlag. The latest

Vilma, S. *Designhistoria – en introduktion*. Stockholm: Kaster förlag. The latest edition, 217 p.

Didactic literature

Fager, Lars. (2017). *Split Vision. En studie av designprocessen som lärprocess i ett utbildningssammanhang*. Licentiate thesis. Umeå University. The Department of Creative Studies. Umeå: Selected parts, ca 20 p. ISBN: 978-91-7601-712-8.

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

Skolverket, *Läroplan för grundskolan, förskoleklass och fritidshemmet 2011*. www.skolverket.se. Selected parts, ca 30 p.

Skolverket, *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskolan 2011*. www.skolverket.se. Selected parts, ca 20 p.

Additional study material

Birgestam, P. (2000) *Skapande Handling*. Lund: Studentlitteratur. 235 p. ISBN: 97-89144013992

Rosell, G. *Anteckningar om Designprocessen*. Stockholm: KTH. 145 p. The latest edition.

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

Module 5. Art Education

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). *Content: 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.) *Konstpedagogikens dilemma: historiska rötter och moderna strategier*. Lund: Studentlitteratur, the latest edition, selected parts, 93 p.

Didactic literature

Malmquist, Karin & Olof-Ors, 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.

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

Skolverket, *Läroplan för grundskolan, förskoleklass och fritidshemmet 2011*. www.skolverket.se. Selected parts, ca 30 p.

Skolverket, *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskolan 2011*. www.skolverket.se. Selected parts, ca 20 p.

Additional study material

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

Lindstrand, Fredrik & Selander, Staffan. (eds). *Estetiska lärprocesser – upplevelser, praktiker och kunskapsformer*. Lund, Studentlitteratur. The latest edition. 249 p.

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