



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1BP717 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 by Faculty of Arts and Humanities 2021-06-16

The course syllabus is valid from spring semester 2022

Prerequisites

Art Education I, 30 credits, or the equivalent.

Objectives

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

- account for and apply basic theories in the fields of media, design and art in learning processes, in speech and in writing;
- identify and analyse aspects of learning processes in relation to the subject of art;
- describe and discuss the significance of reflection and analysis in creative processes;
- take an academic approach to the course content.

Module 1. Youth culture, Identity and Media, 4.5 credits

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

- account for different 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;
- account for basic knowledge of narrative theory and narrative techniques, and apply this knowledge in their own production of narrative and informative images.

Module 2. Scientific report, 3 credits

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

- discuss relevant research results in the field of art theory and art education.

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

Module 3. Media and learning, 7.5 credits

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

- reflect on the importance of visual and multimodal mediation in learning processes;
- account for theories on media and learning, and apply these theories in practice;
- account for knowledge of dramaturgy and film analysis;
- use digital moving images in their own production;
- apply and master digital image processing;
- identify and formulate subject-didactic questions in relation to the course content.

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 the main features of the design process;
- 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 questions 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:

- reflect upon art and contemporary cultures' significance for learning processes;
- account for basic theories in the field of art education;
- account for different concepts of art in modernism, postmodernism and contemporary art;
- discuss how different concepts of art influence practical art education,
- reflect upon and problematise different art concepts in their own creative work;
- identify and formulate didactic issues 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 images and the role of image media in children's and youth culture;
- theories on children's and youths' identity formation;
- an introduction to contemporary youth cultures;
- basic knowledge of narrative theory and narrative techniques in theory and practice; and
- subject didactics.

Module 2. Scientific report, 3 credits

The module includes the following:

- basic scientific research methodology;
- information searches in research databases and discussions of research results;
- production of an academic text with a well thought through disposition;
- 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:

- basic theories on media and learning;
- image manipulation and copyright;
- film analysis, dramaturgy and visual rhetoric;
- production and editing of digital moving images;
- digital image processing;
- subject didactics.

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 aesthetics and the concept of art;
- introduction to theories of relevance for the field of art education;
- basic knowledge of modernistic, postmodernistic and contemporary art;
- individual creative work based on different art concepts;
- subject didactics.

Type of Instruction

The course applies a creative, reflecting approach, in which theory and practice, educational awareness, and artistic and technical skills are combined. The teaching focuses on the student's development of a scientific and professional approach that strengthens 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 course objectives. Teaching is delivered in the form of lectures, seminars 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 through an individual course portfolio (a so-called workbook). Assessment is based on the following aspects: artisan skills, perception, reflection, work methods, didactics and complexity (see study guide for further 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, it is the performance of the individual student that 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.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluations are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 1BP713 Art Education II, Continuation Course, 30 credits

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.). *Estetiska ämnen och genus*. Gleerups Utbildning AB. The latest edition. In selection. 55 p. ISBN.: 97-89140695031

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

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.

Karlsson, Ola (ed.), *Svenska skrivregler*. Språkrådet. Stockholm: Liber AB The latest edition. 308 pages.

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

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.

Module 4. Design and Learning

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

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

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

Vihma, Susann, *Designhistoria – en introduktion*. Stockholm: Raster 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: 9789176017128.

Selander, Staffan & Kress, Gunther. *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, Pirjo. (2000) *Skapande Handling*. Lund: Studentlitteratur. 235 p. ISBN: 97-89144013992

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

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

Module 5. Art Education

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

Gummesson, Annacarin (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.

Kupferberg, Feiwei. Medierat lärande och pedagogisk teori. In Amhag, Lisbeth, Kupferberg, Feiwei & Leijon, Marie. (eds.). *Medierat lärande och pedagogisk mångfald*. (2013). Lund: Studentlitteratur. 36 pages.

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

Didactic literature

Karlsson Häikiö, Tarja & Hellman, Annika. (Ed.). (2020). *Traces – Visual Art Education in Sweden*. IMAG InSEA Magazine N.9. InSEA Publications: São Salvador, Viseu Portugal. p. 232. <https://www.insea.org/imag/9>

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

Cronquist, Eva. Att förändras i mötet med en utbildning – om kreativitet, bildpedagogik, högskolepedagogik. In Eriksson, Karin, (Ed.). *Möten med mening: Ämnesdidaktiska fallstudier i konst och humaniora*. (2020). Linnéuniversitetet. Växjö: Linnaeus University Press. Pp. 87-101.

Nittve, Lars. *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.