



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1BPÄ14 Bildpedagogik II - inriktning mot arbete i gymnasieskolan,  
30 högskolepoäng

1BPÄ14 Art Education II - orientation upper secondary school, 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 2021-06-24  
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

- identify and account for basic characteristics of the teaching profession in relation to the subject and its didactics
- formulate and discuss issues concerning teaching and subject-didactic processes in the school subject of art and the knowledge traditions it represents
- plan, conduct, analyse and evaluate different forms of art teaching in primary and secondary school
- describe and discuss the role of reflection and analysis in creative processes and apply this knowledge in practice, in order to meet and develop pupils' abilities and learning
- take an academic perspective on 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 practice, in the production of narrative and informative images.

### **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 of relevance to the profession, and select and apply relevant methods in art education to this question
- produce a well organised academic text
- review their own and others' work on the basis of research ethics and other research aspects.

### **Module 3. Media and learning, 7.5 credits**

After completing the module, the student should be able to

- reflect upon the significance of visual and multimodal mediations in learning processes
- account for theories on media and learning and apply this knowledge in practice, in order to be able to meet and develop pupils' abilities and learning
- account for knowledge in the field of dramaturgy and film analysis
- use digital, moving images in their own production
- use and master digital image editing
- 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 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"
- apply and reflect upon the design process in a project within design education
- 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

- reflect upon art and the significance of contemporary cultures for learning
- account for basic theoretical knowledge 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 concepts of art in their own creative work
- 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 contemporary youth cultures
- basic knowledge of narrative theory and narrative techniques in theory and practice
- subject didactics.

### **Module 2. Scientific report, 3 credits**

The module includes the following:

- basic scientific research methodology
- searching in research databases and discussion of research results
- production of a well organised academic text
- reviews of the student's own and others' texts in terms of academic aspects.

### **Module 3. Media and learning, 7.5 credits**

The module includes the following:

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

### **Module 4. Design and learning, 7.5 credits**

The module includes the following:

- basic design theory and design methodology
- theories on design and learning
- an introduction to design history
- design from a sustainability perspective
- subject didactics.

### **Module 5. Art education, 7.5 credits**

The module includes the following:

- theories on aesthetics and the concept of art
- an introduction to theories of relevance for art education
- basic knowledge about modern, postmodern and contemporary art
- creative work based on different concepts of art
- subject didactics.

### *Professional basis and professional progression*

Throughout the course, the course content is discussed from a didactic perspective, where the student concretises the content in appropriate activities and learning situations. The course also provides the student with ample opportunity to develop and advance their knowledge and awareness of the significance of policy documents for the structure of the subject, and for the adaptation of subject content and teaching to pupils' different circumstances.

### *Scientific approach and scientific progression*

In the course, the student is introduced to current theories in art education and to subject didactic research. The student reviews academic works on the basis of research ethical and other scientific principles. The student furthermore produces a well organised academic text, and practises formulating research questions of relevance to the teacher profession, describing consequences of different theoretical perspectives, and identifying and applying relevant methods. There is a clear connection in the course between scientific basis and qualified experience.

### **Type of Instruction**

The course has a creatively reflecting approach, in which theory and practice, educational awareness, artistic skills 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 upon, and act professionally in relation to, pupils' learning and the teacher's commitment. The student's 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 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, written and creative assignments, as well as through 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 further details). Subject didactic parts are examined continuously during the course through seminars, workshops and written hand-in assignments.

In order to receive the grade of Pass, the student must achieve the objectives. Criteria for the grade of Pass with Distinction and further details on examination forms are specified in a study guide. In order to receive the grade of Pass with Distinction for the entire course, 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 graded.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus 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 is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

### 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 course/courses of which the content fully, or partly, corresponds to the content of this course: 1BPÄ04 Art Education II - orientation upper secondary school

### Other

Students pay a compulsory fee for working material.

### Required Reading and Additional Study Material

#### **Module 1. Youth culture, Identity and Media, 4,5 credits**

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

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

#### **Module 2. Scientific report, 3 credits**

*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, 7,5 credits**

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**

Marner, 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, 7,5 credits**

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: 978-91-7601-712-8.

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. The latest edition, 145 p.

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

### **Module 5. Art Education, 7,5 credits**

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

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.

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. (Eds.). (2020). *Traces – Visual Art Education in Sweden*. IMAG InSEA Magazine N.9. InSEA Publications: Sa~o 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.

Marner, 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. 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.