



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1GF001 Bildpedagogik - för grundlärare med inriktning fritidshem, 30 högskolepoäng

1GF001 Art Education – for Teachers with a Specialisation in Extended 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 2022-09-06

The course syllabus is valid from spring semester 2023

Prerequisites

General entry requirements + English 6, Science studies 1b alt. Science studies 1a1+1a2 and Civics 1b alt. Civics 1a1 +1a2. Additional requirements: at least three years' experience of pedagogical work in extended school, on at least half-time basis and at least two years running, and 1GF403: Placement Studies in Extended School Education A, 3 credits, or the equivalent.

Objectives

After completing the course, the student should be able to

- identify and present the role of the teaching profession relative to the subject and how the subject is taught
- formulate and discuss questions regarding subject teaching and subject-didactic processes within the scope of the school subject art and the knowledge traditions that the school subject art represents
- describe and discuss the significance of analysis in creative processes.

Module 1: Visual storytelling, 6 credits

After completing the module, the student should be able to

- present and use theories on image communication and image analysis
- problematise the roles of images and visual media in children's and youth culture
- describe the development of the subject of art and reflect upon the tradition and function of the subject in school and society
- reflect upon and use visual language as a communicative tool in different media and various techniques, aided by both analogue and digital tools
- identify and use methods for reflection upon their own and others' learning processes.

Module 2: Assessing and grading, 2.5 credits

After completing the module, the student should be able to

- construct and critically review learning situations, assessment situations, and examinations with formative as well as summative aims
- describe, analyse, assess, and grade pupils' learning and development
- identify, test, and evaluate methods and criteria for assessment in the subject of art
- analyse the subject syllabus, based on subject traditions and subject-didactic theory
- identify, test, and evaluate methods and criteria for grading in the subject of art
- critically review and problematise assessment and grading based on different social and ethical aspects, such as diversity and gender.

Module 3: Colour, form, and visual language, 10 credits

After completing the module, the student should be able to

- use and master basic techniques in two- and three-dimensional creative work
- describe and explain the significance of visual experience from a perceptual and cognitive perspective
- examine and reflect upon the significance of colour and form in their own creative work
- analyse aspects of sustainable development in connection with image production
- present theories on children's artwork and image communicative development
- plan and analyse didactic application of the course content and explain their methodological decisions.

Module 4: Teaching placement C, 2.5 credits

After completing the module, the student should be able to

- formulate clear learning objectives that are purposive and adapted to the pupils and that the pupils can understand
- reflect upon the importance of being aware of pupils' experiences, knowledge, prerequisites, and diverse ways of learning
- adapt their choice of methods, activities, and material and other resources based on learning objectives and the relevant group of pupils
- identify and reflect upon different forms of assessment that are appropriate for the pupils and that are in line with the learning objectives
- demonstrate an ability to observe, document, and analyse pupils' learning and development relative to specified learning objectives
- plan and implement teaching, and evaluate the extent to which the objectives of their teaching have been met
- approach pupils and co-workers in a way that is in line with the basic values in the school policy documents

- demonstrate leadership skills and a professional approach.

Module 5: Visual cultures and digital tools, 9 credits

After completing the module, the student should be able to

- describe important epochs and the most central artists and artworks in western art and architectural history
- problematise art and visual culture from a multicultural and intercultural perspective in creative work
- present different art concepts associated with modernism, postmodernism, and contemporary art
- analyse, interpret and critically review images on the basis of theories on gender, diversity, class, and ethnicity
- present and reflect upon theories on media and learning in relation to the subject field of art education
- reflect upon rights, responsibilities, and ethical issues in the use of images
- use and master basic techniques in the field of digital images
- use digital moving images in their own production
- write a basic academic text with proper referencing.

Content

Module 1: Visual storytelling, 6 credits

This module includes the following components:

- image analysis and communication theory
- narrative theory, text, image, and visual design
- children's and youth culture
- the history of the subject of art
- methods for reflection on the students' own creative work.

Module 2: Assessing and grading, 2.5 credits

This module includes the following components:

- theories on summative as well as formative assessment and grading
- construction of knowledge and learning matrices
- assessment of pupils' artwork
- ethical aspects of assessment and grading, such as diversity and gender.

Module 3: Colour, form, and visual language, 10 credits

This module includes the following components:

- sketching and drawing theory
- visual perception theory and the cognitive significance of images in learning processes
- basic colour and form theory
- composition, spatiality, and elements of image communication
- sustainable development
- compulsory school policy documents and assessment of artwork
- aesthetic learning processes and didactic perspectives
- children's image-communicative development
- subject-didactic application.

Module 4: Teaching placement C, 2.5 credits

The module includes the following components:

- observation of teachers, pupils, and situations in school
- conversations with pupils, parents, teachers, and school management
- planning, implementation, and follow-up of teaching on the basis of relevant subject-didactic considerations
- participation in work-related activities at the placement school, such as teacher meetings and development talks with pupils and their parents
- a seminar on experiences from and reflections on the practice placement.

Module 5: Visual cultures and digital tools, 9 credits

The module includes the following components:

- art and architectural history
- visual culture and intercultural perspectives
- image analysis and image interpretation based on theories on gender, class, and ethnicity
- fundamental theories on media and learning
- image manipulation and copyright
- photography and digital image editing
- production and editing of digital moving images
- introduction to academic writing.

Professional basis and professional progression

In this course, particular focus lies on teaching the school subject of art. The student develops their understanding and professional knowledge, as well as their ability to act, based on previous experiences. The course discusses theories on children's art work and development of visual language, as well as the significance of visuality from a perceptual and cognitive perspective. Based on their previous experience of teaching, the student develops a critical approach by reflecting on, questioning, and reassessing their own as well as others' ideas, hypotheses and views on teaching art. The student makes use of this knowledge by planning and analysing a didactic application of parts of the course content, and by explaining their methodological approach. The student argues for different approaches and develops methods for handling things based on qualified experience as well as on scientific approach. The student uses digital tools to explore and document art teaching from a didactic point of view. The course also problematises how this can be used as a basis for written assessments and fair grading.

The course introduces compulsory school as a workplace and societal institution, and school policy documents are discussed. The student is given the opportunity to develop subject-didactic thinking to be applied to policy documents, based on the four forms of knowledge: fact, skill, understanding, and familiarity. The student also gains insights into the work and conditions of the profession through field studies and a practice placement.

Scientific approach and scientific progression

Scientific progression includes a successive broadening and deepening of the student's ethical and scientific awareness, which includes assimilation of research, theory, methodological skill, production and analysis of empirical material, and information searching to support scientific work. The student continues to develop their academic writing by writing a basic academic text, using academic referencing. Scientific progression furthermore includes communicative skills. In the field of visual culture, the role of images and image media in children's and youth culture is problematised. The course develops the students' scientific approach and professional practice, focusing on subject-didactic theory. Based on current research, the student reflects upon

media and the role of pop culture in children's and teenagers' creation of identity and view of the world, and relates this to the subject of art. In presentations, the student uses their acquired skills in using and critically reviewing and commenting on academic sources in a way that is objective and for the most part correct. The student is expected to identify problematic areas and areas of development and link these to research of relevance to the professional practice of the teaching profession. The meaning of, and relations between, qualified experience and scientific approach is broadened and deepened. The student develops their ability to systematically review teaching in the subject of art, and their own actions based on relevant theoretical concepts.

Field studies

The course includes field studies in order to strengthen the connection between theory and practice.

Global values

Global values include the perspectives of learning for sustainable development (including social, economic, and ecological sustainability), equality, and interculturality. The course brings up aspects of sustainable development in connection to the production of images, design, and architecture. The student applies schools' democracy requirement and basic values, focusing on equality, gender, and diversity in the teaching of art. The course also elaborates on the question of how the teaching of art can be designed to incorporate society's democratic values, as expressed in policy documents and in the Convention on the Rights of the Child. The student develops their ability to analyse, interpret, and critically review images based on theories on gender, diversity, class, and ethnicity, and to problematise art and visual culture from a multicultural and intercultural perspective, and to use this knowledge in their own creative work. The course also problematises assessment and grading from the point of view of various societal factors and ethical aspects such as diversity and gender.

Type of Instruction

The course is a distance course with a limited number of campus meetings, which means that most of the communication is carried out online, via an online learning platform. The purpose of the campus meetings is to give students the best possible conditions for developing knowledge and experiences in areas that are difficult to cover online, such as creative work. Students' active participation, individually as well as in groups, is central. Teaching is delivered in the form of lectures, practical application, workshops and seminars. A major part of the course consists of individual studies.

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, as well as through creative work and an individual portfolio – a so-called workbook. Assessment is based on the following parameters: production, perception, reflection, work methods, didactics, and complexity (for details, see the study guide). Subject-didactic elements are examined continuously throughout the course in seminars, workshops, and written assignments. If the student fails the course, they have the right to do their practice placement once more.

In order to receive the grade of Pass, the student must achieve the objectives. In order to receive the grade of Pass with Distinction, the student should furthermore demonstrate a well-developed ability to work in a way that is based on creative reflection, combining

theory, practice, technical skill, and artistic considerations. In order to receive the grade of Pass with Distinction for the whole course, the student must have received this grade for at least 22.5 credit. Irrespective of the form of examination, it is the performance of the individual student that is assessed and graded.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way. Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University.

Course Evaluation

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

Other

Contact information will be posted on Linnaeus University's website once the course is searchable. Validation is possible for credit transfer. An application for validation is made through the digital validation tool Valda. A link to Valda is found at <https://www.lararlyftet-validering.se>.

Required Reading and Additional Study Material

Module 1: Visual storytelling, 6 credits

Lindström, Bengt & Nordström, Gert Z. 2009. *Det kreativa ögat: om perception, semiotik och bildspråk*. Lund: Studentlitteratur. pp. 7–170, 164 pages. ISBN 978-91-44052090.

Löfstedt, Ulla. *Barns bildskapande: teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition, ca 55 pages.

Wikberg, Stina. 2014. *Bland självporträtt och parafraser: om kön och skolans bildundervisning*. Diss. Umeå: Umeå universitet. pp. 23–46, 24 pages. ISBN 978-91-7601-123-2.

Åsén, Gunnar, (ed.). 2017. *Bildundervisning och lärande genom bilder*. Stockholm: Liber förlag. pp. 7–199, 193 pages. ISBN 978-91-47-12227-1.

Additional study material:

Bergström, Bo. *Effektiv visuell kommunikation: om nyheter, reklam, information och profilering i vår visuella kultur*. Stockholm: Carlsson. The latest edition, ca 320 pages.

Bergström, Bo. *Bild & budskap: ett triangeldrama om bildkommunikation*. Stockholm: Carlsson. The latest edition, ca 200 pages.

Module 2: Assessing and grading, 2.5 hp.

Lindström, Lars, Lindberg, Vivica & Pettersson, Astrid. (eds.). 2011. "Portföljmetodik i estetiska ämnen" In *Pedagogisk bedömning. Om att dokumentera och utveckla kunskap*.

Stockholm: Stockholms universitets förlag. pp.155–188, 33 pages. ISBN 978-91-7656-675-6

Lindström, Lars. 2010. "Fyra estetiska lärandeformer. Lärande om, i, med och genom". In *Handbok för kulturprojekt i skolan*. Göteborg: Kultur i väst, Västra götalandregionen. pp. 34–39, 6 pages. Available on the course online learning platform.

Löfstedt, Ulla. *Barns bildskapande: teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition, ca 55 pages.

Skolverket. *Bedömningsstöd i bild*. www.skolverket.se

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet* (revised 2022). www.skolverket.se. In selection, ca 30 pages.

Module 3: Colour, form, and visual language, 10 credits

Berefelt, Gunnar. *ABSe om bildperception*. Stockholm: Centrum för barnkulturforskning, Stockholms universitet. The latest edition, ca 70 pages.

Frid, Johan & Nilsson, Karl-Johan. *Intro - skapa: bild, färg och form*. Malmö: Didacta. In selection, ca 130 pages. ISBN 91-88548-14-7.

Åhall, Matilda. 2017. *Lärarens guide till Bild. Teori, praktik och bedömning*. Stockholm: Natur och Kultur. pp. 4–160, 157 pages. ISBN 978-91-27-44770-7.

Sund, Louise & Sund, Per. 2014. *Hållbar utveckling: ämnesdidaktisk tematisering för grundskolan*. Stockholm: Liber AB. pp. 17–39, 23 pages. ISBN 978-91-47-12259-2.

Study material on colour and colour theory, ca 50 pages available on the course learning platform.

Additional study material:

Frid, Johan. 2003. *Intro - bild: skapa, kommunicera, förstå*. Malmö: Didacta. In selection, ca 200 pages. ISBN 9789188548030.

Module 5: Visual cultures and digital tools, 9 credits

Att skriva självständigt arbete i bildpedagogik. Råd och anvisningar. Linnéuniversitetet. The latest edition, ca 23 pages.

Burman, Greta. *Konsten i historien*. Stockholm: Natur och kultur. The latest edition, ca 190 sidor.

Christoffersen, Line & Johannessen, Asbjörn. *Forskningsmetoder för lärarstudenter*. Lund: Studentlitteratur. The latest edition, in selection, ca 32 pages.

Eriksson, Yvonne & Göthlund, Anette. *Möten med bilder: att tolka visuella uttryck*. Lund: Studentlitteratur. The latest edition, ca 220 pages.

Lahdenperä, Pirjo. 2018. *Interkulturalitet i undervisning och skolutveckling*. 10 pages.

Available on the course learning platform.

Löfstedt, Ulla. *Barns bildskapande: teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition, ca 55 pages.

Märner, Anders & Örtegren, Hans. "Digitala medier i ett bildperspektiv". In *Skolämnen i förändring. En medieekologisk undersökning*, ed. Per-Olof Erixson. Lund: Studentlitteratur AB. The latest edition, ca 52 pages.

Skåreus, Eva. (ed.). *Estetiska ämnen och genus*. Malmö: Gleerups utbildning AB. The latest edition, in selection, ca 55 pages.

Additional study material:

Tietz, Jurgen. *Den moderna arkitekturens historia*. Königswinter: H. F. Ullmann. The latest edition. Ca 130 pages.