



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

2BPÄ24 Bildpedagogik III med verksamhetsförlagd utbildning (ämne 2) - inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

Art Education III with teaching practice (subject 2) - for higher secondary school teachers, 15 credits

Main field of study

Art Education

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Arts and Humanities 2018-01-15

The course syllabus is valid from autumn semester 2018

Prerequisites

At least 60 credits in Art Education, 30 credits in another subject and 22.5 credits of UVK courses and the previous teaching practice placement course.

Objectives

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

- problematise teachers' work in relation to current research in the subject and its didactics,
- on the basis of current research assess subject-didactic positions in relation to the areas covered by the programme,
- critically review, analyse and problematise research results within art education from theoretical perspectives and in relation to chosen research questions and methods,
- plan and carry out teaching and compare this with previous experience of teaching,
- apply the basic values of policy documents in their own work,
- adapt methods, content, material and other resources in their teaching in relation to the objectives of the teaching and the current group of pupils.

Module 1: Theories and methods in art education, 7.5 credits

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

- account for and reflect on theoretical perspectives on the subject of art in the form of theories in art education

- account for and reflect on methods for research on art education and artistic development work,
- reflect on national and international research on art education,
- distinguish, formulate, describe and analyse research questions in art education,
- critically and academically review the subject of art education and its research results.

Module 2: Teaching practice in art education for higher secondary school teachers II, 7.5 credits

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

- plan and carry out teaching and compare this with previous experience of teaching,
- build professional relations with colleagues in order to share experiences of teaching and plan teaching activities,
- apply the basic values of policy documents in their own work,
- adapt methods, content, material and other resources in their teaching in relation to the objectives of the teaching and the current group of pupils,
- evaluate the extent to which the objectives of the teaching have been achieved,
- treat pupils and colleagues in a way that corresponds to the basic values in the school's policy documents,
- demonstrate leadership and a professional approach,
- identify and reflect on various forms of assessment appropriate for the pupils and adapted to the learning objectives.

Content

Module 1: Theories and methods in art education, 7.5 credits

This module includes an introduction to, independent studies of, and critical reflection of concepts and theories in art education. It also includes an introduction to, independent studies of, and critical reflection of research methods in art education, as well as an introduction to and reading of national and international research on art education.

Module 2: Teaching practice in art education for higher secondary school teachers II, 7.5 credits

In this course the student works full-time and follows the work at a school for five weeks. With the help of a teacher, the student plans, conducts and evaluates their teaching in relation to subject-didactic considerations. Apart from teaching, the student should also, to the extent possible, participate in all tasks the host-school teacher performs at the school, such as teachers' meetings and parent-teacher conferences.

The organisation of the period is based on two different perspectives on professional teaching:

The participation perspective: the role of the education is to introduce the student to a professional placement and community.

The observer perspective: the student learns by observing and testing various aspects of the teaching profession, which can lead to examples and form the basis of reflection.

Parts of the teaching practice placement may be carried out abroad.

Type of Instruction

Module 1: Teaching is delivered in the form of lectures, seminars and independent studies. Module 2: The students are given opportunities to learn their profession in various forms:

- Observations of pedagogues, pupils and situations at the school,
- Dialogues with pupils, parents, management and pedagogues at the school,
- Planning, implementation and follow-up of teaching activities,
- Dialogues with the supervisor,

- Seminars with teachers and students.

Examination

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

Module 1 is examined through oral and written assignments. Irrespective of the form of examination, the performance of the individual student is assessed and examined. In module 2, the objectives in the participation perspective are examined through observations of the student's performance in teaching and follow-up discussions between the student, the supervisor and a teacher from the university. The objectives in the observer perspective are examined through discussions between the student, the supervisor and a teacher from the university, and seminars and assignments. The number of times to carry out the teaching practice placement is limited to two.

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. For some parts of the course, a retake examination can only be offered in connection to the on-going course. For other parts, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

Required Reading and Additional Study Material

Module 1: Theories and methods in art education, 7.5 credits

Bell, Judith. *Introduktion till forskningsmetodik*. Lund: Studentlitteratur, the latest edition, 250 pages.

Fihn, Gunilla, (2012), "Estetiska lärprocesser. Myter och meningar i lärarutbildningen." in *Kultur, estetik och barns rätt i pedagogiken*. eds. Anna Klerfelt & Birgitta Qvarsell, Malmö: Gleerups. ISBN 9789140677846. pp. 129–143.

Lind, Torbjörn (ed.) (2007). *Konstnärlig forskning under lupp: utvärdering, artiklar och projektrapporter/reportage*. Stockholm: Vetenskapsrådet. ISBN: 978 917307109-3. In selection.

Lindström, Lars. "Kan kreativitet läras ut? En bildpedagogisk översikt." In Sundmark, Björn, Lindström, Lars, Bennich Björkman, Li & Kupferberg, Feiwel (eds.) 2007. *Educare 2007:1* : [kreativitet]. Malmö: Teacher Education, Malmö University. pp. 6–32.

Marner, Anders. *Möten och medieringar – estetiska ämnen och läroprocesser i ett semiotiskt och sociokulturellt perspektiv*. Umeå: Faculty Board of the Teacher Education, Umeå University. The latest edition, 124 p.

Marner, Anders. *Professionalisering av estetiska ämnen – några problem och förslag*. Umeå: The Department of Creative Studies. Teacher Education, Umeå University. 12 p. Available online.

Marner, Anders. "Upplevelse, tolkning, analys och samtal – bildsemiotiskt perspektiv på teori och metod i bildbetraktande." *Tilde, rapport nr 12*, 2009, Umeå: The Department of Creative Studies. Umeå University. pp. 9–88.

Nordic visual arts education in transition. A research review. ed. Lars Lindström. Vetenskapsrådets rapportserie 14:2008. Stockholm, Skolverket. 215 p.

Salén, Peter. *Lärande i estetiken – ett sociokulturellt perspektiv*. Stockholm: Dnsmo

Sajo, Kogei, *Lärande i praktiken – en sociokulturell perspektiv*. STOCKHOLM. FISHA, the latest edition, selected parts, ca 100 pages.

Compendium with articles, ca 30 pages. Provided by the department.

A thesis in art education chosen in consultation with the teacher.

Additional Study Material

Bryman, Alan, *Samhällsvetenskapliga metoder*. Malmö: Liber. The latest edition. 690 p.

Hartman, Jan, *Vetenskapligt tänkande: Från kunskapsteori till metodteori*. Lund, Studentlitteratur, the latest edition. 276 p.

Lorentz, Hans & Bergstedt, Bosse (eds) *Interkulturella perspektiv. Pedagogik i mångkulturella lärandemiljöer*. Lund, Studentlitteratur, 2006. 281 p. The latest edition.

Märner, Anders & Hans Örtengren, *En kulturskola för alla – estetiska läroprocesser i ett mediespecifikt och medieneutralt perspektiv*. Forskning i fokus nr 16. Stockholm; Skolverket. The latest edition. 115 p.

Stensmo, Christer: *Pedagogisk filosofi*. Lund: Studentlitteratur. The latest edition. 279 p.

Thomassen, Magdalene. *Vetenskap, kunskap och praxis: Introduktion i vetenskapsfilosofi*. Malmö: Gleerups utbildning. The latest edition. See especially chap. 7, "Berätta: samhällskonstruktioner." pp. 202–221. ISBN: 9789140650702.

Module 2: Teaching practice in art education for higher secondary school teachers II, 7.5 credits

Läroplan och ämnesplaner för gymnasiet, Lgy 2011, estetiska programmet. www.skolverket.se.

Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter, Skolverket, the latest edition, ca 57 p.