



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

2BPÄ42 Bildpedagogik, fördjupning designpedagogik II - inriktning mot arbete i gymnasieskolan, 30 högskolepoäng

2BPÄ42 Art education, advanced studies II - for upper secondary school teachers, 30 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 2016-09-07

The course syllabus is valid from spring semester 2017

### **Prerequisites**

2BPÄ40 Art education, advanced studies I – design education for upper secondary school teachers, 30 credits, or the equivalent.

## Objectives

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

- define the knowledge content of action-based processes in practical design processes,
- account for the knowledge-based, theoretical practicum turn and the epistemology of the practical knowledge tradition, as well as the concept of tacit knowledge,
- discuss the interplay of people, the environment and design,
- account for and demonstrate in-depth knowledge of central knowledge traditions and approaches in graphic design, product design and room design, and apply these in practice,
- produce a subject-didactic academic text based on theoretical and practical perspectives of knowledge,
- identify and analyse aspects of the teaching profession in relation to the subject

- and its didactics,
- discuss and analyse subject-didactic attitudes in relation to the areas covered by the programme.

### **Module 1: Graphic design, 7.5 credits**

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

- account for and demonstrate in-depth knowledge of central knowledge traditions and approaches in graphic design, and apply these in practice,
- define the knowledge content of action-based processes in practical design processes,
- identify and formulate subject-didactic problems in relation to knowledge of graphic design.

### **Module 2: Product design, 7.5 credits**

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

- account for and demonstrate in-depth knowledge of central knowledge traditions and approaches in product design, and apply these in practice,
- reflect on and account for the interplay of people, the environment and design from ecological, economic and cultural perspectives,
- identify and formulate subject-didactic problems in relation to knowledge of product design.

### **Module 3: Room design – 3D expressions, 7.5 credits**

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

- account for and demonstrate in-depth knowledge of central knowledge traditions and approaches in room design, and apply these in practice,
- define the interplay of people, room and time,
- identify and formulate subject-didactic problems in relation to knowledge of room design.

### **Module 4: Action-based processes of knowledge, 7.5 credits**

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

- account for the epistemology of the practical knowledge tradition, and define the knowledge content of action-based processes in practical design education,
- account for subject-didactic theories related to practical design education and to the concept of tacit knowledge,
- produce a subject-didactic academic text based on theoretical and practical perspectives of knowledge.

## **Content**

### ***Module 1 Graphic design 7.5 credits***

The module includes the following:

- typography,
- graphic identity,
- graphic communication,
- design didactics.

### ***Module 2 Product design 7.5 credits***

The module includes the following:

- people–the environment–design,
- design methods and guiding principles,
- model building,
- design didactics.

### ***Module 3 Room design – 3D expressions 7.5 credits***

The module includes the following:

- people–room–time,
- room, and forms of expression in room design,
- 3D visualisation,
- design didactics.

### ***Module 4 Action-based processes of knowledge 7.5 credits***

The module includes the following:

- subject didactics,
- tacit knowledge,
- design didactics.

#### *Professional basis and professional progression:*

Didactic perspectives are discussed continuously in the course, and the students concretise the content in appropriate activities and learning situations.

#### *Scientific approach and progression:*

The course provides the student with the opportunity to study the knowledge-based, theoretical practicum turn and the epistemology of the practical knowledge tradition. The students read research texts and develop their skills in academic writing in the subject.

## **Type of Instruction**

The course applies a reflecting approach, in which theory and practice, and artistic considerations and technical skills, are combined. Teaching is delivered in the form of lectures, seminars and oral, written and design 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).

In order to receive the grade of Pass, the student must achieve the intended learning outcomes. Criteria for the grade of Pass with Distinction are specified in a study guide. In order to receive the grade of Pass with Distinction on the course as a whole, the student must have received the grade of Pass with Distinction in at least three of the four modules.

Criteria for assessment: handicraft skills, perception, reflection, methods and complexity. The course is examined through compulsory group presentations and seminars, written assignments, design assignments and an individual course portfolio (a so-called workbook).

Irrespective of the form of examination, the performance of the individual student is assessed and examined. For students who do not pass their 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.

Forms of examination:

Module 1 Graphic design 7.5 credits

Compulsory presentations, individually and in groups, of written assignments and design assignments, and an individual course portfolio.

Module 2 Product design 7.5 credits

Compulsory presentations, individually and in groups, of written assignments and design assignments, and an individual course portfolio.

Module 3 Room design – 3D expressions, 7.5 credits

Compulsory presentations, individually and in groups, of written assignments and design assignments, and an individual course portfolio.

Module 4 Action-based processes of knowledge 7.5 credits

A compulsory presentation of an individual written design assignment.

### 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.

### 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: 1DD150 Form and Design II, 30 credits.

### Other

Students pay a compulsory fee for working material.

### Required Reading and Additional Study Material

#### *List of references Module 1 - Graphic design 7.5 credits*

Bergström, Bo. (The latest edition) *Effektiv visuell kommunikation*. Stockholm, Carlssons Förlag. ISBN 9172035420, selected parts, 150 p.

Carlgren, Ingrid. (2015) *Kunskapskulturer och undervisningspraktiker*. Bokförlaget Daidalos AB, Göteborg. ISBN 9789171734495, pp. 19–70

Hellmark, Christer (2004) *Typografisk handbok*. Ordfront Förlag. ISBN 9789170370885, selected parts, 100 p.

Koblanck, Henriette. (1997). *Typografi och grafisk design*. Stockholm: Bonnier Utbildning. ISBN 9162218204, selected parts, 150 p.

#### **Additional study material**

Mollerup, Per. (2013) *Marks of excellence*. Phaidon Press Ltd, Oxford. ISBN 9780714864747, selected parts, 75 p.

#### *List of references Module 2 - Product design 7.5 credits*

Carlgren, Ingrid. (2015) *Kunskapskulturer och undervisningspraktiker*. Bokförlaget

Daidalos AB, Göteborg. ISBN 9789171734495, pp. 71–142

Gigerenzer, Gerd, & Brighton, Henry. (2008) *Why Biased Minds Make Better Inferences*. Cognitive Science 1 (2009) pp. 107–143).

Lawson, Bryan. (2005) *How designers think*. Architectural Press, Oxford. ISBN 0750630736, selected parts, 170 p.

Thorpe, Ann. (2008) *Design för hållbar utveckling*. Stockholm: Raster Förlag. ISBN 9789187215803, 259 p.

#### **Additional study material**

Edeholt, Håkan. (2004) *Design innovation och andra paradoxer*. Doktorsavhandling, Chalmers tekniska högskola, Göteborg. ISBN 9172914734, selected parts, 35 p.

#### **List of references Module 3 - Room design – 3D expressions 7.5 credits**

Bacon, Edmund. (1974). *Design of Cities*. Thames and Hudson. ISBN 9780140042368, selected parts, 40 p.

Carlgren, Ingrid. (2015) *Kunskapskulturer och undervisningspraktiker*. Bokförlaget Daidalos AB, Göteborg. ISBN 9789171734495, pp. 143–247

Hesselgren, Sven. (1985). *Om arkitektur*. Lund: Studentlitteratur. ISBN 9144232713, selected parts, 75 p.

Karlsson, Ingemar. & Ruth, Arne. (1999). *Samhället som teater*. Stockholm: Ordfront. ISBN 9789173247048, selected parts, 35 p.

#### **List of references Module 4 - Action-based processes of knowledge 7.5 credits**

Bronäs, Agneta & Runebou, Niclas. (the latest edition) *Ämnesdidaktik*. Norstedts, Stockholm. ISBN 9789113022819, 152 p.

Carlgren, Ingrid. (2015) *Kunskapskulturer och undervisningspraktiker*. Bokförlaget Daidalos AB, Göteborg. ISBN 9789171734495, 247 p.

Lindström, Lars. (2012) *Aesthetic*, In *With and Through the Arts: A Curriculum Study*. I *JADE International Journal of Art & Design Education*, Vol. 31 (2), (2012) pp. 166–179.

Marnér, Anders. (2005) *Möten och medieringar. Estetiska ämnen och läroprocesser i ett semiotiskt och socio-kulturellt perspektiv*. Monografier Tidskrift för lärarutbildning och forskning, Umeå: Umeå University. ISBN 9173059552, 145 p.

Polanyi, Michael. (2013) *Den tysta dimensionen*. Bokförlaget Daidalos AB, Göteborg. ISBN 9789171734044, pp. 13–36

#### **Additional study material**

Janik, Allan. (1996) *Kunskapsbegreppet i praktisk filosofi*. B. Östlings Bokförlag Symposium, Stockholm. ISBN 9171393196, pp. 13–36

Molander, Bengt (1996) *Kunskap i handling*. Bokförlaget Daidalos AB, Göteborg.

ISBN 9789171730398, selected parts, 85 p.

Schön, Donald (1983) *The reflective practitioner*. USA: Basic Books. ISBN 9781857423198, selected parts, 120 p.