



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

2BPÄ44 Bildpedagogik, fördjupning designpedagogik III - inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

Art education, advanced studies III - for upper 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 2019-03-14

The course syllabus is valid from autumn semester 2019

Prerequisites

Art education, advanced studies I – design education for upper secondary school teachers I and II, 60 credits (2BPÄ40 and 2BPÄ42), or the equivalent.

Objectives

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

- describe the structure, methods and research themes in design theory,
- discuss and evaluate theoretical and methodological approaches in the field,
- reflect on current research from a practical, subject-didactic perspective,
- critically discuss and evaluate a dissertation in the field.

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

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

- account for and problematise theoretical and methodological perspectives in the field of design education,
- account for academic traditions in design and art education.

Module 2, Reading course, 7.5 credits

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

- at a basic level evaluate and assess an academic project concerning academic

- at a basic level evaluate and assess an academic project concerning academic, societal and ethical aspects,
- problematise teachers' work in relation to current research in the subject and its didactics,
- on the basis of current research assess subject-didactic approaches in relation to the areas covered by the programme.

Content

This course discusses a selection of texts in design and art education representing different traditions, from methodological and theoretical perspectives. Various models for analysing and interpreting images, design and shaped environments are tested. The students read two dissertations in design and art education.

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

This module introduces contemporary and historical theories in the subject, and discusses a number of methodological models. Various models for analysis and interpretation are tested.

Module 2, Reading course, 7.5 credits

In this module the students review and problematise current research in design and art education from academic and subject-didactic perspectives. The students read two dissertations in the field, chosen in consultation with the teacher.

Type of Instruction

Teaching is delivered in the form of lectures and seminars. A major part of the course includes 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 presentations. 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. 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 both modules. Irrespective of the form of examination, the performance of the individual student 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.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time.

The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

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

Bronäs, Agneta & Niclas Runebou. *Ämnesdidaktik: en undervisningskonst*. Norstedts, ISBN 9789113022819. 156 p.

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

Dorst, Kees. (2015) *Frame Innovation: Creative New Thinking By Design*. Massachusetts: The MIT Press, ISBN 9780262324311. 200 p.

Lawson, Bryan. (2005) *How designers think*. Architectural Press, Oxford, ISBN

0/50630/36. 1/0 p.

Lindström, Lars. *Nordic Visual Arts Education In Transition*. Stockholm: Vetenskapsrådet, 2009. ISBN 978-91-7307-148-2. 28 p.

Pater, Ruben. *The Politics of Design*. BIS Publishers B.V. ISBN 9789063694227 192 p.

Skåreus, Eva. (2014) *Bilder i forskning; visuella metoder, konstbaserad forskning och fallstudier*. Tilde. Skriftserie, nr. 2, Institutionen för estetiska ämnen; Umeå universitet. ISBN 978-91-7601-186-7 122 p.

Module 2, Reading course, 7.5 credits

Texts in compendia, ca 200 p. and two dissertations in design and art education provided at the online learning platform.