



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

2KP105 Ämnesdidaktik och digitala verktyg för ämneslärare i bild (KPU), 7,5 högskolepoäng

Subject-specific didactics and digital tools for secondary- and upper secondary school teachers of art and design, 7.5 credits

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Arts and Humanities 2019-03-13

The course syllabus is valid from autumn semester 2019

Prerequisites

General entry requirements and the following specific entry requirements:

For teaching in school years 7–9: Subject knowledge in at least one subject of teaching in school years 7–9 equivalent to subject studies of at least 90 credits, in accordance with entry requirements decided by the Board of Teacher Education. For a degree of 240 or 270 credits, the subject studies must include an independent project of at least 15 credits.

For teaching in upper secondary school: Subject knowledge in at least one subject of teaching in upper secondary school equivalent to subject studies of at least 120 credits, in accordance with entry requirements decided by the Board of Teacher Education. For a degree of 300 or 330 credits, the subject studies must include an independent project of at least 15 credits.

Objectives

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

- formulate and discuss issues concerning teaching and subject-didactic processes in the school subject of art and the knowledge traditions it represents,
- plan lessons and courses on the basis of syllabi, curricula and subject-didactic theory,
- justify teaching methods on the basis of subject didactics and suggest how relevant digital tools can be used in teaching,
- reflect on and justify their choice of methods, content and material in relation to children's and young adults' development in terms of visual language,
- describe the historical development of the subject and its role in school and society and distinguish various concepts of didactics from a subject perspective.

society, and distinguish various aspects of diversity from a subject perspective.

Content

The course includes the following:

- the historical development and conceptions of the subject of art,
- children's and young adults' art and development in terms of visual language,
- subject didactics,
- subject-didactic applications and methodology,
- policy documents and syllabi,
- methods for documenting art work using both manual and digital tools,
- digital media and digital image narration.

Professional basis and professional progression

This course includes basic subject didactics and methodology. The syllabi and curricula of the subject are analysed on the basis of subject traditions and subject-didactic theories, which provides the students with tools to reflect on the tradition and function of their subject in school and society. The students practise planning lessons and series of lessons, and thereby prepare for communicating a subject in teaching. In relation to this, the course also discusses ICT in relation to the subject, as well as issues of diversity from a subject perspective.

Scientific approach and progression

The students study subject-didactic theories and concepts on the basis of theoretical studies of curricula from previous courses. The course includes studies of subject-didactic research articles.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, oral and written exercises and creative exercises.

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 intended learning outcomes must be achieved. Grading criteria for the grade of Pass with Distinction can be found in a study guide. The course is examined through oral, written and creative assignments and seminars and workshops. 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

Bronäs, Agneta & Runebou, Niclas. *Ämnesdidaktik – en undervisningskonst*. Norstedts förlag. The latest edition. 155 p.

Löfstedt, Ulla, *Barns bildskapande: teoretiska perspektiv och didaktiska konsekvenser*. Jönköping: Jönköping Univ. Press. The latest edition, 54 p.

Märner, Anders & Örtegren, Hans. Digitala medier i ett bildperspektiv. In Erixon, Per Olof. (ed.). *Skolläroämnen i förändring. En medieekologisk undersökning*. Lund: Studentlitteratur AB. The latest edition, pp. 151–201. 50 p.

Märner, 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. 79 p. Available at: www.estet.umu.se/digitalAssets/41/41243_tilde_12.pdf

Märner, Anders och Hans Örtegren, *En kulturskola för alla – estetiska läroprocesser i ett mediespecifikt och medieneutralt perspektiv*. Forskning i fokus nr 16. Stockholm; Skolverket. The latest edition, 130 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.

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.

Articles and compendia provided by the department, ca 100 pages.