



UNSW
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University



EDST5144

Theoretical Domains in Visual Arts Education

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Karen Maras	k.maras@unsw.edu.au	please email for an appointment	116 Goodsell Building	93282542

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will learn how theoretical domains in Visual Arts and Design practice are identified and understood in contemporary education. You will review the ongoing importance of practice as content introduced into the Visual Arts curriculum in the 1990s and how this concept has evolved in the field of art & design due to more recent developments in philosophy, psychology and technology. The course materials introduces domains of practice that have endured and re-emerge in the contemporary context of changing cultures, fashions and technologies. You will explore how these domains shape our understandings and explanations of art and design practice in educational settings. You will learn how different theoretical domains impact on pedagogy and teaching strategies, can be applied in differentiated form to support students' diverse learning needs in different stages of schooling and how they inform and advance approaches to educational policy.

At the conclusion of this course the student will be able to

1. Understand concepts within theoretical domains of visual arts and design education as tool for navigating meaning, value and identity of practice in visual arts education
2. Assess the implications of theoretical domains of visual arts and design education for pedagogy and the development of intentionally differentiated teaching styles suited to building students' understanding
3. Apply concepts from selected theoretical domains to the classroom to suit students' differentiated cognitive abilities at different stages of schooling

Teaching Strategies

RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The teaching, learning, and assessment activities in this course are designed to provide opportunities for students to develop theoretical and practical knowledge and understandings of current issues in visual arts education that extend beyond those addressed in undergraduate programs and school based professional development. The approach will contribute to students' critically evaluating published chapters and articles in order to enhance their understanding of how various issues are represented in educational and art education discourses and as they relate to practices in classrooms. Further, active participation in the course will facilitate students' capacities to analyse, evaluate and interpret current dilemmas in education that have implications for art education from a theoretically informed point of view.

TEACHING STRATEGIES

In order to develop both theoretical and practical knowledge and understandings, the course will involve selected readings, teacher input, (re)view of short video clips and other media, peer discussion,

structured research activities and individual reflection which will provide students with opportunities to engage deeply, dialogically, and reflexively with the topics and their application.

Australian Professional Graduate Teaching Standards

Standard	Description
1.2.3	Expand understanding of how students learn using research and workplace knowledge.
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
2.1.3	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.
2.2.3	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.
2.3.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
3.2.3	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Task 1	50%	1,2	2.1.3,2.2.3,2.3.3	24/08/2018 09:51 AM
Task 2 (FINAL)	50%	1,2,3	1.2.3,1.5.2,2.1.3,2.2.3,2.3.3,3.2.3,3.3.3	19/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Task 1

Start date: 23/07/2018 12:00 AM

Details: Task 1 3000 words. Explain two theoretical domains and their implications for visual arts pedagogical practice. Students will receive written feedback 10 business days after submission.

Additional details:

Assessment 1: Response paper: How do two of the theoretical frameworks contribute to different understandings, meaning and value in art?

Task:

(a) Select two of the theoretical domains of practice as explained in Modules A-F. Make explicit how concepts and references link together as a network of relations and meanings within each of the selected domains. For example, between the artwork and artist, artwork and imitation of the world, artwork and influence of the spiritual, artwork and institutions, artwork and imagination, artist and institution etc. Include explicit reference to six required readings and selected recommended readings from this course as appropriate.

(b) Explain how the theoretical frameworks selected would oblige you in the pedagogical choices you make as a visual arts teacher. Give examples to support your explanation.

(c) Include references throughout using the APA style.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Task 2 (FINAL)

Start date: Not Applicable

Details: Task 2 (FINAL) 3000 words. Develop a Stage 4-5 program informed by the theoretical domains. Students will receive written feedback 10 business days after submission.

Additional details:

Assessment 2: Program proposal: Applying theoretical domains of practice to programming in Stage 4 & 5 Visual Arts

Task:

Develop and justify a proposal for a program that builds on one and/or two of the theoretical frameworks as an epistemic tool suited to students' cognitive abilities at particular ages/stages of schooling (eg Stage 4 then Stage 5). Show how you will adapt your teaching style and differentiate content in relation to the theoretical domain selected.

Consider the implications for artmaking and critical and historical studies and make reference to specific artist's and their works.

You may use one of the theoretical domains selected from Assessment 1 and one other from Modules G-K that you have not yet addressed. Include references throughout from the course readings and others suited to your purposes using the APA style.

Further details on the format will be provided in class/on Moodle.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5144

Assessment Task: Task 1

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ understanding of the task and choice of selected theoretical frameworks ◦ clarity and accuracy in use of concepts and references related to selected theoretical frameworks ◦ apply understandings of the theoretical frameworks to potential pedagogical choices 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ depth of understanding of concepts and references and can explain their relations within the selected frameworks ◦ explanations are developed with knowledge of the content of relevant required and recommended readings ◦ applications to pedagogical approaches are appropriate and well reasoned ◦ selection of relevant examples 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> ◦ range of references – in addition to required course readings - to support response 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ appropriateness of overall structure of response ◦ coherence in developing informed positions that are sustained relative to the theoretical frameworks and their pedagogical applications ◦ clarity and coherence of organisation, including use of section headings and subheadings to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references ◦ clarity and appropriateness of sentence structure, 					

Specific Criteria	(-)—————>(+)				
vocabulary use, spelling, punctuation and word length					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5144

Assessment Task: Task 2 (FINAL)

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ understanding of the task and choice of selected theoretical frameworks ◦ clarity and accuracy in use of concepts and references related to selected theoretical frameworks ◦ apply understandings of the theoretical frameworks to potential pedagogical choices 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ depth of understanding of concepts and references and can explain their relations within the selected frameworks ◦ explanations are developed with knowledge of the content of relevant required and recommended readings ◦ applications to pedagogical approaches are appropriate and well reasoned ◦ selection of relevant examples 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • range of references – in addition to required course readings - to support response 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ appropriateness of overall structure of response ◦ coherence in developing informed positions that are sustained relative to the theoretical frameworks and their pedagogical applications ◦ clarity and coherence of organisation, including use of section headings and subheadings to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references ◦ clarity and appropriateness of sentence structure, 					

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Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	<p>Theoretical Domains in Visual Arts and Design Education</p> <p>Part 1: The Domains and related teaching pedagogies</p> <p>Overview of the course</p> <p>Background to the Theoretical Domains in Visual Arts and Design Education:</p> <ul style="list-style-type: none"> • The Frames in current NSW Visual Arts syllabuses K-12 • The Literature Review for the National Review of Visual Education <p>Changing emphases in contemporary educational policy</p>
Week 2: 30 July - 5 August	Online Activity	<p>A (i) Plato, Religion, and the Arts</p> <p>(ii) Concepts of the spiritual including iconographic prescription, tradition and pedagogy in visual arts</p>
Week 3: 6 August - 12 August	Online Activity	<p>C (i) Creativity and the Arts</p> <p>(ii) The concepts of experimental investigation and expression of individual ideas and feelings and pedagogy in visual arts</p>
Week 4: 13 August - 19 August	Online Activity	<p>D (i) Aesthetics, taste and the Arts</p> <p>(ii) Concepts of critical transaction, description of immediate felt experience and pedagogy in visual arts</p>
Week 5: 20 August - 26 August	Online Activity	<p>E (i) The psychology of perception, neurophysiology and pathology in the Arts</p> <p>(ii) Explanations of pictorial functions of imagery, iconography and therapy and pedagogy in visual arts</p>
Week 6: 27 August - 2 September	Online Activity	<p>F (i) Rebellion, transgression and difference in the Arts</p> <p>(ii) Concepts of transgression, imaginative freedom, irony, metaphor, the confrontation of authority and pedagogy in visual arts</p>
Week 7: 3 September - 9 September	Lecture	<p>Trialling the relevance of the domain of Relational Aesthetics in accordance with students' ages and stages of schooling</p> <p>This lecture/seminar will explore how a nominated domain of practice informs students learning in art criticism and considerations for differentiating</p>

		conceptual demand across stages of learning in Visual Arts. <ul style="list-style-type: none"> • What is relational Aesthetics • Critical Practice and relational aesthetics • Relational pedagogy
Week 8: 10 September - 16 September	Online Activity	G (i) The Arts as a way of knowing (ii) The concept of art as a practical and conceptual kind of reasoning and pedagogy in visual arts
Week 9: 17 September - 23 September	Online Activity	H (i) The Arts as a form of communication (ii) Concepts of visual literacy, art as a non-spontaneous language that needs to be written and read and pedagogy in visual arts
Break: 24 September - 30 September	Online Activity	I (i) Cultural Studies and the Arts (ii) Concepts of the functional role of the visual arts in society, visual arts as a field of practice, institutional power, habitus, pedagogy and visual arts
Week 10: 1 October - 7 October	Online Activity	J (i) Visual Culture and the Arts (ii) Concepts of the visual arts as the cultural analysis of popular and everyday appearances and pedagogy and visual arts
Week 11: 8 October - 14 October	Online Activity	K (i) The digital, relational and multimodal and Relational in the Arts (ii) Concepts of screen based, reskilling and restructuring using digital tools, interactivity, multimodal messages, networks, design centric, and pedagogy in visual arts
Week 12: 15 October - 21 October	Assessment	

Resources

Prescribed Resources

All readings and resources will be posted on the Moodle site for this course.

Recommended Resources

All readings and resources will be posted on the Moodle site for this course.

Course Evaluation and Development

Revisions this course are made on the basis of students feedback via emails and discussions as well as through My Experience feedback on the course. I have responded to feedback from students in the past. This feedback suggests that given the high levels of reading material and the philosophical nature of the materials in this course that their preference is to a self directed way with focus lectures in which course content and approaches for completing the assessments are discussed and modelled. In this semester 3 lectures, 1 at the beginning, 1 at a midpoint and another prior to the development of Assessment 2 are scheduled.

Image Credit

This image was taken by the course convenor.

CRICOS

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