EDST5140

Critical Issues and Practice in Visual Arts Education

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

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School Contact Information

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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

All students must make a valid attempt at all assessments in order to pass the course.

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

Summary of the Course

In this course you will use a realist philosophical framework to explore critical issues and practice in contemporary visual arts education. Investigations of the complex relationships between practices in art and art education, creativity, and the nature of students' learning in art will provide a basis on which you can then critically examine a range of issues in curriculum design, implementation and assessment in Visual Arts in school, state, national and global contexts. Curriculum fads including visual literacy, visual culture and STEAM will be critically analysed in relation to the ways in which they may distort or support curriculum in Visual Arts.

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

1. Apply a realist philosophy to explain how constraints function in art, art education, students' reasoning, creativity and curriculum development at state, national and international levels.
2. Examine issues in programming and assessing art making and art interpretation in art education in school based and broader educational contexts.
3. Critically analyse and explain how curriculum fads, practices, politics and power relations affect the design and pedagogy of art education curriculum including its assessment and status within the broader curriculum, in local, national and international contexts.

Teaching Strategies

Teaching strategies: The course will be offered online with several seminar meetings via virtual platforms. The course is designed to provide a collaborative and mutually supportive environment in which you and other professionals can contribute to online discussions to capture the evolution of common thinking about critical issues and practices in visual arts education.

Rationale: Offered in an online environment the course will rely on your experience as a teacher as the foundation on which ideas presented in the readings will be introduced and against which they will be critiqued. We will use these experiences as both a lens through which to examine the content and develop responses focused in the assignments.

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.3	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.
1.2.3	Expand understanding of how students learn using research and workplace knowledge.

Assessment

Please see information on Moodle

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Written response	50%	1,3	1.1.3,1.2.3	23/03/2018 05:00 PM
Critical issue or practice	50%	1,2,3	1.1.3,1.2.3	25/05/2018 05:00 PM

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

Assessment Details

Assessment 1: Written response

Start date: Not Applicable

Details: Task 1: Explain your understanding of philosophical realism in art education.Length: 3000 wordsStudents will receive written feedback within 10 days of submission.

Additional details:

Please see furtehr information on Moodle.

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

Assessment 2: Critical issue or practice

Start date: Not Applicable

Details: Task 2: Investigate a critical issue or practice in art education. Length: 3000 wordsStudents will receive written feedback within 10 days of submission.

Additional details:

Additonal information is posted on Moodle.

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

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

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

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 webstie:
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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

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: 26 February - 4 March	Lecture	**We will meet via a virtual forum and discuss the course, meet one another and examine the first miodelu and assessment. Meeting details will be posted on Moodle.** **Module 1: Constraints on art education: realism, art and art education** ***Required readings*** • A theory of social reality • Making art a real thing • The logic of practice
Week 2: 5 March - 11 March	Online Activity	**Module 1 Continued: Constraints on art education: realism, art and art education** ***Required readings*** • A theory of social reality • Making art a real thing • The logic of practice
Week 3: 12 March - 18 March	Lecture	This lecture will be delivered via an online meeting forum. Details will be posted on Moodle **Module 2: Developmental constraints on students' understanding and knowledge in art** • Critical reasoning in art
Week 4: 19 March - 25 March	Online Activity	**Module 3: Curriculum design, implementation and assessment – focus on curriculum development** • Explanatory Frameworks in art & design education
Week 5: 26 March - 1 April	Online Activity	**Module 4: Curriculum design, implementation and assessment – focus on implementation including the body of work and creativity** • The body of work in artmaking • Creativity in artmaking
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Online Activity	**Module 5: Curriculum design, implementation and assessment – focus on assessment**

Week	Activity	Content
		• Assessment and artmaking
Week 7: 16 April - 22 April		**Module 5 continued: Curriculum design, implementation and assessment – focus on assessment** • Assessment and artmaking
Week 8: 23 April - 29 April	Group Activity	**This group activity will take the form of an online discussion** **Module 6: Curriculum design, implementation and assessment – focus on visual literacy and visual culture** • visual literacy and visual culture • The STEM/STEAM debate
Week 9: 30 April - 6 May	Online Activity	**Module 7: Curriculum design, implementation and assessment – focus on Australian curriculum development and the arts** • The Australian Curriculum • The Arts in the Australian Curriculum
Week 10: 7 May - 13 May	Group Activity	**We will meet via a virtual forum and discuss the issue of national curricula in Australia and elsewhere. Details will be posted on Moodle. We will also discuss the second assessment as a group.** **Module 7 continued: Curriculum design, implementation and assessment – focus on Australian curriculum development and the arts** • The Australian Curriculum • The Arts in the Australian Curriculum
Week 11: 14 May - 20 May	Group Activity	**Module 8: Curriculum design, implementation and assessment – focus on international approaches to the Visual Arts, the Arts** National Curricula in the Arts – global responses
Week 12: 21 May - 27 May	Online Activity	**An online dicussion forum will be set up for this module.** **Module 8 coninued: Curriculum design, implementation and assessment – focus on international approaches to the Visual Arts, the Arts**

Resources

Prescribed Resources

- Book – Studies in Philosophical Realism in Art, Design and Education . (2017)

Recommended Resources

Resources will be posted on Moodle

Course Evaluation and Development

The main ways in which the course has changed since last time as a result of student feedback

- The course has been moved to an online delivery supported by addtional virtual meetings
- A textbook has been added to support the reading program within the course
- Group activities have been added to facilitate more interaction and discussion of issues, content and assessments

Image Credit

This image was taken by the lecturer of this course.

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