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Title: Contested Territories in Contemporary Art and Education  
Status: Definitive  
Code: **7028AEPAT** (119239)  
Version Start Date: 01-08-2019  
Owning School/Faculty: Education  
Teaching School/Faculty: Education

Team	Leader
Elizabeth Smears	Y

**Academic Level:** FHEQ7      **Credit Value:** 20      **Total Delivered Hours:** 28  
**Total Learning Hours:** 200      **Private Study:** 172

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	6
Seminar	6
Tutorial	1
Workshop	15

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	4,000 word assignment	100	

### Aims

*Expand their knowledge and understanding of issues in contemporary art and education through learning based on engagement with current theory, research, policy and practice.*

*Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.*

*Develop professionally and personally through engagement with the module.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice.
- 2 Display knowledge and critical understanding of key theoretical frameworks and concepts in contemporary art and education.
- 3 Critically analyse and synthesise research findings and other evidence to inform their practice in contemporary art and education.
- 4 Reflect on and evaluate on the impact of their learning on professional practice, sharing knowledge in an appropriate way.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Written assignment	1	2	3	4
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## **Outline Syllabus**

*Critically reflect upon contemporary practices in art and education.*

*Introduction to ethnographic and grounded theory methodologies within visual art practices.*

*Engage in theoretical debates in relation to educational ideologies, gender, ethnicity, sexuality, politics, location and contemporary art.*

*Exploration of 'contested territories' through a case study approach.*

*Development of a personal Visual Reflexive Journal.*

## **Learning Activities**

Learning activities will include lectures by university tutors and visiting speakers, group discussions and workshop activities with tutors and visiting artists, use of ICT such as Blackboard and other resources, visual methodologies (ethnographic and grounded theory in particular) in relation to reflexive practice, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate.

## Notes

This is a theory-based module involving some practical, visual enquiry. Lectures and seminar discussion will be supported by set reading and introduce you to a range educational approaches to support the development of your theoretical understanding, critical engagement and reflecting upon your professional practice. You will be introduced to specific artists and art practices in relation to ethnographic research and grounded theory that will contribute to your understanding of visual and educational research methodology. You will document workshops, independent enquiry and seminar discussions in an appropriate form including photographs, reflective accounts and engage in a review of literature that will inform a written assignment.