

EDUC90606 Learning in the Arts

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 125 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Dr Neryl Jeanneret
Contact:	Education Student Centre
Subject Overview:	<p>This subject investigates the distinctive forms of knowledge and understanding characteristics of learning in the arts, together with their outcomes and how they are evidenced, and explores strategies for implementation and advocacy.</p> <p>Through critical observation and close analysis of their own or another arts-based educational context, the students identify the integral connections between arts, play and creativity; the role of the arts in shaping the development of understanding of the external world and cultural, interpersonal and individual identities; and arts-specific forms of cognitive, critical, sensory, emotional and kinaesthetic understanding</p> <p>This leads to exploration of the manifestations and outcomes of art-based learning – and how these outcomes are evidenced in research, literature and practice.</p> <p>This in turn leads into addressing the strategic imperatives for arts-based learning in terms of implementation, policy change and advocacy in micro- and macro-social contexts</p>
Objectives:	<p>The students will:</p> <ul style="list-style-type: none"> # Understand the relationship of the arts to play and creativity, and their impact on cognitive, sensory, emotional, social and kinaesthetic learning; # Identify the ways in which learning in and through the arts can produce clearly evidenced outcomes, and explore ways of evaluating the effects of learning in and through the arts; # Investigate the strategies needed to create an arts-conscious education policy, and implement an effective arts-based learning environment.
Assessment:	<p>Essay: Part 1 Formulation and articulation of a coherent understanding of learning in the arts, based on reading, discussion and observation of an arts education context... (Objective 1)1500 words (30 per cent due mid semester)Essay: Part 2 Identification and critical analysis of how arts learning can be evaluated and its outcomes evidenced. (Objective 2)2000 words (40 per cent Due at the end of semester.)Either:Make an oral presentation (5/10 minutes) articulating an arts advocacy position for a specific and given context and audience; orCreate a D/L advocacy brochure for the same specific and given context and audience. (relating to Objective 3).NB the criteria for these two tasks will be the same, apart from one comparable criterion relating to the chosen presentation form (30% due during semester)</p>
Prescribed Texts:	Sinclair, C., Jeanneret, N., & O'Toole, J. (eds) (2008). Education in the arts – teaching and learning in the contemporary curriculum. Melbourne: OUP.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees

Generic Skills:	# Creative and critical observational and thinking skills # Presentational, dialogic and written communication skills # Organisation and management of diverse information and data into analytical, synthetical and strategic configurations.
Related Course(s):	Master of Education (Stream 100B)Coursework Master of Education (Stream 150)