



UNSW
SYDNEY

School of Education

EDST5460
Specialist Study in Education

Term 2 2021

Contents

1.	LOCATION	2
2.	STAFF CONTACT DETAILS	2
3.	COURSE DETAILS	2
	STUDENT LEARNING OUTCOMES	3
	PROGRAM LEARNING OUTCOMES.....	3
	AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	3
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5.	TEACHING STRATEGIES	4
6.	COURSE CONTENT AND STRUCTURE	5
7.	RESOURCES	8
8.	ASSESSMENT	8

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5460 Specialist Study in Education (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Karen Maras
Office Location: G21 Morven Brown Building
Email: k.maras@unsw.edu.au
Availability: Please email for an appointment

3. COURSE DETAILS

Course Name	Specialist Study in Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST5460T2

SUMMARY OF COURSE

This special project course provides a unique opportunity for students enrolled in the Master of Education to investigate artworks from the Art Gallery of New South Wales in conjunction with investigations of research on pedagogy and assessment in critical interpretation in art education.

You will engage first hand with selected artworks and research these artworks through applying the practices of the critic and the historian. This research, combined with in-depth learning about the development of critical interpretation as a form of reasoning in classroom exchanges, will inform your further work in designing and implementing high quality teaching and learning programs in Visual Arts. Consideration will be given to how you can support students to build interpretations in the classroom of artworks that reflect the diversity of discourses within international contemporary art.

Course content will address

- Recent research on how students' interpretations of art are structured and contribute to their knowledge and understanding in Visual Arts
- The role of explanatory frameworks (the Frames) in supporting students' developing interpretations of contemporary art practice
- Teaching and assessment strategies that support students to adopt the role of an art critic through critical reasoning exchanges in the classroom in Years K-12 Visual Arts
- How to design teaching and learning programs geared to the students' learning needs in a particular stage that provide opportunities for them to extend their knowledge and understanding of art writing and critical practice.
- Approaches to implementing assessment for learning in art criticism and way students' critical understanding of art can be assessed.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- The partner venue in which this course is offered has changed – Art Gallery of New South Wales.
- Greater emphasis on the relationships between language and reasoning and formative assessment of student learning has been included in the course content.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Analyse and explain how a theory of social reality can be applied as a logical structure to account for critical practice in the artworld	1
2	Apply a theory of critical reasoning in the design of interpretive activities in the art classroom and assess the implications for teacher pedagogy focussed on the development of students' critical agency in Visual Arts and Design education	1, 2
3	Develop a teaching and learning program that engages students as critics in the interpretation of contemporary Chinese art and pedagogical styles suited to student cognitive abilities and different stages/ages in an educational setting	1, 2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge	1, 2
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds	1, 2

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
2.2.3	Exhibit innovative practice in the selection and organisation of content, and delivery of learning and teaching programs	1, 2
2.3.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements	1, 2
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals	2
3.3.3	Support colleagues in selecting and applying effective teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking	2
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	

4. 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 approaches to teaching critical interpretation in the visual arts and design classroom. The inclusion of time in a contemporary art gallery setting provides a basis for developing contemporary content for teaching and learning in a variety of art educational settings. A particular focus is building a community of practice in which students develop peer-to-peer exchanges through reflection and evaluation of course content. Through a series of workshops, they will engage in collaborative practical activities in which critical reasoning skills are engaged by teachers as students and then applied in the preparation of learning activities for students and teachers. Activities such as research seminars, research investigations of artists using a research archive and actual artworks will inform a series of workshops in which a variety of approaches to framing, teaching and assessing critical interpretations will be discussed and will contribute to generating and shaping knowledge and understanding and the identity of the Visual Arts and Design in contemporary education. The approach will contribute to students' learning about and critically evaluating the advantages of these a realist approach to teaching and learning art interpretation to enhance their understanding of how they may proceed in crafting their own programs and teaching styles that consider student cognitive development and deepening relational understandings of art.

5. TEACHING STRATEGIES

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.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
Pre-Course Reading	<p>Theoretical Domains in Visual Arts and Design Education</p> <p>Required readings</p> <p>Searle, J. R. (2010). The basic reality and the human reality. In D. Franken, A. Karakus, and J.G. Michel (Eds.) <i>John R Searle: Thinking about the real world</i>, Frankfurt: Ontos Verlag.</p>
Hurdle Task	<p>Searle, J. R. (2008). Social ontology: Some basic principles, <i>Philosophy in a New Century</i>. New York: Cambridge, UK: Cambridge University Press.</p> <p>Searle, J. R. (2000). Structure of the social universe: How the mind creates an objective reality, <i>Mind, language and society</i>. London: Phoenix.</p>

Day 1: Theoretical constraints on critical reasoning in art education

<p>Day 1</p> <p>28 June 2021</p> <p>UNSW</p> <p>Kensington</p> <p>Room TBC</p> <p>Emergency contact call Karen Maras: 0438240542</p>	<p>Theoretical constraints on critical reasoning in art education</p> <p>10am -12:30pm (20-minute break for Morning tea)</p> <p>Session 1: Orientation to the course, introduction and welcome</p>
	<p>Session 2: Background to the teaching of art criticism in Visual Arts and Design Education.</p> <ul style="list-style-type: none"> • Changing emphases on critical interpretation in contemporary educational policy • Agency, roles and assumptions about critical interpretation
	<p>Lunch 12:30pm-1:30pm (local lunch venues or BYO)</p>
	<p>1:30pm – 4pm</p> <p>Session 3: A realist account of critical interpretation</p> <ul style="list-style-type: none"> • Searle's theory of social reality as a framework for outlining the role of interpretation and critical practice in the artworld (referencing Ass1 and pre-readings) • Theoretical bases of critical reasoning • Critical reasoning as a basis for art criticism – the nature of language, beliefs and artworks as artefacts • Key factors that shape pedagogy in Critical interpretation in the art and design classroom • Developmental perspectives on critical learning in art
	<p>Required Reading</p> <p>Maras, K. (2017). Mind, language and artworks as real constraints on students' critical reasoning about meaning in art, <i>International Journal of Art & Design Education</i>, 37:3, 530-540.</p>

	<p>Maras, K. (2010). Age-related shifts in the theoretical constraints underlying children's critical reasoning in art. <i>Australian Art Education</i>, Vol. 33:1, 20-28.</p> <p>Maras, K. (2013). What ACARA 'forgot' : opening up the space for a conceptual framework for visual arts in the Australian curriculum. <i>Australian Art Education</i>; 35:1& 2, 24-37.</p> <p>Wollheim, R. (1987). What the spectator sees, <i>Painting as an Art</i>. London: Thames & Hudson.</p> <p>Further readings and references will added to Moodle</p> <p>Brown, N. C. M. (2005). The relation between evidence and action in the assessment of practice. In <i>Critical thinking and learning, values, concepts and issues: Proceedings of the Philosophy of Education Society of Australasia Conference</i>, Hong Kong, 2005. Retrieved November 26, 2007, from http://www.pesa.org.au</p> <p>Brown, N. C. M. (1996). The frames and the visual arts. In <i>draft years 11-12 visual arts support document</i>, pp. 6-23, Sydney: Board of Studies, NSW. Unpublished paper.</p> <p>Danto, A. C. (2013). <i>What Art Is</i>. New Haven, CT: Yale University Press.</p> <p>Feldman, C. F. (1987) Thought from language: the linguistic construction of cognitive representations, in J. Bruner & H. Haste [Eds] <i>Making Sense: The Child's Construction of the World</i>. London: Methuen, pp. 133–46.</p> <p>NSW Syllabus Documents K-12: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/nsw-curriculum-syllabuses</p>
--	--

Day 2: Art Gallery of New South Wales

<p>Day 2 29 June 2021 Art Gallery of New South Wales</p>	<p>10am -1:00pm (20-minute break for Morning tea)</p> <p>Session 1: Orientation to the AGNSW Collection and current exhibitions Leeanne Carr, Education Manager, AGNSW</p> <p>Session 2: Looking, investigating and interpreting artworks from the collection</p>
	<p>Lunch 1:00pm-2:00pm (local lunch venues)</p>
	<p>2:00pm – 4:30pm</p> <p>Session 3: Researching artworks, artists and their bodies of work</p> <ul style="list-style-type: none"> • A focus on circumstantial evidence that impacts interpretations of meaning • Critical reviews and points of view • Debates, controversies in artworld contexts
	<p>Session 4: Applying research and resources to the development of learning activities for a nominated cohort (focus on Assignment 1)</p> <ul style="list-style-type: none"> • Structuring a sequence of reasoning about an artwork • Concepts and language • recursive development of ideas and views

	<ul style="list-style-type: none"> framing interpretations – do you start with a frame or does a framework of meaning and value emerge in the reasoning?
	<p>Required Reading</p> <p>TBC</p>

Day 3 – Building learning activities focussed on the critical interpretation of artworks

<p>Day 3 30 June 2021 Art Gallery of New South Wales</p>	<p>10am -1:00pm (20-minute break for Morning tea)</p> <p>Session 1: Structuring critical reasoning activities</p> <ul style="list-style-type: none"> the role of beliefs, artworks and reasoning in the development of a critical point of view Strategies for developing individual and collective agency in art criticism The role of source material in building explanations of artworks
	<p>Lunch 1:00pm-2:00pm (local lunch venues or BYO)</p>
	<p>2:00pm – 3:30pm</p> <p>Session 2: Going back to the artworks</p> <ul style="list-style-type: none"> how might we interpret these artworks now? what’s changed in our critical knowledge and why? how might transformations of understanding be represented, mapped and further developed in the classroom?
	<p>Session 3: Review of work in progress and strategies for further developing learning activities</p> <ul style="list-style-type: none"> Coherence, completeness and elegance of learning activities opportunities and challenges positioning and sequencing learning activities in a broader program of work – building students’ critical agency peer-to-peer sharing, evaluation and reflection followed by whole group discussion
	<p>3:30pm-5:00pm Exhibition Visit or continue to work in the library</p>
	<p>Required & Further readings – TBC</p>

Day 4 – Critical interpretation in the art and design classroom

<p>Day 4 1 July 2021 UNSW Kensington Room TBC</p>	<p>10am -12:30pm (20-minute break for Morning tea)</p> <p>Session 1: Preparation time for the presentation</p> <p>Session 2: Student Presentations of learning activities (Ass 2)</p> <ul style="list-style-type: none"> Peer assessment and feedback on presentations How learning activities integrated in a broader scope and sequence of learning in art criticism
	<p>Lunch 12:30pm-1:30pm (local lunch venues or BYO)</p>
	<p>1:30pm – 4:30pm</p>

Session 3: Workshopping Assessment 3 Building student’s knowledge and understanding of art interpretation over time

- Scope and sequence of formative and summative learning activities
- The role of assessment for learning in art criticism and critical interpretation
- Assessment strategies – different types, using ICT, the role of students reasoning in the assessment of learning

Debrief – where to from here, strengths & areas for development...

7. RESOURCES

Required Readings

See Moodle

Further Readings

See Moodle

Useful journals: some examples

Art Education Journals

Studies in Art Education

International Journal of Art and Design Education

Visual Arts Research

Journal of Aesthetic Education International

Journal of Education through Art Journal of Cultural Research in Art

Education Journal of Social Theory in Art Education

Art Education

Journal of Artistic and Creative Education

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Hurdle task: Pre-course reading, reflection on theory	1000 words	0%	1-2	1		
Task 1: Outline of a learning activity	2000 words	40%	1-3	1-6	1.2.3, 1.3.2, 2.2.3, 2.3.3	In class 1 July 2021
Task 2: Program	3000 words	60%	2-3	1-6	1.2.3, 1.3.2, 2.1.3, 2.2.3, 2.3.3, 3.1.3, 3.3.3	14 July by 5pm

Submission of assessments

Students are required to follow their lecturer’s instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information

regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Hurdle task: Pre-course reading, reflection on theory
Weight: 0%
Length: 1000 words (to inform class discussions on Day 1 of the course)
Task details:

What do we mean when we describe teaching and learning in art as “the construction of a social reality”?

- a. Read the following articles by John R Searle:
 - Searle, J. R. (2010). The basic reality and the human reality. In D. Franken, A. Karakus, and J.G. Michel (Eds.) John R Searle: Thinking about the real world, Frankfurt: Ontos Verlag.
 - Searle, J. R. (2008). Social ontology: Some basic principles, Philosophy in a New Century. New York: Cambridge, UK: Cambridge University Press.
 - Searle, J. R. (2000) Structure of the social universe: How the mind creates an objective reality, Mind, language and society. London: Phoenix.
- b. Write a brief account of the necessary and sufficient conditions of Searle’s theory of social reality. In this account consider how humans construct the artworld as a social reality.

Assessment task 1: Outline of a learning activity
Weight: 40%
Length: 10-minute presentation and 2000 word written account
Task details:

- a. Prepare a 10-minute oral presentation for your peers that: Outline a learning activity in which a collaborative interpretation of a contemporary Chinese artwork selected from the White Rabbit Collection is developed through critical reasoning exchanges between a teacher and their students.
- b. Prepare a 1-page written account of the activity to be shared with your peers. Upload this to Turnitin.
In your account of the activity, explain how the teacher engages framework beliefs, recursive reasoning processes and artwork properties to engage the class in the construction of a collective point of view. Consider how the teacher uses provocations in the form of images, source material such as extracts of writing from critics, and concepts as motivational prompts to extend students’ critical reasoning. Include all necessary source material, images, and extracts of writing that would be necessary to engage in this activity.

Include references throughout from the course readings and others suited to your purposes using APA referencing style.

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

Assessment task 2: Program
Weight: 60%
Length: 3000 words
Task details:

Build a program of work for a year group/cohort/or stage focussing on the critical interpretation of selected artworks from the collection or exhibition you have engaged with during the course.

Include:

- Program title
- A rationale that explains the design of the program and its educative value to this group of students • Learning Outcomes (3 max)
- Visual Arts content – Framework beliefs, Practice in interpretation and artworld concepts/Conceptual framework.
 - Artist/s
 - Artworks in the body of work
 - Critical commentaries/reviews
- Overview of sequence of learning activities focussed on critical interpretation of a body of work by one or more artists
- Two assessment tasks: 1 summative and 1 formative
- Resources & references

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5460 SPECIALIST STUDY IN EDUCATION

Student Name:
 Assessment Task 1: **Outline of a learning activity**

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question <ul style="list-style-type: none"> • Understanding of the task and choice of selected theoretical concepts • Clarity and accuracy in use of concepts and references related to selected theoretical frameworks • Apply understandings of the theoretical frameworks to potential pedagogical choices 					
Depth of analysis and/or critique in response to the task <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 					
Familiarity with and relevance of professional and research literature used to support response <ul style="list-style-type: none"> • Range of references and resources – in addition to required course readings - to support response 					
Structure and organisation of response <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 					
Presentation of response according to appropriate academic and linguistic conventions <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, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:
Recommended: /20 (FL PS CR DN HD)

Date:
Weighting: 40%

NB: The ticks in the various boxes are 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
 FEEDBACK SHEET
 EDST5460 SPECIALIST STUDY IN EDUCATION

Student Name:

Student No.:

Assessment Task 2: **Program**

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and choice of selected Visual Arts content • clarity and accuracy in use of concepts and references related to selected theoretical frameworks and curriculum policy • apply understandings of the theoretical frameworks to potential pedagogical choices 					
Depth of analysis and explanation in response to the task <ul style="list-style-type: none"> • depth of understanding of concepts and references and can explain their relations within a learning program for developing interpretations of art • explanations are developed with knowledge of the content of relevant required and recommended readings • applications to pedagogical approaches are appropriate and well-reasoned • design of scope and sequence of learning activities is appropriate 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of references and resources – in addition to required course readings - to support response 					
Structure and organisation of response <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 as a sequence of teaching and learning • clarity and coherence of organisation, including use of section headings and subheadings to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <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, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are 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.**