

## MODULE/COURSE HANDBOOK

<b>Concept of Art Education</b>							
<b>Module/Course Title</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>		
Concept of Art Education	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/ Semester	2 Credits x 1.59 = 3,18 ECTS	1	16 meetings (include midterm Exam and Final Exam)	16 meetings		
1	<b>Type of course</b> • Experience		<b>Contact hours</b> $50/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 26,70$ <b>Structured Assignment</b> $60/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 32,04$		<b>Independent study</b> $60/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 32,04$		
2	<b>Prerequisites for participation (if applicable)</b>						
3	Learning outcomes (PLO+CLO)  PLO 3 Develop logical, critical, systematic and creative thinking when doing specific tasks in their area of competence and in compliance with the appropriate work competency requirements. PLO 5 Have an understanding of the most recent developments in planning, implementation, and evaluation of visual arts learning from local to global contexts. PLO 6 Able to develop and execute a creative, innovative, and evaluative visual arts learning in accordance with student characteristics, within the implementation of ICT-based pedagogical competencies and management.  CLO 3 Students are able to analyze various basic concepts of art education logically, critically, and systematically as a basis for understanding the practice of art education in various contexts. CLO 5 Students can critically analyse various art education theories and approaches and identify the theoretical ramifications in both formal and non-formal learning environments. CLO 6 Students can design innovative and inclusive arts education programs, taking into account the diverse needs of learners and the dynamics of the learning environment.						
4	<b>Subject aims/content</b> This course contains an assessment of the nature and role of art that underlies the development of						

	<p>fine arts learning programs and their implementation, serving as a foundation for designing and executing learning in both general and vocational education institutions at the primary and secondary levels. Lecture strategies are achieved through the study of theories related to the concept of art education and their practical application within schools. In addition, the course incorporates a variety of learning materials, including academic textbooks, digital media resources, interactive workshops, and case studies, which collectively provide students with a comprehensive understanding of art education principles.</p> <p>Learning indicators and expected outcomes for the course include the ability to critically analyze art concepts, translate theoretical knowledge into practical classroom activities, design innovative art-based learning programs, and demonstrate enhanced creative and critical thinking skills. Furthermore, the course assessment framework employs multiple evaluation methods—such as paper writing, reflective journals, and oral presentations—to ensure that students meet established benchmarks in art pedagogy and can effectively implement art education strategies in diverse learning environments.</p>
5	<p><b>Teaching methods</b> Interactive lecture <b>problem-based learning</b>-Paper Writing and Presentation</p>
6	<p><b>Assessment methods</b> Paper writing, oral presentations, written test, quiz</p>
7	<p><b>This module is used in the following study program/s as well</b> Undergraduate program</p>
8	<p><b>Module Coordinator</b> Drs. Martadi, M.Sn. Ika Anggun Camelia, S.Pd., M.Pd.</p>
9	<p><b>Reference</b> Major:</p> <ol style="list-style-type: none"> <li>1. Freedman, K., &amp; Hernández-Hernández, F. (Eds.). (2024). Curriculum, culture, and art education: Comparative perspectives. Suny Press.</li> <li>2. Andrews, B. W. (2023). Arts education: A global affair (Vol. 13). Brill.</li> <li>3. Wild, C. (2022). Artist-teacher practice and the expectation of an aesthetic life: creative being in the neoliberal classroom. Routledge.</li> <li>4. Goldberg, M. (2021). Arts integration: Teaching subject matter through the arts in multicultural settings. Routledge.</li> <li>5. Morrow, S. M. (2021). Rethinking Art Education Research Through the Essay. Palgrave Macmillan.</li> <li>6. Park, H., &amp; Schulte, C. (Eds.). (2021). Visual Arts with Young Children: Practices, Pedagogies, and Learning. Routledge.</li> <li>7. Sickler-Voigt, D. C. (2019). Teaching and Learning in Art Education: Cultivating Students' Potential from Pre-K Through High School. United Kingdom: Taylor &amp; Francis.</li> </ol>

8. Pamadhi, Hajar. (2012). Konsep Pendidikan Seni. Yogyakarta: UNY Press.
9. Godlbergh, Merryl. (2000). Arts and Learning: An Integrated Approach to Teaching and Learning in Multicultural and Multilingual Settings (2nd Edition). London: Allyn and Bacon.
10. Ki Hadjar Dewantara. (2000). Buku 1: Pendidikan. Yogyakarta: Percetakan Tamansiswa.
11. Read, Herbert. (1954). Education through Art. New York: Faber and Faber.

Minor

1. Sheridan, K. M., Veenema, S., Winner, E., & Hetland, L. (Eds.). (2022). Studio thinking 3: The real benefits of visual arts education. Teachers College Press.
2. Camelia, I.A. (2021). Eco-Connectivity of Arts Learning for Mentally Disabled Children at SLB Gedangan Sidoarjo East Java. Jurnal PAJAR (Pendidikan dan Pengajaran), 5(2), 419-430. DOI : <http://dx.doi.org/10.33578/pjr.v5i2.8293>.
3. Wiratmoko, C., & Sampurno, M. B. T. (2021). THE ENCHANTMENT OF TIKTOK AS GEN Z CREATIVITY PLACE IN SMA NEGERI 2 SURABAYA'S BATIK MOTIFS ONLINE EXHIBITION. Education and Human Development Journal, 6(2), 1–11. <https://doi.org/10.33086/ehdj.v6i2.2122>
4. Sampurno, Tejo. (2015). Seni, Melukis, Autisme. Yogyakarta: Psikosains.

Link

1. <https://www.youtube.com/watch?v=L9701H8PtUE&t=20s>
2. <https://www.youtube.com/watch?v=6Krk3RdgJWc>
3. <https://www.youtube.com/watch?v=o-PVD-d3-Dc>