

## MODULE/COURSE HANDBOOK

Inclusive Arts Education					
Module/Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
Inclusive Arts Education	2 Credits x 16 meetings x 170 /60 = 90,6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	7	16 meetings (include Mid-term 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> $60/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 32,04$	<b>Class size</b> 30 students
2	<b>Prequisites for participation (if applicable)</b>				
3	Learning outcomes (PLO+CLO)  PLO-2 Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character. 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-7 Capable of conducting research in the subject of visual arts education and disseminating the findings through scientific writing.				

	<p><b>CLO-1</b>            Students are able to demonstrate an inclusive attitude and empathy toward the needs and potential of individuals from diverse backgrounds and abilities in the context of art education.</p> <p><b>CLO-2</b>            Students are able to analyze the concepts and fundamental principles of inclusive education, evaluate theories and practices related to the implementation of appropriate methods and strategies, and design art learning models that effectively support learner diversity.</p> <p><b>CLO-3</b>            Students are able to conduct basic research on inclusive art education practices, analyze data, and generate findings that can enhance the effectiveness and accessibility of art learning for students from diverse backgrounds and abilities.</p>
4	<p><b>Subject aims/content</b></p> <p>This course provides knowledge, understanding, and case studies that are explored both theoretically and practically. Its scope includes the fundamentals and characteristics of children with special needs and inclusive classrooms, perspectives on art education for children with special needs and inclusive classrooms, theories underlying inclusive art education, case studies on art education for children with special needs and inclusive classrooms, the development of collaborative art education capacities for children with special needs and inclusive classrooms, and the exploration of the therapeutic potential of art in the education of children with special needs and inclusive classrooms. Furthermore, this course encourages the exploration of interdisciplinary art learning and eco-education for art education tailored to children with special needs and inclusive classrooms.</p> <p>This course will explore the fundamental characteristics of children with special needs, including physical, cognitive, and emotional aspects that affect their learning processes. Students will study the principles of inclusive classrooms, focusing on how to create environments that support the participation of all students, including those with special needs. The curriculum will include an examination of various theories related to inclusive art education, such as differentiated instruction and universal design for learning. Students will also engage with case studies to understand real-world applications of art education in inclusive settings, focusing on strategies that have proven successful in diverse educational contexts. The course will further delve into the therapeutic aspects of art in education, exploring how art can be used as a tool for healing, expression, and emotional development in children with special needs. Additionally, interdisciplinary approaches to art learning, incorporating elements of eco-education and community engagement, will be explored as part of a holistic educational framework.</p> <p>By the end of the course, students are expected to demonstrate a comprehensive understanding of the unique needs of children in inclusive classrooms and how art education can be tailored to support their learning and development. They will show the ability to design and implement inclusive art education strategies that address the diverse needs of children with special needs. Students will also be able to analyze and apply various theories and case studies related to inclusive art education in practice. The final output will include the development of a lesson plan or project proposal that integrates the therapeutic potential of art, interdisciplinary learning, and eco-education, with a clear focus on inclusion and collaboration. This will be presented as a comprehensive project that reflects their knowledge and practical skills gained throughout the course.</p>

5	<b>Teaching methods</b>  Interactive lecture <b>problem-based learning</b> -Paper Writing and Presentation
6	<b>Assessment methods</b> Portfolios of students work, written test, quiz
7	<b>This module is used in the following study program/s as well</b> Undergraduate program
8	<b>Module Coordinator</b> Ika Anggun Camelia, S.Pd., M.Pd. Dr. Muchammad Bayu Tejo Sampurno, S.Pd., M.A.
9	<b>Reference</b> Major <ol style="list-style-type: none"> <li>1. Mitchell, D., &amp; Sutherland, D. (2020). <i>What really works in special and inclusive education: Using evidence-based teaching strategies</i>. Routledge.</li> <li>2. Villa, R., &amp; Thousand, J. (2021). <i>The inclusive education checklist: A checklist of best practices</i>. National Professional Resources, Inc..</li> <li>3. Musneckienė, E. (2020). Inclusive education in the arts: challenges, practices and experiences in Lithuania. <i>Journal of the European teacher education network</i>, 15, 18-29.</li> <li>4. Graham, L. J. (2020). Inclusive education in the 21st century. In <i>Inclusive education for the 21st century</i> (pp. 3-26). Routledge.</li> <li>5. Baglieri, S. (2022). <i>Disability studies and the inclusive classroom: Critical practices for embracing diversity in education</i>. Routledge.</li> <li>6. Hatton, K. (2019). <i>Inclusion and Intersectionality in Visual Arts Education</i>. Trentham Books. Available from: UCL IOE Press, UCL Institute of Education, 20 Bedford Way, London, WC1H 0AL, UK.</li> <li>7. Hatton, K. (2015). <i>Towards an Inclusive Arts Education</i>. Trentham Books. Available from: UCL IOE Press, UCL Institute of Education, 20 Bedford Way, London, WC1H 0AL, UK.</li> <li>8. Mihaly Csikszentmihalyi. 1990. <i>Flow: The Psychology of Optimal Experience</i>. Harper Collins.</li> <li>9. Al Hurwitz. 2011. <i>Children and Their Art: Art Education for Elementary and Middle Schools</i>. Cengage Learning.</li> <li>10. Shelly Meyers. 2019. <i>The Art of Inclusive Education: Best Practices for All Learners</i>. Cognella Academic Publishing.</li> <li>11. Alice Fox. 2015. <i>Inclusive Arts Practice and Research: A Critical Manifesto</i>. Routledge.</li> <li>12. Helen Goren Safton. 2012. <i>Making Art Special: A Curriculum for Special Education Art</i>. CreateSpace Independent PublishingPlatform</li> </ol> Minor <ol style="list-style-type: none"> <li>1. Slee, R., &amp; Tait, G. (2022). <i>Ethics and inclusive education</i>. Springer: Berlin/Heidelberg, Germany.</li> <li>2. Ní Bhroin, Ó., &amp; King, F. (2020). Teacher education for inclusive education: a framework for developing collaboration for the inclusion of students with support plans. <i>European Journal of Teacher Education</i>, 43(1), 38-63.</li> <li>3. Joseph P. Huston. 2015. <i>Art, Aesthetics, and the Brain</i>. Oxford University Press.</li> <li>4. Mbua, E. M. (2023). Inclusive Education. <i>Principal Leadership</i>, 7(1), 1-25.</li> <li>5. Lev Semenovich Vygotsky. 1974. <i>The Psychology of Art</i>. MIT Press.</li> </ol>