

# EQ321-15 Arts-Based Learning in Education

**21/22**

**Department**

Education Studies

**Level**

Undergraduate Level 3

**Module leader**

Cheryl Cane

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module will explore the role of arts-based learning within education. It will introduce students to a variety of forms of arts-based learning in order to prepare them to design, implement and reflect on their own arts-based lesson around a topic of their choice.

### Module aims

This module enables students to develop skills in designing arts-based educational learning experiences based on the critical evaluation of theory and practice. It will appeal to students interested in careers in teaching and / or facilitating or to those who are interested in exploring the potential for an arts-based pedagogy to develop positive learning environments in a variety of fields. The module will build on the department's relationships with professional arts-practitioners, and local schools, in order to make real-world connections.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Through studying this module, students will be introduced to relevant theories and practices in arts-based education and in teaching and learning through the arts. Students will study a variety of examples of arts-based practice in education drawing on the expertise available within the department and its network of practitioner contacts. Weekly sessions will involve a combination of theory based subject knowledge development and workshop-based practical explorations. Students will be introduced to concepts of reflective practice and they will design an arts-based learning experience for others. This module is particularly suitable for students who may be interested in careers in teaching or as an arts practitioner or facilitator. This module also appeals to anyone with an interest in cross-curricular learning more generally and the notion of arts-based learning for any subject.

## **Learning outcomes**

By the end of the module, students should be able to:

- Can critically evaluate the appropriateness of their response to the teaching and learning challenge showing appreciation of uncertainty, ambiguity and limits of knowledge with close reference to scholarly reviews
- Can demonstrate a systematic, coherent and detailed knowledge and understanding of the principles and practices of arts-based learning in Education
- Can critically evaluate arguments, assumptions and concepts underlying the team-design of an arts-based teaching and learning challenge
- Can deploy established techniques of analysis and enquiry to a real-world teaching and learning challenge

## **Indicative reading list**

Bamford, A. (2006) *The Wow Factor*. Global Research Compendium on the Impact of the Arts in Education, Pearson Education.

Neelands et al (2015) *Enriching Britain: Culture, Creativity and Growth*, The Report by the Warwick Commission on the Future of Cultural Value

Thomson, P. and Russell, L. (2007) Teaching like an artist: the pedagogic identities and practices of artists in *British Journal of Sociology of Education*, 28 (5), pp.605-619

Thomson, P., Hall, C., Jones, K., Sefton Green, J. (2012) *The Signature Pedagogies Project: Final Report*, The University of Nottingham, [cprtrust.org](http://cprtrust.org)

Robinson, A.H. (2013) Arts Integration and the Success of Disadvantaged Students: A Research Evaluation. *Arts Education Policy Review*, 114 (4), 191-204

[View reading list on Talis Aspire](#)

## **Interdisciplinary**

This module can link with learning in any field because the focus is on the use of an arts-based approach to learning. There are a number of subject fields that will find particular links with this module - Theatre studies, Drama, English Literature but there are also opportunities to link STEM

subjects (Science, Technology, Engineering, Mathematics) through the use of arts-practice (STEAM).

## **Subject specific skills**

Students should demonstrate a critical understanding of –

- their personal responsibilities within a group planning situation
- the processes involved in reflective practice
- the underlying values, theories and concepts relevant to arts-based learning in education
- the diversity of learners and the potential for the arts to impact on positive engagement
- the complexity of the interaction between planning and learning and the extent to which an arts-based pedagogy can influence the learning process
- the societal and organisational structures and purposes of arts education within an understanding of wider educational systems, and the possible implications for the learning process
- critiques of theory, practice and research in the area of arts education.

## **Transferable skills**

Active listening, Analysis and decision making, Character/personality, Common sense, Communication skills, Confidence, Coordinating with others, Creativity, Critical thinking, Emotional intelligence, Planning and organisational skills

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## **Study**

### **Study time**

<b>Type</b>	<b>Required</b>
Lectures	10 sessions of 1 hour (9%)
Seminars	10 sessions of 2 hours (17%)
Private study	85 hours (74%)
Total	115 hours

### **Private study description**

Personal reading / study of key documents

Project planning both individually and group

Group meetings / practice for lesson planning - expectation that each group will spend some time together preparing for their group-delivered lesson outside the regular taught sessions.

Optional tutorials.

## **Costs**

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A

	Weighting	Study time
Learning through the arts - a critical review	50%	15 hours

This module will be assessed in two parts. The first part of the assessment will take the form of a critical analysis of the potential for arts-based learning using relevant research and example case studies. In this assignment students will make reference to their understanding of relevant values, theories and practices of arts-based learning by analysing the key documents provided (1,000 words).

Arts-based Learning in Education project	50%	20 hours
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The second part of the assessment (1,000 words) requires an individual written response reflecting on a group arts-based mini-lesson including a rationale for the lesson, a reflection on the process both in and after the lesson, and an evaluation of the strengths and areas for development of the project.

### Feedback on assessment

Education Studies feedback form to be filled in giving detailed feedback on theory, lesson designed and reflection. Comments provided through document.

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## Availability

### Courses

This module is Option list A for:

- Year 3 of UEQA-X35B Undergraduate Education Studies
- Year 4 of UPSA-C806 Undergraduate Psychology with Education Studies (with Intercalated Year)

This module is Option list B for:

- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies