



Teaching Guide

Identifying Data					2018/19
Subject (*)	Processes and strategies for teaching photography and contemporary art			Code	652513218
Study programme	Mestrado Universitario en Didácticas Específicas				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	2nd four-month period	First	Optional	3	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
Coordinador		E-mail			
Lecturers		E-mail			
Web					
General description					

Study programme competences / results

Code	Study programme competences / results
A8	To be able to defend and argue in oral and written ways the completed investigation and/or innovation work, using audio-visual aids.
A12	To identify the main research and innovation lines and their evolution in the area of Specific Didactics.
A13	To analyse and critically assess research work and innovation projects in specific disciplinary fields.
A17	To select, adapt and apply materials, resources and ICTs to improve the teaching and learning in different disciplinary fields.
B1	To have and understand general knowledge to establish foundations and /or opportunities to stand out in the development and implementation of ideas, mainly in an action- research context.
B2	To be able to apply the acquired foundations and their problem-solving capabilities in new multidisciplinary contexts related to the specific research areas.
B3	To be able to join contents and accept the challenge to formulate complex statements out of a limited or incomplete information, including reflections about social and ethic responsibilities related to the application of their own knowledge and opinions.
B4	To be able to transfer and communicate their conclusions and opinions in a clear and straight manner both in a specialized and a non-specialized audience.
B5	To have the required learning abilities to continue in a life-long-learning and autonomous process.
B8	To work with initiative and in an autonomous way.
B11	To be able to innovate (creativity) within educational and non-educational contexts.
B14	To incorporate ICTs for the research process, information management, data analysis and for transferability.
B15	To be able to update knowledge, methodologies and strategies in their teaching practices
C3	To use the main ICT's basic tools for their professional development and for their life-long-learning process.
C4	To be able to self-develop for an open, critical, committed, democratic and solidary citizenship.
C6	To critically value available knowledge, technology and information to solve problems which students must face.
C8	To value the importance that research, innovation and technical developments have on society's socio-economical and cultural progress.

Learning outcomes

Learning outcomes	Study programme competences / results



<p>Experimentar y vivenciar procesos de aprendizaje artístico vinculados a la fotografía y al arte contemporáneo en diferentes contextos.</p> <p>- Aprender estrategias de enseñanza basadas en la sensibilidad estética y aplicarlas a proyectos didácticos en artes visuales.</p> <p>- Contextualizar, analizar y observar diferentes ejemplos de procesos y estrategias artísticas vinculados a la enseñanza-aprendizaje de la fotografía y de las artes visuales en la contemporaneidad.</p>	AJ8	BJ1	CJ3
	AJ12	BJ2	CJ4
	AJ13	BJ3	CJ6
	AJ17	BJ4	CJ8
		BJ5	
		BJ8	
	BJ11		
	BJ14		
	BJ15		

Contents	
Topic	Sub-topic
<p>- Procesos de aprendizaje artístico vinculados a la fotografía y al arte contemporáneo en contextos educativos formales y no-formales.</p> <p>- Sensibilidad, estética y prácticas actuales en la didáctica de las artes visuales en la contemporaneidad.</p> <p>- Estrategias de enseñanza-aprendizaje para el desarrollo de procesos artísticos vinculados a proyectos artísticos y culturales.</p>	<p>Estrategias sensibles y relacionales en proyectos de investigación educativa basados en las artes visuales.</p> <p>La construcción fotográfica como forma de pensamiento, documentación y método de investigación en Educación artística.</p> <p>Estructuras visuales en investigaciones educativas basadas en las artes visuales.</p>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Research (Research project)	A8 A12 A17 B2 B3 B4 B8 B11 B14 B15 C3 C4 C6	20	40	60
Workbook	A13 B1 B5 C8	1	4	5
Personalized attention		10	0	10

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Research (Research project)	Desenvolvemento dun proxecto artístico personalizado
Workbook	Realización de lecturas obrigatorias para o desenvolvemento da materia

Personalized attention	
Methodologies	Description
Research (Research project)	Son proxectos individuais que contan coa supervisión persoal do profesor

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Research (Research project)	A8 A12 A17 B2 B3 B4 B8 B11 B14 B15 C3 C4 C6	innovación e aplicación real do proxecto proposto	100

Assessment comments



Sources of information



Basic

AGRA PARDIÑAS, María Jesús; MESÍAS LEMA, José María (2007) Espacio Educativo: Espacio Estimulante. Santiago de Compostela: Centro Galego de Arte Contemporánea y Universidade de Santiago. BANKS, Marcus (2001) Visual methods in social research. London: Sage. BANKS, Marcus; MORPHY H. (Eds.) (1999) Rethinking Visual Anthropology. New Haven, Connecticut: Yale University Press. BARONE, Tom (2006) Arts-based educational research then, now, and later. *Studies in Art Education*, 48(1),4-8. - (2008) How arts-based research can change minds. En M. Cahnmann-Taylor y R. Siegesmund (eds.) *Arts-based research in education: Foundations for practice*. New York: Routledge. 28-49. BARONE, Tom; EISNER, Elliot (1997). *Arts-Based educational research*. En Richard M. Jaeger (ed.) *Complementary Methods for Research in Education*. Second Edition. Washington, D.C.: American Educational Research Association. 75-116. BARONE, Tom; EISNER, Elliot (2006) *Arts-based Educational Research*. En Judith L. Green, Gregory Camilli y Patricia B. Elmore (eds.) *Handbook of Complementary Methods in Education Research*. New York: Laurence Erlbaum Associates. 95-109. BATESON, Gregory; MEAD, Margaret (1942) *Balinese Character: A Photographic Analysis*. New York: New York Sciences Academy. BAUDELAIRE, Ch. (1859, 10 de junio) *Sur la photographie*. *Salon de 1859. Révue Française*. Paris. - (1956) *The Modern Public and Photography*. En B. Newhall (ed.) *The art and Science of photography*. Century House: New York. 104-107. BERGER, John; MOHR, Jean (2007) *Otra manera de contar*. Barcelona: Gustavo Gili. BIGGS, Michael (2000) Editorial: the foundations of practice-based research. *Working Papers in Art and Design*, 1. http://sitem.herts.ac.uk/artdes_research/papers/wpades/vol1/vol1intro.html [05/09/2006]. - (2003) *The Role of the Work? in Research*. PARIP, University of Bristol, UK. <http://www.bris.ac.uk/parip/biggs.htm> [05/09/2006]. CAHNMANN-TAYLOR, Melisa; SIEGESMUND, Richard (eds.) 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[Reimpreso en 2003 en *Visual Arts Research* 29(57) 5-11] - (1997 a) *The promise and perils of alternative forms of data representation*. *Educational Researcher*, 26(6) 4-9. -- (2001) *Concerns and aspirations for qualitative research in the new millennium*. *Qualitative research*, 1(2) 135-145. - (2006) *Does Arts-Based Research Have a Future?* *Studies in Art Education: A Journal of Issues and Research in Art Education*, 48(1) 9-18. - (2008 a) *Art and knowledge*. En J. Gary Knowles y Ardra L. Cole *Handbook of the Arts in qualitative research*. Londres: Sage. 3-12. - (2008 b) *Persistent tensions in arts-based research*. En M. Cahnmann-Taylor y R. Siegesmund (eds.) *Arts-Based Research in Education: Foundations for practice*. Routledge: New York. <http://www.coe.uga.edu/quig/pdf/Eisner.pdf> [15/05/2009]. EISNER, Elliot W.; DAY, M. D. (eds.) (2004) *Handbook of Research and Policy in Art Education*. Nahwah, New Jersey: National Art Education Association y Lawrence Erlbaum. 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Complementary	
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Recommendations

Subjects that it is recommended to have taken before
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Subjects that are recommended to be taken simultaneously
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Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.
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