

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education (EdD)
Course Title	: Directed Study 5: Contemporary Issues and Trends in Arts Education
Course Code	: CAE8005
Department	: Cultural and Creative Arts (CCA)
Credit Points	: 3
Contact Hours	: 18 (Lectures) and 21 (Directed learning)
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Level	: 8

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Synopsis

The paradigm shifts presently occurring within arts and arts education can be regarded as meaningful responses to the rapid socio-cultural and educational changes taking place in contemporary society. Throughout the history of arts education, each major change in the paradigm not only reflects the conceptual and pedagogical change in arts teaching and learning, it also reflects the urgent needs of our society. This course aims to critically examine contemporary issues, trends, and socio-cultural contexts of arts education from global and local perspectives. The course provides opportunities for candidates to investigate these issues and trends from both theoretical and practical perspectives. Key issues such as arts paradigm and pedagogical change for the 21st century, visual culture, music matters, social reconstruction, arts and community, and postmodern arts education will be explored.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

- CILO₁ identify the key issues regarding contemporary arts curriculum from the local and global perspective;
- CILO₂ compare, analyse, and interpret the contemporary theoretical frameworks of arts curriculum; and
- CILO₃ critically examine the research studies in contemporary issues and trends in arts education.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Arts paradigm and pedagogical shifts: Place of the arts education in the socio-cultural context	CILO _{1, 2}	Group discussion, assignments and readings
Reconceptualising the curriculum content and context to suit the 21st century	CILO _{1, 2}	Group discussion, assignments and readings
Major contemporary theoretical frameworks of visual arts curriculum from the local and global perspective.	CILO _{2, 3}	Group discussion, assignments and readings
Compare, analyse, and interpret major contemporary trends in visual arts education	CILO _{2, 3}	Group discussion, assignments and readings
Critical review and reflect on research studies in contemporary issues and trends in arts education	CILO _{2, 3}	Group discussion, assignments and readings

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Critical review on the conceptual and pedagogical change in contemporary arts teaching and learning, including the issues (40%) fundamental underpinnings (20%) and practices (20%) (max. 5000 words)	80%	CILO _{1, 2 & 3}
b. Seminar presentation of review paper highlighting the contemporary issues and trends in arts education.	20%	CILO _{1, 2 & 3}

5. Required Text(s)

Nil

6. Recommended Readings

- Barrett, M. (Ed.). (2014). *Collaborative creative thought and practice in music*. Surrey, UK: Ashgate Publishing Ltd.
- Bowman, W. D. (1998). *Philosophical perspectives on music*. New York: Oxford University Press.
- Bray, M., Adamson, B., & Mason, M. (2007). *Comparative education research approaches and methods*. Hong Kong and Dordrecht: CERC and Springer.
- Clark, R. (1996). *Art education: Issues in postmodernist pedagogy*. Reston, VA: The National Art Education Association.
- Davies, S. (2001). *Musical works and performances: A philosophical exploration*. Oxford, UK: Oxford University Press.
- Day, M., & Eisner, E. W. (2004). *Handbook of research and policy in art education*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- De la Fuente, E. (2009). *Twentieth-century music and the sociology of modern culture*. New York: Routledge.
- Deutsch, D. (1998). *The psychology of music* (2nd Ed.). New York: Academic Press.
- Dorn, C. M. (1994). *Thinking in art: A philosophical approach to art education*. Reston, VA: The National Art Education Association.
- Froehlich, H. C. (2007). *Sociology for music teachers: Perspectives for practice*. Prentice Hall.
- Efland, A., Freedman, K., & Stuhr, P. (1996). *Post-modern art education: An approach to curriculum*. Reston, VA: The National Art Education Association.
- Emery, L. (Ed.). (2002). *Teaching art in a postmodern world: Theories, teacher reflections and interpretive frameworks*. Australia: Common Ground Publishing.
- Freedman, K. (2003). *Teaching visual culture: Curriculum, aesthetics, and the social life of art*. New York: Teachers College Press.
- Gaudelius, Y., & Speirs, P. (2003). *Contemporary issues in art education*. Upper Saddle River, NJ: Prentice Hall.
- Hallam, S. (2009). *Oxford handbook of music psychology*. New York: Oxford University Press.
- Harrison, S. D. (2008). *Masculinities and music: Engaging men and boys in making music*. Newcastle, UK: Cambridge Scholars Press.
- Leong, S. (2011). Creativity and the arts in Chinese societies. In J. Sefton-Green, P. Thomson, K. Jones, & L. Bresler. (Eds.). *International Handbook of Creative Learning* (pp. 54-62). New York & Oxford: Routledge.
- Leong, S. (2011). Navigating the emerging futures in music education. *Journal of Music, Technology and Education*, 4(2-3), 233-244.
- Leong, S. & Leung, B. W. (Eds.). (2013). *Creative arts in education and culture: Perspectives from Greater China*. Dordrecht, The Netherlands: Springer.
- Leong, S. (2014). Community-based arts and education in partnership: Possibilities and challenges. In M. Fleming, L. Bresler, J. O'Toole (Eds.), *International Handbook of Arts and Education*. Oxford, UK: Routledge
- Malloch, S., & Trevarthen, C. (Eds.). (2008). *Communicative musicality: Exploring the basis of human companionship*. New York: Oxford University Press.
- Sloboda, J. (2005). *Exploring the musical mind: Cognition, emotion, ability, function*. New York: Oxford University Press.
- Thielemann, S. (2002). *The spirituality of music*. New Delhi: APH Publishing Corporation.
- Walker, S. R. (2001). *Teaching meaning in artmaking*. Worcester: Davis.

7. Related Web Resources

Nil

8. Related Journals

Selected papers from international refereed journals will be recommended during the course.

Action, Criticism, and Theory for Music Education

Asia-Pacific Journal for Arts Education

Australian Art Education

Critical Perspectives on Communication, Cultural & Policy Studies

Journal of Interdisciplinary Music Studies

Philosophy of Music Education Review

Psychology of Music

Research and Issues in Music Education

Studies in Art Education

The International Journal of Art and Design Education

Visual Arts Research

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil