UNIVERSITI TEKNOLOGI MARA
PSV702: CONTEMPORARY MODELS IN VISUAL ART EDUCATION

Course Name (English)	CONTEMPORARY MODELS IN VISUAL ART EDUCATION APPROVED
Course Code	PSV702

MQF Credit	3

Course Description	The Course will focus on the curriculum practices in Art and Design Education. The curriculum component will provide overview of the principles and practices on the curriculum with a focus on the theories and practices in teaching and learning in contemporary art and design education.

Transferable Skills	Critical Thinking and Problem Solving, Information Management and Communication Skills

Teaching Methodologies	Lectures, Blended Learning, Inquiry-based Learning, Seminar/Colloquium, Case Study, Problem Based Learning (PBL), Presentation

CLO		
	CLO1	Synthesise the contemporary curriculum models in visual art education.
	CLO2	Demonstrate comunication skills in verbal and written through individual work related to contemporary curriculum models in visual art education
	CLO3	Demonstrate information retrieval and information managemant related to contemporary curriculum models in visual art education

Pre-Requisite Courses	No course recommendations

Topics
1. Introduction to Curriculum Models in Education 1.1) National Agenda 1.2) Malaysia Blueprints 1.3) Governance, System and Policies
2. Redesigning Curiculum and Reengineerring Teaching 2.1) Curiculum Design & Design Backward 2.2) Teaching, Learning and Instruction 2.3) Assessment 2.4) Professional Development
3. Introduction to Instructional Models in Art Education 3.1) Cooperative and Collaborative Learning Theory (May and Doob) 3.2) Computer-based Instruction (educational and training environments) 3.3) Inquiry-based Learning Model (Constructivist learning theories) 3.4) Problem-based Learning (Howard Barrows) 3.5) Project-based Learning (Thomas Ryberg) 3.6) Individualized Instruction Model (The Keller Plan) 3.7) ARCS Motivation (Keller) 3.8) Action Learning Model (Reginald Revans) 3.9) Authentic Learning Model (M. Lombardi) 3.10) Constructive Alignment Model (John Biggs)
4. Comtemporary Teaching Model and Strategies 4.1) Heutatogy, Information Management and Life long Learning 4.2) Self Concept, Self Directed and Scafolding 4.3) Teaching Strategies Promoting Higher Order Thinking Skills 4.4) Teaching Strategies adapting Information Management and Lifelong Learning 4.5) Inductive Model, Deductive Model and Integrative Model
5. Relate Theories and Model in Designing Theoritical and Conceptual Framework 5.1) Research Paradigm and Epistemology 5.2) Identify Core Problem and Gap in Designing a Framework 5.3) Planning Appropriate Research Design

Assessment Breakdown	%
Continuous Assessment	100.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Individual Project	Students is required to prepare a mini project by developing framework. This project will be assessed on written and verbal skills to achieved LOD4 Communication Skills.	40%	CLO2
	Journal/Article Critique	Snythesise any theories and models to redesign framework based on referred or High Impact Journal Article as an evidence of LOD3.	30%	CLO1
	Portfolio/Log Book	Students are required to organise evidence-based e-Portfolio as a reflective learning. The Journal Dairy included a report of the whole class activities and discussion. This outcome mapped to LOD7.	30%	CLO3

Reading List	Reference Book Resources	• **Clark G.A and Zimmerman E. D 1984,** *Educating Artistically Talented Students***, Syracuse University Press**
		• **Dunn P.C 1995,** *Point of View Series Curriculum***, . The National Art Education Association.**
		• **Efland A 1990,** *A History of Art Education. Intellectual and* **, Teachers College Press, Columbia University.**
		• **Fisher R 2005,** *Teaching Children To Think***, Nelson Thornes. Ltd**
		• **Efland A, Freedman K and Stuhr P 1996,** *Postmodern Art Education***, : An Approach to Curriculum. The National Art**
		• **Elisner, E 1979,** *The Education Imagination***, New York: Macmillan.**
		• **Efland A D 2002,** *Art and Cognition, Integrating the Visual Art***, Teachers College Press, Columbia University N**
Article/Paper List	Recommended Article/Paper Resources	• **Chenwei Zhu and Hui Zou 2011, Inquiry learning based on blended learning for undergraduate,** *2011 International Conference on e-Education, Entertainment and e-Management***, 344**
		• **Douglas W. Nangle, Cynthia A. Erdley, Molly Adrian, and Jessica Fales 2010, A Conceptual Basis in Social Learning Theory,** *Practitioner's Guide to Empirically Based Measures of Social Skills***, 37**
	Reference Article/Paper Resources	• **Hants Kipper, Tiia Ru?u?tmann 2010, Comtemporary Teaching Strategies and Models in Capacitating Critical Thinking and Deep Understanding in Teaching Engineering,** *Joint International IGIP-SEFI Annual Conference 2010*
		• **Lorna Uden 1, Activity theory for designing mobile learning,** *Int. J. Mobile Learning and Organisation***, 2007, 81**
		• **Peter R. Albion 1998, Designing Multimedia Materials using a Problem-Based Learning Design,** *ASCILITE***, 29**
		• **Jan Herrington , Thomas C. Reeves , and Ron Oliver 2014, Authentic Learning Environments,** *Handbook of Research on Educational Communications and Technology***, 401**
		• **David A. Cook, MD, MHPE, Thomas J. Beckman, MD, Kris G. Thomas, MD, and Warren G. Thompson, MD 2009, Measuring Motivational Characteristics of Courses: Applying Keller's Instructional Materials Motivation Survey to a Web-Based Course,** *Academic Medicine***, 84, 1505**
Other References	This Course does not have any other resources	