

**Values and Diversity in Schools: Research based
on Art and Physical Education**

Code: 43216
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

Contact

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Use of Languages

Principal working language: catalan (cat)

Teachers

Maria Prat Grau
Gemma Paris Romia

Prerequisites

There are not.

Objectives and Contextualisation

In this module we will explore epistemologies, methodologies and processes of research about values and diversity in education of the visual arts and physical education at school. We will consider the educational background of the investigations that encompass all levels of education systems and teacher training, raising the idea of community and social change from our areas in relation to the diversity of participants (children, young adults, women, migrant people and people with diverse capacities) and their learning opportunities.

The objectives of the module are:

- to promote reflection and debate to rethink the arts and physical activity in modern society and in education;
- critically analyze inequalities and forms of exclusion in the discourses of the school and the media; and
- promoting projects and research models that incorporate social, cultural and gender, based on the educational actions through the arts and physical activity.

However, the school is not an isolated institution but is immersed in the community, for this reason, this module also address the relationship between school and art institutions, cultural, social and sporting events around them.

Competences

- Apply the perspectives and creative strategies in educational research for innovation in physics, artistic and psychomotor learning.
- Collect research data coherently in accordance with the chosen method.

- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and with teams in the same or interdisciplinary fields.

Learning Outcomes

1. Analyse the theoretical frameworks of reference for physical, artistic and psycho motor education to establish those that orientate research.
2. Demonstrate applied knowledge of contemporary educational research trends in aesthetics, values and innovation.
3. Identify and interpret knowledge and strategies necessary for research into innovation in physical, artistic and psycho motor education.
4. Identify education problems and evaluate the methodological approaches for their solution.
5. Identify problems in research in practice and cultural, social and gender diversity in artistic and physical education.
6. Identify theoretical references and evaluate their appropriateness for interpreting problems specific to research into cultural, social and gender diversity in artistic and physical education.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Judge the importance and theoretical and social pertinence of a research problem related to cultural, social and gender diversity in artistic and physical education.
9. Promote research which allows critical analysis of inequalities and forms of exclusion in school discourses.
10. Promote the analysis of research projects and models which include social, cultural and gender diversity and are based on educational intervention through and for the arts and physical education.
11. Promote the figure of the teacher as a researcher and agent of change in art and physical activity.
12. Understand the main aspects of research into the physical, artistic and psycho motor education and analyse them as objects of research.
13. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
14. Use research methods, strategies and techniques and design research pertinent to the research problem in context.
15. Work in teams and with teams in the same or interdisciplinary fields.
16. Write scientific summaries to be presented to different audiences.

Content

It will address the following topics:

1. Innovation in educational action through visual arts and physical activity
 - 1.1. Creative approaches at school. Innovation and creativity through the arts
 - 1.2. Physical activity, sport and art as tools for social inclusion and education in values
 - 1.2.1. Teaching and learning values: concepts and strategies for social intervention
 - 1.2.2. The role of the educator. The educator as an actor of change.

Hidden curriculum and preconceptions

- 1.2.3. Criticizing the media for education

- 2. Cultural, social and gender in art education and physical education
 - 2.1. Theoretical perspectives and strategies in narrative research on diversity in art and physical activity
 - 2.2. Researching cultural, social and gender diversity in art education
 - 2.2.1. Gender and body in art educational research
 - 2.2.2. Interculturalism and inclusion in research on art education
- Film and diversity: experimenting with the camera, visuality and embodiment*
- 2.3. Researching cultural, social and gender diversity in physical education
 - 2.3.1. Cultural, social and gender inequalities in Physical Education and Sport. Studies and research.

Methodology

Teaching-learning activities will be developed as follow:

- Design of research projects and studies;
- Oral presentation and discussion of conceptual approaches and theoretical frameworks;
- Presentation, reading and analysis of articles, research projects and innovation;
- Reflection and debate on the interconnection between the two fields of the module.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face sessions	36	1.44	1, 12, 5, 8, 9, 13, 14
Type: Supervised			
Presentations and tutoring	36	1.44	12, 2, 4, 6, 9, 10, 15, 14
Type: Autonomous			
Activities	78	3.12	12, 2, 3, 5, 7, 10, 16, 13

Assessment

Attendance and participation: 20%

Activities: 30%

Individual work/portfolio 30%

The assessment of the students will be as it is indicated in this guide.

The final mark is the result of the average of the planned activities. To apply this criteria it will be necessary to get a 4 in all the activities done during the module and in the individual work/portfolio. P

Attendance is compulsory. To get a final positive grade the student must attend to the classes, 80% minimum.

The procedure to review the marks of the tasks will be individualized.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities related to personal work	40%	0	0	12, 3, 5, 7, 10, 16, 13
Attendance and participation	20%	0	0	1, 12, 7, 8, 9, 11, 13, 14
Report / individual work	40%	0	0	12, 2, 4, 6, 9, 10, 15, 14

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International Journal of Art and Design Education

<http://eu.wiley.com/WileyCDA/WileyTitle/productCd-JADE.html>

Studies in Art Education

<http://www.arteducators.org/research/studies>

Visual Culture & Gender

<http://vcg.emitto.net/>

Narrative Inquiry

<http://benjamins.com/#catalog/journals/ni/main>

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