Hanze

Programme

Qualification awarded
Bachelor of Education

Length of the programme
48 months

ECTS credits
240

Level of qualification
Bachelor

Mode
Full-time

Language
Dutch, with parts in English

School
Arts, Design & Built Environment

Locations
Groningen

Fine Arts and Design in Education

Profile of the programme

This is a Bachelor's degree with a professional orientation applied to the theory and practice of education in fine arts, strongly related to employment. The overall aim of the degree programme is to help students develop their own visual and design skills and gain knowledge on art, culture and aesthetics. Additionally, they receive a high level of teacher training – didactic and educational skills – in the area of visual arts and design. This degree programme distinguishes itself from similar programmes through its unique positioning within Minerva Art Academy. Students have access to and are surrounded by other fine arts students, art exhibitions and cultural festivals/ activities, etc.

Learning outcomes

The graduate of the Bachelor of Fine Art and Design in Education programme can demonstrate that s/he has achieved the following learning outcomes:

1. Artistic

1. explore personal and collective fascinations and sources in varying contexts as avisual artist, translate them to artistic concepts and create visual products.
2. adequately apply a wide range of expertise and skills in concepts, media,techniques and materials.
3. make an inspirational contribution to realising part or all of a visual and/orinterdisciplinary product made by or with learners.
4. demonstrate an understanding of visual processes and products, and reflect on the manner in which they trigger experiences.
5. demonstrate up-to-date intercultural expertise and skills, also from the perspective of art history and a critical analysis of art, and use them to link visual expressions with other artistic disciplines and social contexts.

2. Pedagogical and didactic

1. show adequate knowledge of teaching methodology, psychology, pedagogy and educational theory in their didactic approach.
2. create contemporary learning environments based on a comprehensive didactic vision, which are meaningful from the viewpoint of the learners' development.
3. design differentiated and personalised learning processes.
4. detect, identify and guide learners' individual talents and opportunities, and encourage their continual development.
5. assess learners' development and progress, and evaluate their results in a responsible manner.
6. apply their expertise and skills in art education to further the development ofcross-disciplinary learning processes and domains.

3. Interpersonal

1. apply relevant communication methods, techniques and strategies, and demonstrate understanding in their communication skills.
2. substantiate their artistic, pedagogical and didactic choices orally and in writing,and apply this skill effectively.
3. create a safe environment, in which communication and collaboration take place in a cooperative and constructive way.
4. make an active and constructive contribution to various types of consultation aswell as collaboration within and outside the context of education.
5. take a strategic, flexible and respectful approach to the range of positions,responsibilities, interests as well as qualities in intercultural professional practice, both domestically and abroad.
6. adequately communicate their vision on the role and function of art and art education within society.

4. Environment-based

1. develop cultural self-awareness and insight into the viewpoints of 'the other', and apply them effectively in their approach.
2. encourage and support parties in society to clarify issues in the area of cultural participation.
3. operate effectively within networks, media, procedures and agreements of importance in the context of art education as well as cultural education, both off- and online.
4. use their professional skills to develop products, and initiate, organise as well as evaluate projects within the broader scope of culture and society.
5. demonstrate entrepreneurial, creative and organisational skills when developingcultural entrepreneurship in the short and long term.
6. negotiate organisational, financial and substantive matters with clients and otherstakeholders in the professional field.

5. Critically reflective and inquisitive

1. purposely and/or systematically reflect on their professional development, and make targeted use of various feedback types.
2. formulate relevant research questions for their art education practices.systematically collect, analyse and interpret data and/or literature in the field ofart and education, and draw conclusions on this

basis.
3. substantiate and use the results of research conducted by themselves and by othersto develop professional products that contribute to solving a relevant problem.
4. promote an inquisitive attitude among learners and supervise them in the course ofsimple artistic research.
5. apply practical experiences and research to the long-term development of their professional vision and conduct.

Programme

Fine Arts and Design in Education	**credits**
Year 1	60
Semester 1	*30*
DBVP25EDU1 - Education 1	*10*
DBVP26KUG1 - Art histories 1	*5*
DBVP25STU1 - Studio 1	*10*
DBVP26HUB1 - HUB 1	*5*
Semester 2	*25*
DBVP25STU2 - Studio 2	*10*
DBVP26KUG2 - Art histories 2	*5*
DBVP25EDU2 - Education 2	*10*
Offcourse	*5*
selection of following courses	
DBVP24KER2 -	*5*
Year 2	50
Semester 3	*25*
DBVB23STU3 - Studio 3	*10*
DBVB26KUG3 - Art histories 3	*5*
DBVB23EDU3 - Education 3	*10*
Semester 4	*25*
DBVB23STU4 - Studio 4	*10*
DBVB26KUG4 - Art histories 4	*5*
DBVB23EDU4 - Education 4	*10*
Year 3	50
one of following courses	
Regular programme year 3	*50*
Semester 5	*25*
DBVB23STU5 - Studio 5	*5*
DBVB26HUB5 - HUB 5	*5*
DBVB26KUG5 - Art histories 5	*5*
DBVB23EDU5 - Education 5	*10*
Semester 6	*25*
DBVB23STU6 - Studio 6	*15*
DBVB25ISO6 -	*10*
Profile	*50*
Semester 5	*25*
DBVB23STU5 - Studio 5	*5*
DBVB26KUG5 - Art histories 5	*5*
DBVB26HUB5 - HUB 5	*5*
DBVB23EDU5 - Education 5	*10*
Profile sem 6	*25*
one of following courses	
Minor	*30*
Exchange	*30*
AMVB26PLEX1 - Switchboard International Exchange	*30*
HAL	*30*
AMVB25PLHAL1 - Switchboard Hybrid Arts Lab (H.A.L.)	*30*
Out There	*30*
AMVB25PLOT1 - Switchboard Out There	*30*
Internal Exchage	*25*
selection of following courses	
ABVB26STU6 - Fine Art Studio	*30*
VGVB26PDT2 - Professional Development/Theory-Study Portfolio 2	*5*
VGVB25STB2 - Studio 2 Time Based	*10*
VGVB25LTB2 - Lab 2 Time Based	*10*
VGVB25SSD2 - Studio 2 Spatial	*10*
VGVB25LSD2 - lab 2 Spatial	*10*
VGVB25SPD2 - Studio 2 Product	*10*

VGVB25LPD2 - Lab 2 Product	*10*
VGVB25SIL2 - Studio 2 Illustration	*10*
VGVB25LIL2 - Lab 2 Illustration	*10*
VGVB25SGI2 - Studio 2 Graphic	*10*
VGVB25LGI2 - Lab 2 Graphic	*10*
	30
AMVB26PLRP1 - Switchboard Research Project	*30*
Electives Offcourse / HEA	15
selection of following courses	
Year 4	60
Semester 7	*20*
DBVB26AWP7 - Graduation Workplace	*20*
Semester 8	*40*
DBVB25APR8 - Graduation Project	*40*

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