

Culture, Media and Education (H001838)

Course size *(nominal values; actual values may depend on programme)*

Credits 4.0 **Study time 120 h**

Course offerings and teaching methods in academic year 2024-2025

A (semester 2)	Dutch	Gent	lecture excursion
B (semester 2)	Dutch	Gent	excursion lecture

Lecturers in academic year 2024-2025

Rutten, Kris	PP06	lecturer-in-charge
Doom, Marjan	PP06	co-lecturer

Offered in the following programmes in 2024-2025

	crdts	offering
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	4	A
Master of Science in Teaching in Science and Technology(main subject Biochemistry and Biotechnology)	4	A
Master of Science in Teaching in Science and Technology(main subject Bioengineering)	4	A
Master of Science in Teaching in Science and Technology(main subject Biology)	4	A
Master of Science in Teaching in Economics(main subject Business Administration)	4	A
Master of Science in Teaching in Economics(main subject Business Economics)	4	A
Master of Science in Teaching in Science and Technology(main subject Chemistry)	4	A
Master of Science in Teaching in Social Sciences(main subject Communication Science)	4	A
Master of Science in Teaching in Science and Technology(main subject Computer Science)	4	A
Master of Science in Teaching in Social Sciences(main subject Criminological Sciences)	4	A
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	4	A
Master of Science in Teaching in Economics(main subject Economics)	4	A
Master of Science in Teaching in Behavioural Sciences(main subject Educational Sciences)	4	A
Master of Science in Teaching in Science and Technology(main subject Engineering and Technology)	4	A
Master of Science in Teaching in Science and Technology(main subject Geography and Geomatics)	4	A
Master of Science in Teaching in Science and Technology(main subject Geology)	4	A
Master of Science in Teaching in Arts and Humanities (main subject History)	4	A
Master of Science in Teaching in Social Sciences(main subject Laws)	4	A
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	4	A
Master of Science in Teaching in Science and Technology(main subject Mathematics)	4	A
Master of Science in Teaching in Health Sciences(main subject Medical Sciences)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)	4	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	4	A
Master of Science in Teaching in Health Sciences(main subject Pharmaceutical Sciences)	4	A
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	4	A
Master of Science in Teaching in Science and Technology(main subject Physics and Astronomy)	4	A

Master of Science in Teaching in Social Sciences(main subject Political Science)	4	A
Master of Science in Teaching in Behavioural Sciences(main subject Psychology)	4	A
Master of Science in Teaching in Economics(main subject Public Administration and Management)	4	A
Master of Science in Teaching in Health Sciences(main subject Social Health Sciences)	4	A
Master of Science in Teaching in Social Sciences(main subject Sociology)	4	A
Master of Science in Teaching in Health Sciences(main subject Veterinary Medicine)	4	A
Master of Science in Teaching in Physical Education	4	A
Master of Science in Communication Science(main subject New Media and Society)	4	A
Master of Science in Nursing and Midwifery	4	A
Micro-credential Culture, Media and Education	4	A
Postgraduate Certificate Heritage and Society	5	B
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biology)	4	A
Master of Science in Teaching in Economics (abridged programme)(main subject Business Administration)	4	A
Master of Science in Teaching in Economics (abridged programme)(main subject Business Economics)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Chemistry)	4	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Communication Science)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Computer Science)	4	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Criminological Sciences)	4	A
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	4	A
Master of Science in Teaching in Economics (abridged programme)(main subject Economics)	4	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geography and Geomatics)	4	A
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Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)	4	A
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Master of Science in Teaching in Health Sciences (abridged programme)(main subject Pharmaceutical Sciences)	4	A

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Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Psychology)	4	A
Master of Science in Teaching in Economics (abridged programme)(main subject Public Administration and Management)	4	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Social Health Sciences)	4	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Sociology)	4	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Veterinary Medicine)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)	4	A
Master of Science in Teaching in Languages (abridged programme)	4	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)	4	A
Master of Science in Teaching in Economics (abridged programme)	4	A
Master of Science in Teaching in Health Sciences (abridged programme)	4	A
Master of Science in Teaching in Physical Education (abridged programme)	4	A
Master of Science in Teaching in Science and Technology (abridged programme)	4	A
Master of Science in Teaching in Social Sciences (abridged programme)	4	A

Teaching languages

Dutch

Keywords

Culture and media education; cultural education; art; cultural mediation; cultural institutions; cultural literacy; teacher as researcher; teacher as cultural participant

Position of the course

Culture, media & education is a course in the academic teacher education programme, which offers students a theoretical and didactic framework for the implementation of culture in education and for arts and culture education.

Contents

Theory

- An introduction to the debate about functions of art & culture with a major focus on education.
- Current debates about and methods for culture education
- Different, theoretical frameworks to approach culture in education
- Confrontation between high and low culture and media perspectives.
- Case studies on different artistic genres (literature, film, TV, graphic novel, theatre, visual arts, games etc.) and how to implement them in educational settings.
- Case studies on cultural institutions (theatre, museum, opera, library, etc) and their relationship to formal education

Practice

Students explore themes such as the transformation of cultural literacy under the influence of new media, the implementation of cultural forms in education, the functions of culture, youth cultures, and the educational work of cultural institutions.

Students reflect on the current cultural context and culture education

Education

Content of the classes is connected to current educational and research projects of the research group Culture & Education. In this way we give interesting examples of practice and research as "work-in-progress".

Students following **session B** will develop an additional section in their

assignment. In doing so, they will translate the offered modules into the field of heritage.

Initial competences

Final competences

- 1 Recognize and critically evaluate different functions of culture, culture education, and policy
- 2 Recognize new trends in media use and cultural participation and integrate them in (teaching) practice and pedagogy
- 3 Integrate and analyse culture (various genres such as graphic novels/literature, movies & television, music, videogames, ...).
- 4 Relate different themes such as youth cultures & life styles, urban culture, art & science, interculturalism, etc to culture and media
- 5 Recognize, critically analyse and creatively use different approaches to and initiatives of culture education and mediation
- 6 Participate in cultural events which will be the basis for face-to-face and on-line discussions.
- 7 Formulate own views on culture education and participation
- 8 Develop a multiperspectival attitude about concepts of culture and media in relation to youth cultures, subject disciplines and pedagogy

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Excursion, Lecture

Extra information on the teaching methods

- interactive lectures
- reading and reflection assignments (assignment)

Elective courses are not by default included in the LIO-portfolio and sometimes have to be followed as a regular student. LIO-students contact the responsible lecturer for concrete arrangements.

(Some of the (reflective) assignments can be integrated in research on (critical) reflection with permission).

This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.

Study material

Type: Slides

Name: PowerPoint in class

Indicative price: Free or paid by faculty

Optional: no

Additional information: Via Ufora

Type: Excursion

Name: Excursion

Indicative price: € 40

Optional: no

Additional information: Excursion in the context of the lectures.

Type: Other

Name: Background literature

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

Online Available : Yes

References

Bamford, A. (2007). *Kwaliteit en Consistentie. Arts and cultural Education in Flanders*. Rapport.

Belfiore, E. & Bennett, O. (2008). *Social impact of the arts: An intellectual history*. NY: Palgrave Macmillan.

Beunen, S. et al. (2016). *Cultuur leren smaken. Een onderzoek bij Vlaamse jongeren naar cultuurparticipatie en cultuureducatie*.

Greene, M. (1981) "Aesthetic Literacy in General Education". In *Philosophy and Education, Eighteenth Yearbook of the National Society for the Study of Education*, Chicago, Illinois: University of Chicago Press.

Course content-related study coaching

Interactive support using Ufora
Feedback after appointment

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Participation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

A permanent evaluation on the basis of assignments, cooperation and attitudes. Therefore presence during the lessons is mandatory.

For the non-periodical evaluation there is the possibility for an alternative exam in the second examination period. Description:

A second chance at examination is possible through a reworking of certain components of the assignment. The form and size is determined by the teacher responsible.

Feedback on the non-periodical evaluation:
by appointment

Calculation of the examination mark

The evaluation is non-periodical (100% of the final grade for assignments)

Ramifications of the unfounded absence or non-participation in (part of) the permanent evaluation:

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.