

## Teaching Methodology: Art History (H002563)

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

**Credits 9.0**

**Study time 270 h**

### Course offerings in academic year 2026-2027

J (Year)

Dutch

Gent

### Lecturers in academic year 2026-2027

Rombaut, Eef

LW17

staff member

Van Dyck, Edith

LW17

lecturer-in-charge

### Offered in the following programmes in 2026-2027

	crdts	offering
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	9	J
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	9	J
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	9	J
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	9	J

### Teaching languages

Dutch

### Keywords

Aesthetic education, classroom and teaching practice, cultural awareness and cultural expression, multiperspectivity, art education

### Position of the course

This course unit contributes to the realization of the basic competencies for teachers and the training competencies of the educational master's program UGent, as included in the training sheet and concretized in the competency matrix, consultable at [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster)

### Contents

Since attendance in classes is mandatory, this course cannot be included in the curriculum from lesson week 3.

The learning content is consistent with the subject content of the students' undergraduate/or graduate education. In the theoretical part, the following topics are covered:

For the theory section

- minimum objectives cultural awareness and cultural expression and specific minimum objectives linked to the school subjects for which a required certificate of competence is acquired
- (comparative) curriculum study (all education providers) in relation to (a) the (specific) minimum objectives, (b) the curriculum dossier and (c) underlying pedagogical projects
- activating and task-oriented forms of work in secondary and/or higher education
- various forms of evaluation and testing within the discipline (including forms of assessment such as portfolio, self-evaluation, peer evaluation, etc.)
- planning documents and lesson preparation
- media in function of subject didactics and school/class environment
- within-class differentiation for domain-specific content
- implications of metropolitan, multicultural contexts and language issues for domain-specific content and diversity-sensitive teaching
- characteristics of special educational settings (extra muros, museums, DKO...)

(Approved)

- observation and interpretation techniques of art and cultural products
- thinking models concerning aesthetic education, professional didactics and art education and their relation to (open) curricula, school work plan and pedagogical project
- professional didactic insights from the art sciences

For the exercises section

- reflection skills
- development of syllabi, handbooks and teaching materials
- principle choices (vision of the subject, evaluation, organization and learning content), opportunities and pitfalls in curriculum implementation and year/grade planning o competency-based lesson goal setting and formulation and format of lesson preparation
- basic skills for realizing powerful learning environments (giving instruction, asking questions, leading group work, individualizing and differentiating, class management, co-teaching, logistical organization ...)
- Evaluation, adjustment and remediation skills (feedback, feed up, feed forward)
- dealing with media and visual sources
- communication skills in relation to pupils/students and other stakeholders
- skills related to a domain-specific conceptual framework,
- correct and appropriate use of language and elements of affective language skills for language impaired or non-language learners
- Practical research skills related to art and culture education (e.g. Cultuur in de spiegel, ...)

### Initial competences

Students are expected to have acquired sufficient domain-specific knowledge before entering the course unit. The entrance requirements to the subject didactics are regulated. More information can be consulted at [www.ugent.be/educatievemaester](http://www.ugent.be/educatievemaester).

### Final competences

- 1 Understanding the minimum goals of cultural awareness and cultural expression and specific attainment targets linked to the school subjects for which a required certificate of competence is acquired.
- 2 The ability to implement these (specific) attainment targets and minimum goals on the classroom floor and within powerful learning environments tailored to the student's initial situation.
- 3 Understanding of the curricula (all education providers), the underlying pedagogical project and their degree of freedom in interpretation and the skill to be able to implement and translate these specific attainment targets and minimum goals to a lesson or lesson series and the classroom floor.
- 4 Understanding and skill in preparing grade/year planning and the choices that can/should be made in this regard regarding vision, organization, evaluation,...
- 5 Understanding and skill in preparing quality lesson preparations both in terms of competency-based goal formulation, student-centeredness and context
- 6 Insight and skill in responsibly choosing and applying learning, teaching, organizational and evaluation strategies appropriate to aesthetic education as well as dealing with logistical and interpretative problems specific to aesthetic education in a didactic context.
- 7 Dealing critically with the meaning of the 'aesthetic' within a formative context (educational institution or other educational settings) as well as the limitations and possibilities of 'teaching' aesthetic subjects from an inquisitive attitude.
- 8 Understanding and skill in analysis and thinking models from the international research literature on aesthetic education and the different fields of art and their historical development in relation to curricula and pedagogical project
- 9 The student has the following attitudes: decision-making ability, relational orientation, critical attitude, eagerness to learn, organizational ability, sense of responsibility, sense of cross-curricular cooperation and constructive cooperation with external partners with a view to enriching the education and training offer.
- 10 The student recognizes the importance of using activating forms of work, classroom management, differentiation and innovative forms of assessment.
- 11 Integrate multiperspectivism and intersectionality in didactic (lesson) design with attention to language-developing teaching and the implications of didactic action in metropolitan and multicultural contexts. Critically reflect on and

investigate (current) social, artistic and educational themes and use them in a diverse-sensitive manner in a pedagogical context and in didactic (lesson) design.

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Seminar, Lecture, Independent work, Peer teaching

### Extra information on the teaching methods

For the theory part, interactive lectures and seminars are used. For the exercises section, the following didactic methods are used:

work seminars, task-oriented work forms, micro-teaching and co-micro-teaching. LIO guidelines can be found in the LIO manual.

This course unit assumes responsible use of generative artificial intelligence (GAI). What is meant by this is explained during the lesson series.

### Study material

Type: Slides

Name: slides vakdidactiek kunstwetenschappen  
Indicative price: € 5  
Optional: no

Type: Reader

Name: reader vakdidactiek kunstwetenschappen  
Indicative price: € 15  
Optional: no

Type: Other

Name: prints leerplannen (beschikbaar op de websites van de verschillende onderwijskoepels).  
Indicative price: € 10  
Optional: no

### References

Reader and references available on Ufora

Additional study materials: curricula (available on the websites of the various educational umbrella organizations).

Estimated total price: 30 EUR

•

Leerplan Humane Wetenschappen van Katholiek Onderwijs Vlaanderen ([www.katholiekonderwijs.vlaanderen](http://www.katholiekonderwijs.vlaanderen))

• Leerplan Humane Wetenschappen Provinciaal Onderwijs Vlaanderen ([www.provinciaalonderwijs.vlaanderen](http://www.provinciaalonderwijs.vlaanderen))

• Leerplan Humane Wetenschappen van Steden en Gemeenten ([www.ovsg.be](http://www.ovsg.be)).

• Leerplan Humane Wetenschappen van het Gemeenschapsonderwijs ([www.g-o.be](http://www.g-o.be))

Biesta, G. (2017). *Door kunst onderwezen willen worden* (Lucy. Klaassen, Ed.). ArtEZ Press.

Crul, K., & Oetang. (2020). *De grote Zeppelin: didactiek voor kunstzinnige vorming in het secundair onderwijs*. Pelckmans Pro.

D'Alleva, A. (2005). *Methods & Theories of Art History*. Londen: Laurence King Publishing, 2012 (2de herz. uitg.).

Didi-Huberman, G. (1990). *Question posée aux fins d'une histoire de l'art*, Paris: Ed. de Minuit.

Education (pp.197-201). Londen: Documents of Contemporary Art The MIT Press Whitechapel Gallery.

hooks, bell. (1994). *Teaching to transgress: education as the practice of freedom*. Routledge.

Janssen, B., Peeters, K., Eynde, J. van, Lambrecht, L., & Gielen, P. (P. J. D. ).

(2023). *De school van Jef Geys: Rijksmiddelbareschool Balen, essays & verhalen*. MER. B&L.

Kesenne, S., Van Dorpe, S. et al. (2021). *School of equals* (S. Késenne & S. Van

Dorpe, Eds.). Grafische cel, LUCA School of Arts.  
 Mörsch, C., Sachs, A., & Sieber, T. (2016). Contemporary Curating and Museum Education (1st ed., Vol. 14). Transcript Verlag. <https://doi.org/10.14361/9783839430804>  
 O'Neill, P., Wilson, Mick (reds.). Curating and the educational turn (pp.320–328), London: Open editions.  
 Rancière, J. (2014). De geëmancipeerde toeschouwer (Joost. Beerten & W. van der Star, Trans.). Octavo.  
 Rancière, J. (2007a). De onwetende meester. Vijf lessen over intellectuele emancipatie. Vertaling Jan Masschelein. Leuven: ACCO.  
 Thorne, Sam (2017). School: a recent history of self-organized art education. Berlin: Sternberg Press.  
 Van Heusden, Barend. (2010). Cultuur in de spiegel: naar een doorlopende leerlijn cultuuronderwijs. Rijksuniversiteit Groningen.  
 Vansieleghem, N., Mühleis, V. (2022) Artuarium - The Grammar of Art School. Grafische Cel.

#### **Course content-related study coaching**

Study guidance is provided by the educational supervisor.  
 Continuous feedback on exercises during the education supervisor's consultation hours, via Ufora and by 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, Peer and/or self assessment, 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**

Explanation non-period evaluation (exercises portion):  
 form: ongoing evaluation based on assignments, cooperation and attitudes  
 frequency: attendance at classes is mandatory.  
 In case of absence, a replacement assignment is provided in consultation with the responsible teacher.  
 Description second examination opportunity:  
 A second examination opportunity is possible. However, it must be taken into account that some exercises or practicals cannot be compensated by a replacement assignment.  
 Feedback: by appointment

#### **Calculation of the examination mark**

100 % continuous assessment  
 Failure to participate in one or more parts of the evaluation may result in failure to pass the entire course unit.  
 Second Examination Period:  
 Examination in the second examination period is possible only in modified form.

#### **Facilities for Working Students**

To be discussed with the responsible teacher and depending on circumstances.  
 LIOs discuss their pathway with the responsible teacher.