

## University of Lapland

# ART/TTK - Art education Autumn 2022

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UART1102 Finnish Design 4 cr.  
 UART1105 Introduction to service design 5 cr.  
 UVAP0161 Adaptation Charting 3 cr.  
 UYLE0228 Independent Photography Studies Seminar 4 cr.  
 MAAD1102 Introduction to Arctic Cultures 5 cr.  
 MAAD1103 Arctic Art, Design and Innovation 5 cr.  
 UART1101 Fine Art Excursion in Lapland 5 cr.  
 UMUO4005 Arts-Based and Community-Based Participatory Research Approaches 3 cr.  
 UYTY0107 Introduction to Art, Community and Environment Studies 4 cr.  
 UYTY0106 Space, Time, Place Workshop 3 cr.  
 UKUV0627 Independent Fine Art Studies 4-8 cr.\*

\*None other than to an exchange student in the faculty of art and design who is from university in which she/he is studying fine art as an main subject

Code	Name	Credits
<b>ARTEDU22A</b>	<b>ART/TTK - Art education Autumn 2022</b>	<b>47-57</b>
UART1102	Finnish Design	4
UART1105	Introduction to Service Design	5
UVAP0161	Adaptation Charting	3-5
UYLE0228	Independent Photography Studies Seminar	2-5
MAAD1102	Introduction to Arctic Cultures	5
MAAD1103	Arctic Art, Design and Innovation	5
UART1101	Fine Art Excursion in Lapland	5
UMUO4005	Arts-Based and Community-Based Participatory Research Approaches	3
UYTY0107	Introduction to Community, Art and Environment Studies	4
UYTY0106	Space, Time, Place	3
UYTY0211	Art in the Built Environment	2
UKUV0507	Introduction to Finnish Art Education	2-3
UKUV0627	Independent Fine Art Studies	4-8

## ARTEDU22A ART/TTK - Art education Autumn 2022: 47 - 57 op

### UART1102 Finnish Design: 4 op

#### Objectives

At the end of this course student  
 - has basic knowledge on Finnish design

- can recognize different fields of design culture in Finland
- can apply the understanding of Finnish design in assignments

**Contents**

The design culture in Finland is presented and discussed by using Finnish industrial, graphic, audio-visual, fashion and textile designers and their works as examples. Lectures are given from different fields of design. The emphasis is to introduce the key elements of Finnish design. Students will make assignments in groups, where they will apply their knowledge on Finnish design.

**Accomplishment methods**

Presence during the lectures (80%) and the finished assignment with a presentation.

**Study methods**

Lectures about different fields of Finnish design by using examples. Group assignment, where students are asked to apply their knowledge on Finnish design. Lectures and guided exercises 28 hours, 80 hours independent work.

**Further information**

Max 30 students.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

(0) The performance is very incomplete or incorrect, or contains significant misunderstandings. (1-2) Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

3-4

Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. The whole picture has been formed, but there may be shortcomings.

5

The performance outlines a broad entity and the knowledge can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The tasks are well written and/or implemented.

**UART1105 Introduction to Service Design: 5 op****Objectives**

At the end of this course student - understands the key concepts, methods, process and background of service design - understands service design as a design activity and its link to one's own field of study - has got basics for further method studies and projects on service design

**Contents**

The goal of the course is to give the participant an overview about service design, its key concepts, methods and process. The course will contain both theory and one practical case assignment, or smaller-scale service design tasks

**Accomplishment methods**

Presence during the lectures (80%), finished assignment and a final report.

### **Study methods**

Lectures, exercises, design assignment and a final report for a case organization

### **Learning material**

More literature information and extra material

Stickdorn, M. and Schneider, J. (Eds). 2010. "This is Service Design Thinking. Basics - Tools - Cases." BIS Publishers. NL.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

5-1 / failed

## **UVAP0161 Adaptation Charting: 3 - 5 op**

### **Objectives**

Learning outcomes

-the application of theory and practice to the exploration of adaptation and change, culture and environment through artistic practice during the student's exchange period.

-to achieve a clearer understanding, through art, of the relationship between culture(s) and environment.

### **Contents**

Theories of adaptation and the exploration of visualization of space and culture via artistic exploration.

### **Accomplishment methods**

None other than to be an exchange student in the faculty of art and design.

### **Study methods**

Seminar, field work and critique.

### **Further information**

Additional reading and other

To be assigned in class.

Evaluation

Pass/fail

Timing

Autumn and spring

Target group

Foreign exchange students to the faculty of art and design (BA, MA)

Tutor

Michael Jacobs

Language of instruction  
English

**Evaluation scale**

Approved/Rejected

**UYLE0228 Independent Photography Studies Seminar: 2 - 5 op**

**Objectives**

Learning outcomes

- the application of theory and practice to the exploration of adaptation and change, culture and environment through artistic practice during the student's exchange period.
- to achieve a clearer understanding, through art, of the relationship between culture(s) and environment.

**Contents**

Theories of adaptation and the exploration of visualization of space and culture via artistic exploration.

**Accomplishment methods**

None other than to be an exchange student in the faculty of art and design.

**Study methods**

Seminar, field work and critique.

**Further information**

Additional reading and other materials  
To be assigned in class.

Timing

Autumn and spring

Target group

Foreign exchange students to the faculty of art and design (BA, MA)

Tutor

Michael Jacobs

Language of instruction

English

**Evaluation scale**

Approved/Rejected

**MAAD1102 Introduction to Arctic Cultures: 5 op**

**Objectives**

At the end of the course student is able to

- have basic understanding of the histories and experiences of the peoples of the Circumpolar North, and the development of northern cultures
- discuss and distinguish traditions and features of northern cultures and art
- describe cultural and artistic similarities and differences of northern peoples and cultures

**Contents**

The aim of this introductory course is to give knowledge of Arctic Cultures and how arctic landscapes and people have been presented in visual arts.

**Accomplishment methods**

Lectures and seminars 28 hours, independent work, a learning diary and a seminar on literature.

**Further information**

Timing

Autumn of first year

Target group

The student of Master's programme in Arctic Art & Design, exchange students (BA, MA)

Tutors

Maria Huhmarniemi and teaching and research staff of Arctic Centre and Faculty of Art and Design

**Evaluation scale**

H-5

**Assessment criteria**

**0-2**

Participation in the course is very low. Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

**3-4**

Participation in the course is regular. Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. Basic understanding of Arctic Cultures has been formed, but there may be shortcomings.

**5**

Participation in the course is active. The performance outlines a broad entity and the knowledge of Arctic Cultures can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The learning diary is well written or implemented.

**MAAD1103 Arctic Art, Design and Innovation: 5 op****Objectives**

Students will be able to identify the main concepts and process related to thematic discussion and development processes in the arctic region. Students will learn how to use research and development strategies as well as methods and approaches based on art and creativity needed to solve extreme problems.

**Contents**

The course will introduce the thematic discussions related to the research, development and innovation work related to arctic art and design. The course will introduce central concepts in the core of arctic art, design and innovation: design for social innovation, design thinking, wicked problems and applied visual art. The course will also introduce research processes and case studies on development work in the north. Arctic Art, Design and Innovation work can be applied into marginal contexts and help in generating radical innovation for both social and business contexts.

**Study methods**

The course will be carried out through lectures and workshops 32 hours, and a seminar work,

independent work.

### Further information

Timing

Autumn of first year

Target group

MA and Doctoral students

Tutor

Satu Miettinen and Glen Coutts

### Learning material

Brown, T. (2008). Design Thinking. Harvard Business Review, June 2008, 84-92. Darso, L (2004) Artful Creation: learning-Tales of Arts-in-Business.

Jokela, T., Goutts, G. Huhmarniemi, M. and Härkönen, E. (Eds): COOL – Applied Visual Arts in the North.

Kolko, J.: Wicked Problems: Problems Worth Solving. <https://www.wickedproblems.com/read.php>

Manzini, E.: Making Things Happen: Social Innovation and Design. Design Issues. Winter 2014, Vol. 30, No. 1

Tahkokallio, P. (Ed.): Arctic Design - Opening the Discussion. 2012

Jokela & Coutts: Relate North series 2014 – 2020

### Evaluation scale

H-5

### Assessment criteria

0-2

Participation in the course is very low. Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

3-4

Participation in the course is regular. Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. The main concepts and approaches of arctic art, design and innovation have been formed, but there may be shortcomings

5

Participation in the course is active. The performance outlines a broad entity and the knowledge of arctic art, design and innovation can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The course tasks are well implemented.

## UART1101 Fine Art Excursion in Lapland: 5 op

### Objectives

At the end of this course student is able to- have an orientation to culture, landscape and environment in the Lappish north through photography, painting and regional cultural history

### Contents

Introduction to photography, painting and culture of the Lappish landscape. The North presented via art of photography and painting, a cultural overview of the North in art and history.

### Accomplishment methods

Participation and critique, diary based on experiences in the course, 6-8 pages.

**Study methods**

Lectures, practice, critique.

**Further information**

Additional information

Min. 6 students, max. 10 students. Students are required to pay for the travel, accommodation and subsistence costs (app. 150-200 eur) themselves. There will be lectures about basic photographic theory and practice. For painting only requirements are to bring the proper materials along. All students willing to attend need to REGISTER to michael.jacobs@ulapland.fi as soon as possible.

**Prerequisites**

A basic knowledge of photography.

**Evaluation scale**

Approved/Rejected

**UMUO4005 Arts-Based and Community-Based Participatory Research Approaches: 3 op****Objectives**

Student will be able to use and combine arts-based and community-based methods and practice as research in the arts to his/her thesis and understands a specific nature of such methods in the field of academic research.

**Contents**

Introduction to a variety of arts-based and community-based research approaches of art education, applied visual arts and design.

**Accomplishment methods**

Active participation to the lectures, successful completion of assignments

**Study methods**

Lectures 24 hours, exercises and independent work 46 hours.

**Further information**

Timing

Autumn of first year Master's studies

Tutor

Maria Huhmarniemi, Satu Miettinen and Timo Jokela

**Learning material**

Leavy, Patricia: Research Design, 2017

Leavy, Patricia: Method Meets Art. Arts-Based Research Practice, 2009

Barone, Tom & Eisner, Elliot (2012) Arts based research

Cahnmann-Taylor, Melisa & Siegesmund, Richard (eds.): Arts-based research in education: Foundations for practice. 2008.

Shared articles

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Participation in the course is very low. Performance is narrow, superficial, or poorly matched to assignment. The performance is limited to listing things of arts-based and community-based research strategies and methods in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

3-4

Participation in the course is regular. Performance corresponds to assignment, demonstrates understanding and the ability to analyze and justify. The whole picture of arts-based and community-based research strategies has been formed, but there may be shortcomings.

5

Participation in the course is active. The performance outlines a broad entity and the knowledge of arts-based and community-based research strategies and methods can be applied multidimensionally or placed in different contexts. Performance demonstrates independent grip and insight. Performance is an intact entity that includes justified self-thinking or critical reflection. The essay is well written.

## **UYTY0107 Introduction to Community, Art and Environment Studies: 4 op**

### **Objectives**

After the course the student knows

- variety of concepts and definitions connected to community art and environmental art
- historical background of community art and environmental art
- how community art and environmental art are part of contemporary art, art education

### **Contents**

Environmental art, land art and public art, community art, community based art education, applied visual arts

### **Accomplishment methods**

Active participation to the lectures and seminars, learning tasks defined in the lectures.

### **Study methods**

Lectures and seminars 14 hours, independent work 94 hours.

### **Further information**

Timing

Autumn

Tutor

Glen Coutts

Language of instruction

Lectures in English

### **Learning material**

Ahonen A. et. all.: Crystals of Children's Well-being. Cross Boarder Collaboration between 11 Schools in the Arctic, 2008

Coutts, G. & Jokela, T. (Eds.) Art, Community and Environment, 2008

Grande, J. Balance. Art and Nature, 2004

Hyry-Beihammer, E; Hiltunen, M. & Estola, E.: Paikka ja kasvatus, 2014

Jokela, T; Coutts, G. & Härkönen, E.: Cool. Applied visual art in the North, 2013



Jokela, T. & Coutts, G.: RELATE NORTH 2014: engagement, art and representation, 2014  
Jokela, T. & Coutts, G.: RELATE NORTH: art, heritage & identity, 2015  
Jokela, T.; Hiltunen M. & Härkönen, E.: Art-based action research. Participatory for the north, 2015  
Kylänen, M. & Häkkinen A. (Eds.): Articles on Experiences 5 – Arts and Experiences, 2007  
Warwick, R. (Ed.): Arcade Artists and Place-making, 2006  
Shared articles

### **Evaluation scale**

Approved/Rejected

3-4

Participation in the course is very low. Performance is narrow, superficial or poorly matched to assignment. The exercises are limited to listing things in isolation, or dealing with things unilaterally. Execution may contain errors or ambiguities.

5

Participation in the course is regular. Performance corresponds to the assignment. The completed exercises show understanding of art in communities and environment. Basic understanding of environmental art, land art and public art, community art, community based art education, applied visual has been formed, but there may be shortcomings

### **Pass / fail**

Participation in the course is active. The performance outlines a broad entity and the knowledge of environmental art, land art and public art, community art, community based art education, applied visual. The completed exercises show an independent grip and insight and co-operation skills. Project design is an intact entity that includes justified self-thinking and original ideas. The course tasks are well executed.

## **UYTY0106 Space, Time, Place: 3 op**

### **Objectives**

At the end of the course student knows

- how to use time, space and place as dimensions of artistic expression
- how to build an art work/ event with a shared theme

### **Contents**

Studying the phenomena of time, space and place. Developing the expression and pedagogical skills in performance and place-related art. The student can concentrate in the forms of installation, environmental art or performance art, and their combinations around a theme chosen together.

### **Accomplishment methods**

Active participation to the lectures and workshop.

### **Study methods**

Lectures and workshop studying (36 hours), independent studies (45 hours).

### **Further information**

Timing

Autumn

Tutor

Elina Härkönen

**Learning material**

Kwon, M.: One place after another, 2002  
Kantonen, L. (Ed.): Ankaraa ja myötätuntoista kuuntelua, 2010  
Hannula, M.: Nykyaiteen harharetket, 2004  
Shared readings

**Evaluation scale**

Approved/Rejected  
3-4

Participation in the course is very low. The production is narrow, superficial or poorly matched to assignment.

5

Participation in the course is regular. The production corresponds to the assignment. Basic understanding of how to work artistically with time, space and place in performance and place-related art has been formed, but there may be shortcomings. Reflection of the process superficial.

**Pass / fail**

Participation is active. The artistic production is of a high standard. The description of the process outlines a broad entity and the knowledge of the phenomena of time, space and place can be applied multidimensionally or placed in different contexts. Performance shows independent grip and insight. Performance is an intact entity that includes artistic originality. The production has been carefully finished and the description of the process is well presented.

**UYTY0211 Art in the Built Environment: 2 op****Objectives**

At the end of the course student is able to  
-plan and implement artworks as part of art event in the city

**Contents**

Artistic action (for example light installations/ lanterns) relating topical/current themes in the city.  
Working methods depends on theme and context.

**Accomplishment methods**

Active participation to the lectures and workshop.

**Study methods**

Lectures and workshop studying (24 hours), independent studies (30 hours).

**Further information**

Timing  
Autumn

Tutor  
Art Education, Antti Stöckell

**Evaluation scale**

Approved/Rejected  
Pass / fail

ACCEPTED

Participation in all phases of the workshop is active.

Completion corresponds to the assignment, The whole picture of the topic has been formed. Completion of the task demonstrates an understanding as well as the ability to design and implement art in an environment. .

#### TO BE COMPLETED

Participation in the workshop is too low or reporting is incomplete / not done.

#### ABANDONED

The student does not achieve the goals set for the workshop. Serious shortcomings and problems in the student's activities. Despite the completion of the performance, the student's work does not correspond to the goals set for the workshop or the student repeatedly neglects the agreed tasks.

## **UKUV0507 Introduction to Finnish Art Education: 2 - 3 op**

### **Objectives**

Learning outcomes: At the end of the course student is able to - understand the aspects of art education in Finland - describe and compare art education in the Finnish school system and in Northern environment and culture to his/her cultural background - give and use practical examples of art education projects and practices in Finland

### **Contents**

Introduction to Finnish Art Education through literature. The given material consist of current articles and publications in English, that give a comprehensive picture of the theory and practice of art education in Finland. Ranging from design education to media education and international projects.

### **Accomplishment methods**

The course is completed by reading the given articles and signing up and passing a written exam or by writing an essay from given topic.

### **Study methods**

Independent reading and written exam or essay.

### **Further information**

Additional information

Studies before: basic studies of Art education, knowledge of the vocabulary of art education field.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

5-1 / failed

## **UKUV0627 Independent Fine Art Studies: 4 - 8 op**

### **Objectives**

The course encourages students to develop their own artwork responding to the Nordic working environment. Students are expected to deepen their existing skills and contextualize their practice as part of the field of contemporary art. The aim is to offer students an opportunity to reconsider their existing artistic approaches, incorporate new ideas and share good practice

### **Contents**

Individual studio practice, supported by a program of tutorials, meetings and exhibition visits.

Students themselves are expected to be active in organizing this supportive structure guided by the tutors.

**Accomplishment methods**

Independent studio practice, monthly meetings with the tutors; group discussions; independent studies.

**Further information**

Requirements

An approved plan of action. Active studio practice and production of a suitable body of work.

Target group

Exchange students who can demonstrate sufficient achievement in previous art practice.

**Prerequisites**

None other than to an exchange student in the faculty of art and design who is from university in which she/he is studying fine art as a main subject.

**Evaluation scale**

H-5