

# Critical Pedagogies

## PGCFAE1002

### MODULE DESCRIPTOR

<b>ECTS credits<sup>1</sup></b>	5	<b>Programme</b>	MAMFA in Art and Social Action Professional Certificate in Critical Pedagogies
<b>NQF level</b>	9	<b>School</b>	School of Education
<b>Stage</b>	1	<b>Module Co-ordinator</b>	Professor Dónal O'Donoghue
<b>Trimester</b>	2	<b>Module Team</b>	School of Education staff
<b>Contact</b>	Professor Dónal O'Donoghue		
<b>Responsibility</b>	The NCAD Academic Council and the School of Education Board have responsibility for this module.		

## 1. Introduction

This module examines the educational turn in contemporary art and curatorial practice seen in a diverse range of contemporary social practice and curatorial projects and the proliferation of spaces for learning operating outside of traditional institutions of education. It considers the forms education takes within socially engaged art practice and the ways in which such practice oftentimes assumes an educational quality, intent, and focus.

In recent years 'alternative' art schools and learning events have been established to resist the marketisation of education in different parts of Europe led in many instances by artists and curators. Museums and galleries have dramatically expanded their educational remits often by working in close partnership with artists. Reflecting on such developments, this module will consider the conditions that are established for learning by artists, curators, and others across a range of sites, focussing in particular on (a) *what is being learned, how is it being learned, where is it being learned, why is it being learned and who is learning*, and (b) studying the forms of knowledge produced and exchanged when education is pursued as a medium for artistic production and practice.

Framing this turn in the arts within a broader historical and political context, engaging with key educational theorists from the 1960s onwards as well as radical experiments (like Joseph Beuys's Free International University in Düsseldorf, the AntiUniversity in London, and the Copenhagen Free University), this module places particular emphasis on current and foundational practice and writing within the intersecting fields of social practice and education (including pedagogy) to address issues of power, instrumentalisation, knowledge production, equality, emancipatory intent, and regulation. It will explore ways in which knowledge is produced, shared, exchanged and valued in these contexts, situations, and events. And, it will challenge exclusive notions of specialist knowledge.

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<sup>1</sup> European Credit Transfer and Accumulation System, where 60 ECTS credits equate to the workload of a full-time academic year

The aims of this module are to:

- encourage an expanded view of learning, pedagogy and education, not least that undertaken by students on this module.
- support a critical understanding of the history of radical experiments in education and engage with educational gestures and practices enabled and advanced within socially engaged art and curatorial practices.
- provide critical insights into alternative and non-bureaucratic models of creative education being practiced today, including the type of learning subjects imagined and formed within such models.

## 2. What will I learn?

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### Learning Outcomes

On successful completion of this module students will be able to:

1. Reflect on and make critical judgements about nature, potentialities and limitations of different models of educational practice that have been developed in conjunction with contemporary art.
2. Reflect on the ways in which co-creation and participation can be understood as forms of pedagogy.
3. Reflect on the ways in which pedagogy can form a significant aspect of their own practice.

### Module content

The module will combine lectures, seminars and site visits (where appropriate) that will focus on case studies of educational and pedagogical projects and practices conceptualized and enacted by artists, curators and other across a range of learning sites examined alongside the works of key educational theorists.

Students are expected to attend all classes, read required texts prior to the scheduled class (which involves taking notes that will enable participation in class), fully participate in class discussion, debates and presentations, and complete course assignments. Class discussion ought to be informed by and refer to topics/issues raised in assigned texts.

### Indicative Bibliography

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### 3. How will I learn?

Learning tool	Hours
Lectures and seminars	24
Specified Learning Activities	26
Autonomous Student Learning	50
<b>Total Workload</b>	<b>100</b>

### 4. What learning supports are provided?

This course will be supported by a Virtual Learning Environment. The site will feature module-related bibliographies, links to key organisations and practices, as well as policy documents. Students will have the opportunity to use this VLE to share resources and engage in other forms of peer exchange.

## 5. Am I eligible to take this module?

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### Module Requisites and Incompatibles

<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Incompatibles</b>	None
<b>Prior learning</b>	None
<b>Recommended</b>	None

## 6. How will I be assessed?

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Learning will be captured and evaluated through active class participation, written work, class presentation, and project-based work. Students will have opportunities to prepare and present their interpretations of assigned readings and engage in case study analysis of existing art and education projects to deepen their understanding of the educational qualities, intentions and affects of socially-engaged art and curatorial practices

Assessment tool	% of final grade	Timing
1. Short written interpretative accounts of assigned class texts	45	Continuous Assessment
2. Project-based work	35	End of Module
3. Class participation and presentation	20	Continuous Assessment
<b>Total</b>	<b>100%</b>	

Assessment tool	Learning outcomes assessed
1-3 above	1, 2 and 3

## 7. Feedback, results and grading

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Students will receive written feedback following the submission and assessment tools 1 and 2 above. These submissions will be graded using the [NCAD Grade Descriptors](#).

## 8. What happens if I fail?

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Opportunities will be provided at the end of Trimester 2 to complete and submit repeat assignments should you not successfully complete all assessments during the Trimester in which the module is offered. You will not be able qualify for the award on completion of this programme until the learning outcomes of this module have been completed.

## 9. When and where is this module offered?

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This module will be offered in a hybrid format, allowing on site and off site learning.

## 10. How will I have the chance to evaluate the module?

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It is important to NCAD that students inform the development of teaching and learning at NCAD. We encourage all students to communicate their concerns and their observations about their study to members of staff so that any changes can be made in a timely manner.

A student evaluation will be issued to gather students' comments about their study and the delivery of the programme on completion of studies. These evaluation events are important to current and future students, to ensure we can enhance the delivery of programmes at NCAD.

In addition, students are invited to discuss their experience on the module with their lecturers at any point during the year. Students can also relay your comments to the class student representative who will communicate their comments to the staff.

**For further details on the content of your module and teaching arrangements,  
consult your Programme or Module Handbook**