

COURSE DESCRIPTION

1. GENERAL

SCHOOL	MUSIC AND AUDIOVISUAL ARTS		
DEPARTMENT	AUDIO AND VISUAL ARTS		
LEVEL	Undergraduate		
COURSE CODE	THE608	SEMESTER	6 th
COURSE TITLE	Art and Education: Optical and Conceptual Structures		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Lecture		2	5
COURSE CATEGORY	Deepening Knowledge		
COURSE TYPE	Elective		
PREREQUISITES	-		
LANGUAGE OF TEACHING and EXAMINATIONS	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (In English)		
URL	https://avarts.ionio.gr/en/studies/undergraduate/courses-descriptions/the608/		
ECLASS			

2. TEACHING RESULTS

Teaching Results
Course Participants are expected to: <ul style="list-style-type: none"> • understand that culture is a presumption of cognitive structure • explore the deeper meaning, since critical thinking is not limited to obtaining declarative, proce-dural knowledge, but in action (thinking and analysis) • understand visual, conceptual, textual structures • distinguish "formations loaded with perceptual content", interpretation issues, meaning framing • Be aware of basic socio-ideological and educational considerations that influence the concept of quality education, the formation of a quality culture
General Skills
<ul style="list-style-type: none"> • Seek, analyze and synthesize data • Autonomous work • Team work • Project design and management • Freedom of thought

3. CONTENT

The aesthetic experience is mainly activating the reflective ability and imagination, decodes, reinterprets, restates, reprocesses and strengthens meanings, so it is an extremely important subject to be under research study, particularly important for cognitive development, documented by theoretical approaches and research in the Education area. The art exposure is functioning as a cultivating field for our way of thinking. The rupture depth, which is introduced by the works of art on social conventions, alienating norms, stereotypical assumptions, creates a syllogism core which decisively contributes to cultivating creative criticism, liberalizing creativity, forming consciousness within institutional and personal conditions in the field of education. Dialectically, critically and versatile issues are considered, aiming at shaping thought on issues relating to culture, but also in relation to political, social, economic changes and circumstances. Attempts to analyze a process through which belief systems, desires, consumption of some style or ways of thinking, which promotes values, ideas, will not be easily accepted without seeking information, causes and detailed findings with clarity, accuracy, appropriateness, consistency, rationality, impartiality and deepness.

1st Week

Perceptual and aesthetic content: Cognitive development and research (eclecticism, axiom of multiplicity - aesthetic object - technical product)

2nd Week

Artistic form - scientific techniques - recreational practices - (recreational practices of the teen communities)

3rd Week

Conceptual research on the aesthetic dimension of different cultures and societies

4th Week

Values in relation to correlations, comparisons, proportions - Is The role of art co-ordinating or coincidental?

5th Week

Past-Future Interface (manipulative mode, specific arguments, interpolate excerpts, revivals, styles, trends or integrated mentalities)

6th Week

Partial and fragmentary Semiology or obsessive with the principle of reality

7th Week

Convergence of art and ontology - Embracing of symbolism processes

8th Week

Revocation and affirmation of object subject relationship in aesthetic experience - New Aesthetic

9th Week

Conversion of art, technique, imagination, logic, scientific, poetic thinking, aesthetic ethos, a particular ethical and political dimension that imposes the necessity of the sensual power of the beautiful and therefore of the liberation of man's creative instincts and impulses.

10th Week

Art and technology: Possibilities of form and matter - extended sensation

11th Week

Variations: theatrical, cinematographic, musical language etc.

12th Week

Media / Form, Style, Patterns, the necessity of selectivity - Participative Artwork

13th Week

Cognitive Games - Arts in Schools

4. TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Lectures										
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Enhanced by multimedia content. The learning process is supported by the asynchronous e-learning platform e-class.										
TEACHING STRUCTURE	<table> <tr> <td>Activity</td><td>Semester Workload</td></tr> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Literature Study and Analysis</td><td>48</td></tr> <tr> <td>Practice and Preparation</td><td>26</td></tr> <tr> <td>Course Total (ECTS: 5)</td><td>113</td></tr> </table>	Activity	Semester Workload	Lectures	39	Literature Study and Analysis	48	Practice and Preparation	26	Course Total (ECTS: 5)	113
Activity	Semester Workload										
Lectures	39										
Literature Study and Analysis	48										
Practice and Preparation	26										
Course Total (ECTS: 5)	113										
EVALUATION OF STUDENTS	Written examination + assignment grade point average or Projects/Assignments as an evaluation method										

5. BIBLIOGRAPHY

Buck- Morss, S. (2011). *Η διαλεκτική του βλέπειν. Ο Βάλτερ Μπένγιαμιν και το σχέδιο εργασίας περί στούν.*
Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

Merlin, D. (2018). *Η καταγωγή του σύγχρονου νου. Τρία στάδια στην εξέλιξη της κουλτούρας και της γνωσιακής λειτουργίας*. Αθήνα: MIET.

Χουλιάρη, Λ. (2012). *Το θέαμα της οδύνης*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

Hall, S. (2010). *Αυτό σημαίνει αυτό, αυτό σημαίνει εκείνο*. Αθήνα: Εκδόσεις Δίαυλος.