

Course: Research and positioning

credits: 15

Course code	MJDM26OP2	Modes of delivery	Lecture
Name	Research and positioning		Practical / Training
Study year	2026-2027		Tutorial
ECTS credits	15	Assessments	TEST-01 - Assignment
Language	Dutch, with parts in English		TEST-02 - Performance assessment
Coordinator	A. de Hoop		

Learning outcomes

1. Vision and positioning in arts education

The professional formulates, substantiates and positions a coherent vision for arts education in which artistic signature, pedagogical vision, inquiry-based practice and social engagement converge, so that meaningful and inclusive arts education experiences take shape and professional roles can be assumed in various contexts in a conscious, convincing and responsible manner.

2. Designing art education environments

The professional designs inclusive, opportunity-rich and meaningful art education learning environments by interpreting current developments and integrating thematic, artistic and pedagogical resources, utilising materials, media and sensory experiences, so that participants can engage in rich and imaginative learning processes in diverse contexts.

3. Art education practice in context and networks

The professional acts in a context-oriented and values-driven manner by analysing socio-cultural themes, acting ethically and with an awareness of context, initiating collaborations and positioning art education expertise convincingly, so that inclusive and sustainable art education practices emerge within diverse professional networks.

4. Research-based practice in arts education

The professional conducts research within arts education contexts by identifying, analysing and investigating relevant themes using appropriate methodological and ethical approaches, and in doing so formulates and substantiates their own position, which is shared within professional communities, thereby making meaningful contributions to the current discourse on arts education.

5. Reflective professionalism

The professional reflects critically and imaginatively on their own learning process by employing consciously chosen media and methods, and links this reflection to perspectives on change and peer dialogue, thereby demonstrating a commitment to lifelong learning and professional growth.

Content

This module focuses on the student's capacity for inquiry and the connection between research, artistic signature and education. Students work collaboratively to strengthen the field of arts education in the broadest sense. They develop their own well-founded position on a current issue in arts education practice, drawing on their own experience, interests and ambitions. For their individual project, students choose from three pathways, each representing a distinct approach to research-based practice: artistic research, research-based design, or research & positioning. Within their chosen pathway, they formulate their research question based on relevant theories and various sources, and explore this further in practice or through reflection. The outcomes of this are documented in a transparent, traceable and ethically responsible manner, in keeping with the chosen pathway. The programme consists of a mix of research skills and the deepening and integration of the perspectives of the artist and the educator, as these were also offered in the first year. In workshops and guest lectures, students also develop the communication skills needed to present their insights convincingly.

Included in programme(s)

Education in Arts

School(s)

Arts, Design & Built Environment