Course: Elective space — credits: 5

Course code	MJDM26PR2
Name	Elective space
Study year	2026-2027
ECTS credits	5
Language	Dutch, with parts in English
Coordinator	A. de Hoop
Modes of delivery	Lecture Practical / Training Tutorial
Assessments	TEST-01 - Other assessment

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

The Master’s programme in Art Education focuses on each student’s individual professional development needs. In consultation with their study coach, students shape their study pathway so that their personal learning objectives are supported in a targeted and coherent manner. Fellow students contribute through advice and peer feedback, which helps to strengthen their professional profile and establish their position as Master’s graduates. The Specialisation Module, a 5 EC free-choice module, offers students the opportunity to set their own priorities within the programme. They may choose courses, further training or professional development within their own field of work, conference attendance, participation in seminars, involvement in research group projects, development placements or in-depth practical research. In this way, they give the Master’s programme a targeted and personalised depth. In their Master’s profile and Master’s assessment, they demonstrate the role that this specialisation has played in their positioning as a Master’s graduate in art education.

Included in programme(s)

Education in Arts

School(s)

Arts, Design & Built Environment

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