Preparing Future Teachers in the Western Balkans:
Educating for Democracy & Human Rights

Reflected Democracy in Teaching Visual Arts

Semester Module and Session Plans for future pre-school teachers

Maja Raunik Kirkov / Rolf Gollob

"It is on the strength on observation and reflection that one finds a way.
So we must dig and delve unceasingly". Claude Monet

The documentation of the work done in the university teams of the project shows again and again how different the chosen focal points can be. Here, the two authors have chosen to focus on reflection. All the research shows how important this element is for effective learning and it is exciting to read how intensively all those involved (students, mentors, lecturers) have thought about the steps taken. As project leaders, we recognize how not only democratic knowledge and principles are thus incorporated into the lessons, but also how the findings are consciously reflected upon and critically questioned. The authors Maja Raunik Kirkov and the accompanying expert Rolf Gollob have thus succeeded in providing a good example of successful reflection for future similar learning processes. We are both happy about this great step and are proud to have accompanied and supported this work.

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Jennie Holck-Clausen, Bojana Dujković - Blagojević

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2

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Contents

Introduction: Students' voices heard -- actively reflecting upon the results

Intensive pre-school teacher students' reflection

Communication is an essence and a way to develop a team.
In spite of the fact that main aim and objective of each academic training is gaining knowledge from the field studies, communication acquired at the university participates greatly in the acquiring of the student`s life skill and competences. They can be reached in the constant and non-liner process of exchanging own opinions, examining standards, adopting new approaches and in that way become an active part of vibrant community.

The biggest challenge we were faced with in the time of implementation of the module: "Culture of Democracy through Visual Art Education" in the Faculty of Pedagogy "St. Kliment Ohridski" for students - future preschool teachers, was Covid-19 pandemic that resulted with physical isolation and emotional insecurity. Even it was a worldwide spread serious condition, the opportunities to act existed as always. As university professors, we bearded responsibility not only to provide safe educational environment, but also to show to students that each issue can be solved in variety of options, to encourage and to engage in the best possible way.

Students reacted amazingly. During sessions they were so enthusiastic and followed on-line lecturing with concentration. They fulfilled regular obligations by given tasks and accepted opportunities to participate in guided and purposeful reflection.

Guided by their need to participate, students suggested to work online in a group, confirming that in the time of isolation, communication with fellow students refreshed and gave stimuli to feel accepted. They noted that this intensive group work in almost each session, helped to be one of the best ways to learn.

During sessions, special time was provided for student`s reflection of the task assigned as a homework. Shared experiences proved to be powerful leaning tool in active collaborative work in online rooms. Why so much reflection? Rapidly changing conditions, different needs and time pressure are factors that influence our daily actions. This is true not only for school and learning, but for all situations in life. This module describes very clearly how the subject content of art education is combined with democratic educational content. The module planning is presented, as well as the planning of each session. But the emphasis is on the question of reflection. It should be the centre and the focus. This has been chosen here because in many conversations with teachers at all levels it has become clear again and again that we often do not plan enough time for the urgently needed self-reflection.

In this preface we therefore emphasize the relevance of self-reflection and in a separate chapter we reflect on how self-reflection can be practised. We thank all students and mentors for their cooperation and time. Together we have had an exciting semester, which is documented and reflected on intensively in this manual.

Maja Raunik Kirkov and Rolf Gollob
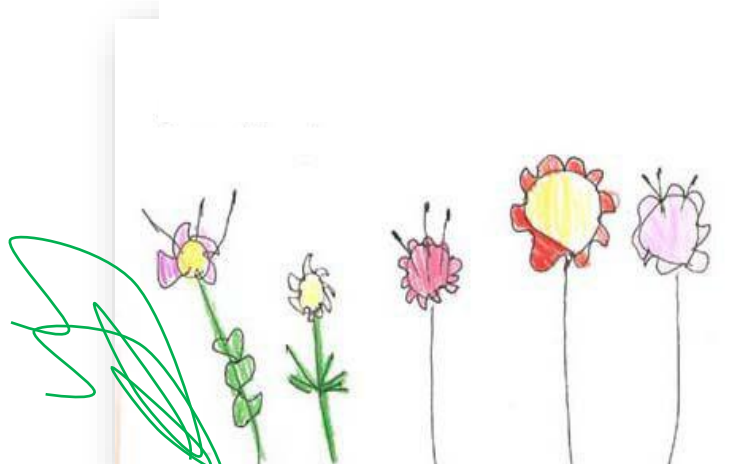
Executive Summary: Surprises and active learning

The material in this e - book presents the main results of the whole educational process conducted with the students' future preschool teachers in the module "Democracy Through Visual Art Education" in the summer semester (February – May) 2021.

This module originates from the pilot module that was realized last summer semester with student's future primary school teachers. The age of children determines cognitive, emotional and motor abilities that have to be base for development and implementation of content and activities.

We decided to implemented visual art content as one of the main academic requirements for students -preschool teachers together with democracy content.

Our intention was to create the didactical tool that can encourage preschool teachers to implement elements of culture of democracy during visual art activities in kindergartens.

Main results are presented in lecturer`s reflection part in each session – reflection of visual art content with homework, evaluation of democracy content, evaluation of RFCDC and general remarks about the session.

The greatest and most pleasant surprise for students, by their own words, was integration of two contents Didactic of Visual Art Education and Culture of Democracy. They were surprised also by methodology used in the realisation of the module – activities designed to provide and support active learning and follow-up.

There were also challenges for lecturers.
The Corona pandemic reduced possibilities to use standard methods of teaching and learning - all contacts were conducted only-online. We had to create innovative learning program not only as a symbiosis of visual art and democracy, but also innovative in didactical approach.

Our big surprise was continuous interest by students and their dedication for fulfilment of obligations. We raised the bar pretty high by demand for students to create visual art activities with democracy content, and more -to include Bloom`s taxonomy and evaluation of CDC using reference framework of competences for democratic citizenship.

Students participated actively in on-line work, discussions and collaborations.
Yes, we were surprised by their positive energy in this time of isolation, surprised by intensity of activities realised and constant engagement – that made our on-line gathering to be vivid, lively space for mutual cooperation.

We truly hope that the module and session plans will encourage and support creative efforts to include the Culture of Democratic Citizenship / Human Rights Education in other academic activities for preschool teachers.

1. Reflection as daily routine

Our actions influence our own future as well as those of our environment and should be done responsibly and thoughtfully. This means reflecting and that takes time. This does not always seem to be the case in everyday professional and educational life. Here you can find out why self-reflection is nevertheless worthwhile and how easy it is to implement self-critical retrospection. Self-reflection means looking back: What went well in which situation? What can we do better in the future? Self-reflection is important in order to:

- to act/decide more consciously in the future;
- not to repeat the same mistakes;
- to be more aware of our strengths and to use them purposefully;
- know our weaknesses and work on them.

With other words: self-reflection is important to develop personally and professionally and to act more successfully. Self-reflection is not a one-time thing. It should become a habit and be practiced regularly. 20 minutes a day after work is enough to recapitulate one or more positive as well as negative situations and answer the following questions for yourself:

Positive situation/strengths:
- What went well today?
- Why?
- Who or what had an influence on the situation?
- What will I take with me for next time?

Negative situation/weaknesses:
- What did not go well?
- Why not?
- Who or what contributed to it not going well?
- Could I have improved the situation (on my own)?

Further development:
- What can I do better next time?
- What on the interpersonal level, what on the professional level?
- Do I lack experience or knowledge that I could acquire?
- Who or what, if not I alone, could support me in developing myself further?

Self-reflection is only effective if you do it seriously. This includes taking the time and being willing to question one's own actions. With the goal: to grow personally and advance professionally. In this module, we tried to take our time to do this, but – to be honest – we also made others take their own time. We hope, it was for the good.

2. Students' active learning – Experiencing Democracy at the University

In the time of Corona pandemic, schools and universities across the world were getting creative with online options to keep students safe and healthy at home. It has strong impact on strategic planning and didactical approaches.

To provide quality high school on-line education, university professors needed to reimagine own classroom-based course/ module as completely online experience. We had to adapt quickly to enable students with easy start and user-friendly approach to all materials needed.

We were especially aware of the importance for providing rich experience of democratic environment during module realization, convinced that it needs to be safe and encouraging at the same time.

Therefore, our focus was to stimulate student`s active learning and acquiring of the culture of democracy during module realisation:

Procedural support:

- Simplify the process of transitioning from classroom-based to online learning, with all necessary resources and instructions kept open and accessible to all (I gave them details on when and how we were going to communicate).
- Most of the students were already fluent in the use of social media and mail correspondence, so addition of the elements as the use of web research as online teaching strategies proved to be an effective way to increase relevance, engagement, and flexibility.

Emotional support:

- Communicate with students actively, with each of them on almost daily base.
- Let students know that we understand how challenging this transition from face-to-face to online might be for them, and that we are going to support and guide them whenever it is needed.

Didactical support:

- To understand (to comment, discuss, question after each lecturer presentation)
- Collaborative learning on-line in e-rooms
- Presentation of the results of solved task during collaborative work
- Debate and evaluation of own and other students
- Special time provided in each session for the feedback on lecturer's presentation and explanations
- Debriefing the whole session
- To receive professor`s evaluation of each homework, and to reflect upon.

Most tasks we carried out in the classroom on a daily basis have an online equivalent. It was important for students to understand that the learning itself doesn't change, but the online delivery method does.

3. Students' reflections:

3.1 Democracy in a Visual Art Module for pre-school level

"We do not learn from experience… we learn from **reflecting on** experience."
John Dewey

Importance of Student Reflection

Reflection, a key component of learning, is vital to the success of a student`s learning on-line course. In this module, reflection became a process of examining and interpreting experiences to gain new understanding during the process of knowing. Students benefit greatly from the reflection of own learning and learning of other students. Reflection is implemented in a form of metacognition, extremely valuable for reaching own goals in personal and professional development.

Reflection transformed experience into genuine learning about individual values and goals, as well as for wide social issues. In the process it challenged students to connect own activities to course objectives and to develop higher-level thinking and problem-solving skills. In our case, reflection worked against the perpetuation of stereotypes by raising students' awareness of the social structures in the environments.

Students' reflection activities in this module included:

- Homework with the task to reflect upon own experiences with democratic and undemocratic teacher,
- Class discussions
- Small-group discussions
- Presentations
- Responses to outside readings, media content, and experiences relevant to the issues surrounding the service activity
- Responses on lecturer comments on homework (by e-mail and online)

This set of varying activities that accommodate multiple learning styles helped students to understand reflection as part of the learning process, not as an isolated activity. Much more, through the process of reflection, students' voices became heard, problems discussed, solutions evaluated by the whole group.

Contemporary based strategies like collaborative learning, accomplished with deep reflection on the process and results, have a capacity to became a solid base for acquiring knowledge-based competences in visual arts.

3.2 Active learning during online sessions

The lack of communication with students in life in university setting, enlarged and highlighted the need of intensive communication. Students were persistent with active following in on-line sessions.

Active learning is an approach to instruction that involves engaging students with the course material through discussions, problem solving, case studies, role plays and other methods. To enable space and conditions to evaluate students' learning during semester, homework was given at the end of each session.

1. **Commenting the homework**

   At the beginning of each session, students had the opportunity to evaluate homework, to share ideas, to explain with arguments and own opinion. It was beneficial for students to develop critical thinking and understanding, but for me as a lecturer to understand level of acceptance of the content and to perceive reached student`s competences. Few students had a difficulty to understand the implementation of the Bloom's taxonomy in daily preparations, or to select visual art or democracy-based activity in accordance to children's age.

2. **Commenting lecturer`s presentation during sessions**

   From the start of the module implementation, I had an agreement with students– to feel free to ask, to stop my presentation, to share ideas or to ask a question. This provides understanding in both directions –for students to clarify the content and for the lecturer: to see the level of understanding.

3. **Group work in e-rooms: sharing personal experiences, individual standpoints, discussing, finding solutions together**

   The most intensive on-line work directed to student`s mutual cooperation and shared or opposite standpoints. Students discussed in each room to find solutions for the tasks and argue or debate, but after decided what to answer, acted as group during presentation, strongly supported each other.

4. **Debriefing after each session**

   In session planning last 10 min are dedicated to **Debriefing and evaluation of the session** - students discuss and rephrase the general strategies of search through the web-site. For example, students confirmed their surprise that they received homework before the start of the lecturing. They noted that experienced searching in the web as a task was interesting and easy, mainly because of the title of the task "Treasure hunt".

10

3.3   Bringing in external lecturers

Placed in the common e-space for the whole semester, students and lecturer developed and shared similar standpoints, developed mutual work ethic and understanding. Participation in academic learning requires exposure of the students to the multiple ways of perceiving, expressing and learning. It is usually provided by inviting visiting professor from another university to conduct sessions with students. Each year in our university this important task was conducted in live.

The purpose of visiting scholars is generally to bring to the university or educational institution new and different approach, new topic or new methodology of teaching and learning, or all mentioned.

Critical distance of the visiting professor towards current situation – relation teacher - student; student-student; student - teaching content; student – learning methodology…etc., is of crucial importance for building student's critical endeavour.

I was so honoured when prof. Rolf Gollob accepted my invitation to conduct 11th on-line session with students. Inviting external expert has both institutional and individual benefits: In his session prof. Gollob after shared presentation opened space to discuss and create, dividing students in e-rooms to solve given tasks.

Students were fascinated and excited, super motivated and willing to cooperate.

Prof. Gollob provided his expertise to guide, explain and question, to ask and to share opinions with students.

This fresh air in the form of external expert`s standpoint, methods of teaching and evaluating evoke strong emotional reaction of acceptance and equal professional commitment in students. During session, by the use of on-line social media, they shared invitation to other students to participate, confirming in that way reaching of the competences for critical thinking and sharing.

4. Mentors' reflection: From Teacher to mentor – changing professional roles

Already during the training evenings, the mentors made it clear how important it was for them to be aware of their importance for the training of young teachers. The change of roles seems to be an element that does not need to be described in sufficient depth.

A mentor is much more than simply a person who makes their classes available and hands out a bit of praise or reprimand. Future teachers need someone who knows the school and the lessons from daily practice and can observe well how other teachers act.

The mentors became aware of this situation and developed a sense of responsibility but also a good professional pride. Observing and describing lessons and then giving back the description is the most important skill to train. The mentors said that they wanted to learn this better and use it regularly.

5. Lecturer's reflection:

5.1 Homework during Covid times

The homework is beneficial for both – the students and the teacher. On the one hand, homework refers to students as a way to study, find a solution and learn, and on the other hand it refers to the teacher as an important tool for evaluation of student`s achievement. It also enables lecturer to implement individual step by step following-up of student`s development. In that way homework during Covid times proved to be one of the most significant segments of teacher`s reflection.

In this module several variants of homework were given to students:

- 500-word essays to describe own experience with democratic and undemocratic teacher;
- implementation adequate visual art content in preschool activities in accordance with children age;
- selection of competences for democratic citizenship connected with EDC/HRE key content – Equality, Identity, Rules and low, etc.;
- annual, monthly and daily planning of visual art activities with implementation of Bloom`s taxonomy of educational objectives and selection of competences for democratic citizenship;
- semester long continuing projects that parallel on-line learning.

In this module homework provides acquiring of various educational needs as to test students' abilities to select, organize and evaluate; to reinforce newly acquired skills; to help students prepare well for activities they will have to conduct in kindergarten.

By creating own solutions of the task given in homework, students' learning habits, initiative, independence, and responsibility can be evaluated as well.

5.2 Experience with Bloom's Taxonomy as role model learning

Bloom`s taxonomy of educational objectives was actively used and is reflected in the work proposals for the students. It provides six levels within the cognitive domain, from the simplest to the most complex behaviour, which includes *knowledge, comprehension, application, analysis, synthesis,* and *evaluation.*

The concept of this module implements Bloom`s taxonomy in two segments:
- To design and evaluate activities for the students – future preschool-teachers
- To enable same students to use it as a tool in designing own daily planning in visual art education.

Daily planning requires student`s abilities for distinction of proposed activities - knowledge, skills, abilities and upbringing goals.

Students reported that use of classification of educational objectives presented in the Bloom's Taxonomy has guided them to define each visual art activity for preschool children in precise way.

They also analysed lecturer`s daily preparations for on-line sessions, and noted that the use of Bloom`s taxonomy also provides very clear insight of reached visual art competences in students.

Students recognized Importance of setting the tasks with this tool and reported that in that way they became more confident in the follow-up of children expressions.

5.3   Module and session plans: Integrated Democracy in Visual Art Education

The module: "Culture of Democracy Through Visual Art Education" was developed as part of the project Preparing Future Teachers in the Western Balkans, which was initiated by the European Wergeland Centre, financed by the Norwegian government and planned and implemented in cooperation with the Zurich University of Teacher Education.
 It was written and aimed for primary school teacher students. Its pilot version was conducted at the Faculty of Pedagogy "St. Kliment Ohridski" in Skopje during summer semester 2020, experiencing conditions for teaching and learning at the university setting before the Corona pandemic, and also adapted to the new situation as on-line module till the end of semester.

Positive feedback from students during all semester as well as the results after the exam sessions, encouraged us to start to implement democracy content in the university curriculum for students – future preschool teachers.

This manual contains the semester plan of a training module for prospective teachers as well as the detailed planning of all 12 semester units - week per week.
This is the university module that integrates academic subject content (Visual Art Education with Didactics) and democracy content aimed for students – future preschool teachers.
The implementation was conducted at the Faculty of Pedagogy "St. Kliment Ohridski during the spring semester, February - May 2021.
According to children`s age, all activities form the website livingdemocracy.com were adapted to meet preschool cognitive, emotional and motorial needs.

Level of introduction of each key concepts of EDC/HRE was also modified to be understandable for pre-schoolers and to provide real implementation in everyday life activities.

Biggest challenge was to enable students with knowledge and skills to select competences for democratic citizenship that are possible to develop and detect in early age, using already created descriptors.

6. Expert's point of view – start early and never stop

6.1 Democracy starts when human beings are born

Looking at the planning, the realization and at the results, it becomes once more so obvious, that early childhood is an intensive time of learning and development, also in terms of learning democracy. Children need early experiences of recognition, participation and co-determination, constructive culture of conflict, the experience of intercultural and tolerant coexistence.

The pedagogical challenge of living and experiencing democracy is all the greater the younger the children are. Children acquire democratic competencies by experiencing respect and by participating in the shaping of everyday life according to their level of development.

However, there is often uncertainty among educators as to how children can participate in everyday life: What can I trust children to do? How can conflicts be dealt with? How can I support children in empathizing with others and being cooperative? How do I support children to develop confidence in their own abilities and to experience self-efficacy? How much participation of children may and can educators allow? Through modules like the one presented here, the teacher students can find first answers and they reflect these in their discussion and their feedback.

6.2 Next steps the teacher students might take after this module 14

Reading the students' feedback raises the question of what further steps will accompany them and what experiences will become important in their first years as teachers. Here are some hints, that are closely related to their learning experience, but that will take them even deeper into the practice and the reality of living democracy and participation:

- The young teachers will see that children learn democracy when they shape the world in which they live and have a say in it, are strengthened in their own responsibility, develop their ability to work in a community, solve conflicts constructively and thus experience self-efficacy. In order to give children this opportunity, it is important to establish basic values of democratic culture in kindergartens and schools, to illuminate everyday situations and to question them in detail.
- Kindergarten children and pupils in the first years of school are already capable of consciously and purposefully shaping their everyday lives and making decisions. Active participation and responsibility are not bound to an age, but to suitable structures and support by adults. One of the first opportunities for participation is the "morning chair circle", where children can talk about their experiences and feelings. There, manageable periods of time are discussed, new activities are planned and group rules are developed.
- When all the children in an institution take part in such forms, we speak of children's conferences or general assemblies.
- Skilled teachers offer their students a so-called "children's parliament" as an opportunity for co-determination. In this way they experience, that even the preschool children can meet once a week to collect ideas, have contrarian discussions and vote on the program, on

the furnishing of the kindergarten, to draw up rules of conduct and to resolve conflicts. These meetings are led by an executive committee that rotates every four weeks. In the course of a year, all children have the opportunity to chair this children's parliament once. They are supported in this by the educator. Experience clearly shows that for the children, participation is firstly a serious and important matter. But secondly they find out, it is not only great but also exhausting. For a start, it is for many not easy to find one's own point of view and to reconcile the many different interests. Speaking as a child in front of adults or expressing the wishes of other children is something that has to be learned.

- Furthermore, many participation offerings are pitched more towards conversation. It is important to develop a certain discipline in listening and a culture of conversation (see the Council of Europe's Culture of Democracy offered in this module). The children's opinions vary accordingly. For some children, it is a great honour to come to parliament because they can have a say. Interestingly, it is often the boys who find parliament boring. The reason for the difference in acting in parliament could be that girls of kindergarten age are often one step ahead in verbal development.

- Participation is particularly successful when the children are well accompanied by adults. The ability to talk to each other and to enter into dialogue is first tested and practiced by the 5- to 6-year-old children. The educators support this process, for example, by pointing out suggestions that have already been made. "Ana said this and that. What could you do?" Shy children speak directly to the teachers so that they can also have their say. In this way, the children experience that it is not only the loud ones who always have the floor. In this way, the whole group of children learns to listen more carefully and also to perceive the quiet sounds.

15

- Lack of support for the children in trying out their new roles and lack of preparation can often be traced back to disagreements and resistance in the team. And serious participation also raises the question of power. Adults will have to relinquish some of their power if participation is not to be just an empty phrase. But who decides who gives up what power? If the competences of the staff are to be curtailed for the benefit of the children, then this cannot happen without their consent. Otherwise, the model is undermined or not sufficiently supported.

- In addition to sensitive guidance by the educators, it has also been shown that stimulating the children's imagination contributes greatly to the success of participation. Excursions to the field and forest playgrounds should be undertaken. Inspired by what they had experienced and seen, the children will collect numerous design ideas and build a model of "their" outdoor area in their groups.

The most important experience for the students of this module must be to realise that everyday democracy can start at any age. The students have shown in their feedback that they have understood this and are ready for the next steps.

Part II: Module and Session Plans

1. The semester module: Culture of Democracy Through Didactic of Visual Art Education

Introduction–Democracy in Pre School?

> "For the things we have to learn before we can do them, we learn by doing them."
> — Aristotle

Competent contemporary preschool teachers celebrate childhood every day and truly enjoy and cherish every moment spent with the children in kindergartens.

Our idea with this module was to show to students that when a child comes to kindergarten, it should be welcomed into a fun, exciting, supportive place.

Preschool teachers need to have competences to nurture, motivate, encouraging each child in its own individual growth and development. Holistic approach in preschool education unites different subject contents with the same aim – to provide adequate educational setting for each child.

Visual Art Education in preschool age immensely supports intellectual and fine motorial development.

By drawing, painting, modelling, printing child reaches not only motivation for further action, but becomes confident in development of social, emotional and interactive skills. Imagination, expression and creativity find a domestic space in visual arts creation, fostering in that way individual development.

By the democratic content activities, students in their own pre-service teacher training will acquire skills to cultivate a sense to belonging of a child to a kindergarten group, to enable children to learn, to behave friendly, with respect and will to communicate and correspond to others.

Integrated visual art and democratic content enables children to be active learners, to explore, observe, question and discuss, to clarify own understanding. The sense of community is highlighted by discussion and reflection on events and activities in a preschool group as a basic way to establish the culture of democracy in early age.

General Information:

Title of the module: **Culture of Democracy Through the Visual Art Education, Spring 2021**
Name of University: Ss. Cyril and Methodius University, Skopje
Name of Faculty: Faculty of Pedagogy "St. Kliment Ohridski"
Development Maja Raunik Kirkov, Rolf Gollob, Vesna Makasevska, Lulzim Ademi
Implementing Lecturers: Maja Raunik Kirkov and Rolf Gollob
Number of teacher students in the training: 22
Number of classes per week: 2 lecture classes + 2 classes of practical work online
Number of kindergarten visits: (due to the Corona pandemic we do not have kindergarten visits)
Number of lessons taught by teacher students: /
Number of Model classes taught by the lecturer: /

Short description of the contents of the module:

Background

This module is intended to be implemented in academic curriculum for students - future preschool teachers through symbiosis of both contents –Didactics of Visual Art Education and Democracy. Guided through 12 sessions, students have an opportunity to participate in active learning process and understand values that culture of democracy can bring in the life of each preschool child.

The content of the module is created based on the implementation of visual art language and visual art techniques adequate for children in preschool age. Democracy content on the other hand is provided from the website living-democracy.com. Integration of both contents is made by the use of one of the key concepts of EDC/HRE in each session, accompanying with specific didactical strategy in visual art education.

The module also introduces Reference Framework on Competences for Democratic Culture (RFCDC) to enable students to identify and evaluate democratic level shown in the preschool children`s behaviour. In this way it enables students to realize tactical and strategic requests that can be formed by their initiatives, strategies, design and conducting of educational activities. Therefore, module contains:

1. Didactical guidance that supports learning process in synergetic body of visual art and democracy activities for pre-schoolers
2. E-environment where students can not only gain knowledge of the necessary subject matter, but also to:
   - analyse, compare, distinguish, choose, present, create and
   - discuss and find solutions
   - evaluate and elaborate
   - reflect upon group and own leaning process
3. Development of contemporary cultural values and decision-making skills for implementation of democratic thinking and behaviour from kindergartens to real life.

Resources to be used:
Visual Art content
Visual Art Education
Democracy: www. living democracy
Democracy: Reference Framework of Competences for Democratic Culture, V 1-3

Competences for Democratic Culture addressed:

In each session we will show integration of Visual Art Education with Didactic and Democracy content as an integral semester module.

	Competences	Descriptors
Values	**C1** Valuing human dignity and human rights	**D2** Argues that specific rights of children should be respected and protected by society **D4** Argues that all public institutions should respect, protect and implement human rights (intermediate level).
	C2 Valuing cultural diversity	**D9** Expresses the view that the cultural diversity within a society should be positively valued and appreciated **D10** Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (advanced level). **D11** Argues that intercultural dialogue should be used to develop respect and culture of "living together" (advanced level).
Skills	**C10** Autonomous learning skills	**D62** Can select the most reliable sources of information or advice from a range available (advanced level).
	C11 Analytical and critical thinking	**D65** Uses evidence to support his/her opinions **D68** Can identify any discrepancies or inconsistencies or divergences in materials being analysed (advanced level). **D69** Can use explicit and specifiable criteria, principles or values to make judgments
	C12 Skills of listening and observing	**D70** Listens carefully to differing opinions
Attitudes	**C4** Openness to cultural otherness	**D24** Expresses an appreciation of the opportunity to have experiences of other cultures **D25** Seeks and welcomes opportunities for encountering people with different values, customs and behaviours
	C7 Responsibility	**D42** Shows that he/she takes responsibility for own mistakes **D43** Consistently meets commitments to others (advanced level).
	C8 Self – efficacy	**D45** Expresses the belief that he/she can carry out activities that he/she has planned (basic level). **D48** Shows that he/she feels secure in his/her abilities to meet life`s challenges (advanced level).
Knowledge and critical understanding	**C18**Knowledge and critical understanding of the self	**D109** Can reflect critically on his/her own prejudices and stereotypes and what lies behind them (advanced level). **D111** can reflect critically on his/her own emotions and feelings in a wide range of situations (advanced level).
	C20 Knowledge and critical understanding of the world: cultures, religious, history, media	**D118** Can explain why everybody has a responsibility to respect the human rights of others (basic level). **D120** can reflect critically on how his/her own world is just one of many world views (basic level).

Module overview session by session:

Preparatory session

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation Treasure hunt – key word "Children's rights "(homework - to be sent to the lecturer by mail till 16.2.2020)						
Preparatory session 16.2.2020	Navigation trough website: www. living democracy.com	Short introduction to the Aims and Objectives	Key Concept: Rights and freedom (Children rights - general introduction)	C2 D10 C2 D11 C10 D62	**Lecturer:** Relations of art/culture /democracy, criteria for democratic culture **Students:** Discussion and presentation of homework **Lecturer:** Brief presentation of the website **Students:** Learning trough doing – treasure hunt in pairs, presentation, plenary discussion	**Lecturing:** 40% **Activities:** 60% **Practice:** /
Homework/ Individual tasks To explore activities about "Children's rights" in the website: www. living democracy.com						

19

Session 1

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation Exploring activities aimed for primary school students on the site www. living democracy.com.						
Session 1 23.2.2021	Introduction of the Subject, Aims, Objectives, Historical Development of the Visual Art Education	Critical approach of the influence of societal changes on the development of visual art education Influence of visual art examples to the development of visual literacy in primary school students	Key Concept: Children's Rights & the Right to Education Children Rights to Visual Art Education learning: V5 U6 L1 (Primary school, Class 6) – Children's rights: a work of art	C1 D4 C2 D10 C2 D11 C18D109 C18 D111 C20 D118	**Lecturer:** Historical development of Visual Art Education **Students:** handout with core questions **Lecturer:** Introduction of the subject (Visual Art Education with Methods), Aim, Objectives **Students:** plenary discussions	**Lecturing:** **4**0% **Activities:** **6**0% **Practice:/**
Homework / Individual tasks To present and explain one example of democratic and one of undemocratic behaviour of a teacher (own or someone else's experience, example form literature, movies…).						

20

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation To explore the CDC key concept Diversity and pluralism						
Session 2 **1.3.2021**	Forming of the Visual Art Concepts - Development of Visual Expression in Early Age	Identification and selection of children`s visual art creations in accordance to their developmental stages Understanding the use of visual art creations based on the visual principle-composition can support understanding and visual expression of diversity and pluralism in contemporary societies	Key Concept: Diversity and pluralism V5 U3 L1 C3 (Primary school, Class 3) We are wizards	C2 D 11 C3 D12 C3 D14 C11 D68	**Lecturer:** Developmental stages of visual expression in early age in correlation with cognitive and mental growth (age 2-6). **Students:** Discussions own experiences vs. presented material **Lecturer:** Developmental stages of visual expression in correlation with cognitive and mental growth **Students:** Selection of children drawings based on the developmental stages, presentation	**Lecturing:** 40% **Activities:** 60% **Practice:/**
Homework / Individual tasks To distinguish, select and define developmental stages of the children based on the samples of children drawings sent by the lecturer to students by mail.						

21

Session 3

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation - homework To distinguish, select and define developmental stages of the children based on the samples of children drawings sent by the lecturer to students by mail.						
Session 3 on-line session 9.3.2021	Visual types of children Introduction of the concept of "Identity" as one of the key Concepts of EDC/HRE	Correlation with student`s knowledge gained on the previous session – developmental stages and characteristic of individual visual art expression. Characteristic of early childhood visual expression based on the psychological characteristic and affinity to specific visual expression	Connection with the meaning of "identity" in visual art expression and as EDC/HRE key Concepts	C1 D2 C5D28 C 7 D42 C10 D62 C 11 D69	**Lecturer:** Visual type of children – meaning, criteria, impact Visual type of children in relation with their physical characteristics **Students:** Distinguish and select Visual type of children – meaning, criteria, impact **Lecturer:** Visual type of children in relation with their physical characteristics	**Lecturing:** **40**% **Activities:** **60**% **Practice:** /
Homework/ Individual tasks To distinguish, select and classify visual type of children.						

22

Session 4

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation /						
Session 4 on-line session 16.3.2021	Didactic Forms in Visual Art Teaching and Rights and Freedom	Correlation with student`s general knowledge about didactic forms of teaching Introduction of the didactic Forms in Visual Art Teaching	Introduction to the key concept Rights and Freedom Introduction of the Illustrated version of Children's rights from the site www. livingdemocracy.com	C1 D2 C7 D43 C11D69	**Lecturer:** Didactic Forms in Visual Art Education **Students:** Analysis of implementation of didactic forms in VAE **Lecturer:** Introduction of Illustrated version of Children's rights **Students:** Analyses of the use of the Illustrated version of Children's rights from the site www.livingdemocracy.com , select and distinguish images as motives in creation of visual art creation in early age	**Lecturing:** 30% **Activities:** 70% **Practice:** /
Homework/ Individual tasks Web-based search – texts for children`s rights and freedom.						

23

Session 5

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation http://likovna-kultura.ufzg.unizg.hr/predavanja.htm List of principles of teaching in VAE (delivered on-line)						
Session 5 23.4.2021 on-line session	Principles of Teaching in Visual Art	Overview of the students' understanding of didactic principles of teaching Introduction of the principles of teaching in Visual Art	Education Introduction to the key descriptors for Competences for democratic culture (CDC)	C3D12 C3 D13 C15D89 C20D124	**Lecturer:** Principles of teaching in VAE (age 6-10) in relation with other teaching subjects **Students:** Analyses of the list of principles of teaching in VAE **Lecturer:** Competences for democratic culture (CDC) **Students:** Plenary discussion – implementation of principles of teaching in VAE and CDC	**Lecturing** 30% **Activities** 70% **Practice:** /
Homework/ Individual tasks Students have to select and decide about implementation of key descriptors for Competences for democratic culture (CDC) in preschool age.						

24

Session 6

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation E- materials sent to students by e-mail: http://www.ukim.edu.mk/mk_content p. 73, 155,156						
Session 6 on-line 30.4.2021	Contempor. methods in Visual Art Teaching and Learning	Knowledge and understanding of the meaning and the use of contemporary methods in VAE Identification and selection of contemporary teaching and learning methods in visual art teaching Implementation of the concept of equality in the realization of visual art teaching and learning	**Key Concept:** Equality Understanding of the EDC key concept Equality in a relation with teaching and learning in visual art education	C1 D2 C2 D8 C5 D27 C5 D 27 C5D29 C11 D66	**Lecturer:** Standard vs contemporary methods of teaching and learning in VAE **Students:** Will relate, interpret and rephrase method **Lecturer:** "Equality" as CDC concepts preschool education **Students:** Elaborate possibility to obtain to the concept of "Equality" in preschool education	**Lecturing:** 30% **Activities:** 70% **Practice:** /
Homework/ Individual tasks Students have to search on the web-site for the lesson planning about the key concept "Equality"; to relate it with one method of teaching and learning in visual art education; to implement elements of visual art language and visual art techniques.						

25

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation What is educational planning? https://unesdoc.unesco.org/ https://www.sciencedirect.com/topics/social-sciences/educational-planning						
Session 7 6.4.2020 on-line	Specifics and Planning in Visual Art Education	Specifics of Visual Art Education Planning in Visual Art Education Knowledge and implementat. of planning for various visual art media in VAT (1st or 5th grade students)	Understanding of the key concepts Responsibility in the implementat. in visual art teaching (students) and learning (pupils)	C9 D 56 C10 D62 C14 D 84	**Lecturer:** Specifics in Visual Art Education **Students:** Discussion: characteristic of VAE VS other subjects **Lecturer:** Planning of VAE. Connection of visual art media and the concept "Responsibility" in primary school context **Students:** Students comment and give their solutions about implementation of responsibility in planning of VAE (university context).	**Lecturing** 30% **Activities** 70% **Practice:** /
Homework/ Individual tasks To present planning for realization of VAE for one visual art media for 1st or 5th grade students (one grade by own choice); To explain their understanding of implementation CDC "Responsibility" in 500 words essay for university and primary school.						

26

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation Bloom's Taxonomy of Educational Objectives; National program for education in 1st grade primary school						
Session 8 13.4.2021 on-line session	Annual/ Daily Planning and Rules and Law, Government and Politics	Strategies for realization of Annual Planning in Visual Art Education Daily Planning in Visual Art Education -Bloom`s Taxonomy	Integrating the CDC concepts "Rules and Law" and "Government and Politics" in the realization of the Annual planning in Visual Art Education	C1 D4 C5 D28 C11 D65	**Lecturer:** Annual Planning VAE **Students:** discuss and rephrase the general strategies and match it with annual planning across the subjects **Lecturer:** Daily planning in VAE EDC/HRE "Government and Politics" and its impact on educational system **Students:** Plenary discussion: interpreting the national educational concept and compare "Rules and Law" and"Government and Politics"	**Lecturing** 30% **Activities** 70% **Practice:** /
Homework/ Individual tasks Students plan an annual planning for visual art education in preschool age.						

27

Session 9

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation web based search – visual art exhibition age 6-10						
Session 9 20.4.2021 on-line session	Evaluation of Visual Art Works in Primary School Children Creation of Portfolio and Exhibitions in VAE	Criteria for Evaluation of children`s visual art expression  Standards for exhibiting young children work of art  Significance of exhibition from children`s works of art	Key Concept: "Media" V2 U9 L2 "The power of knowledge and skills" Unit 9 - Teachers' handout 1: media in democracies in VOL. II	C 2 D 9 C4 D 24 C6 D 36	**Lecturer:** Criteria for evaluation visual art works age 6-10 **Students:** Plenary discussion – present analyses and classifications of web based visual art exhibitions age 6-10 **Lecturer:** Standards for creating the visual art exhibition in preschool age. Media in contemporary communication **Students:** Relate criteria for evaluation visual art works. They can classify exhibitions by the media concept implemented	**Lecturing** 30% **Activities** 70% **Practice:** /
Homework / Individual tasks /						

28

Session 10

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation: /						
Session 10 11.5.2021 on-line session	Democracy trough visual art education and Conflict and Controversial issues	Controversial issues and Conflict in Visual Art Education	Controversial issues and Conflict as a key content Concepts of EDC/HRE Methodology of approaches to controversial issues in the civic society	C2 D 10 C2D11 C18 D111 C20 D 118	**Lecturer:** Controversial issues and conflict as a key concepts of EDC/HRE V5 and V6 Building up classroom atmosphere **Students:** Elaborate and illustrate controversial issues and conflict, divide and classify, discuss and specify possible solutions. **Lecturer:** Beutelsbach Consensus **Students:** Students will relate to own examples	**Lecturing** 30% **Activities** 70% **Practice:** /
Homework/ Individual tasks Daily preparation with defined visual art content, visual art technique and age, with implemented Bloom's taxonomy of educational objectives and Competences for democratic culture (CDC).						

29

Session 11

Session	Topic of the session	Visual Art content	Democracy content:	CDC	Session phases	Time allocation
Student's preparation /						
Session 11 18.5.2021 on-line session	Competences from visual art education as important life skills	Competences from Visual Art Education that can support life in the 21st century	Competences for Democratic Culture	C 1 C7 C11	**Lecturer:** How Visual Art Education can support life in the 21st century **Students:** Select 8 competences-sustainable future, draw up hierarchy 1 – 8, justify it and illustrate it with a symbol. **Lecturer:**How Visual Art Education can support life in the 21st century. **Students:** decide on 5 competences, You create life situation, and show in presentation on plenary	**Lecturing:** 30% **Activities:** 70% **Practice:** /
Homework / Individual tasks Create another daily preparation as a practice for exam.						

30

Session	Topic of the session	Visual Art content	Democracy content:	CDC addressed:	Session phases	Time allocation
Student's preparation web based search – definition of reflection, aspects						
Session 12 25.5.2021 on-line session	Focus on reflection – "Democracy trough visual art education in early age"	Practical guidance for annual and daily preparation (insides of possible mentor's evaluation) Correlation of student`s expectation of the aims of the subjects at the beginning of the semester and reached competences at the end	Implementation of Bloom`s taxonomy of educational objectives and CDC in daily planning	C 1 D 2 C7 D 43 C11 D 69	**Lecturer:** Analysis of the work in the whole semester **Students:** Analyse the possibilities to adapt activities from the site and show results **Lecturer:** Practical guidance for annual and daily preparation **Students:** Students will identify and select most important content and lesson learned during the studying in this semester and show on plenary	**Lecturing** 30% **Activities** 70% **Practice:** /
Homework / Individual tasks Realization of the dailyplanning with implementation of Bloom`s taxonomy and CDC - preparation- elements of exam. We will send students a questionnaire about the module for general feedback for the Project.						

31

2. Detailed Session Plans

Introduction: Democracy in pre-school – a new approach to Visual Art

Visual art education in early age has its aim to cultivate children`s personality by encouraging and developing:

- initial visual literacy,
- motor abilities for the use of art tools, materials and techniques,
- to stimulate creativity and imagination.

These aims were the base on which activities that implement democracy content were added.

Age of the children (2-6) determined range of the proposed materials, tools, environmental requirements and reached level of visual communication.

In this module aimed for students- future preschool teachers, we not only integrated activities in visual art education with didactic, but also added introduction of key concepts of democratic citizenship. Our main goal was to support gaining of competences for realisation of innovative and meaningful visual art education by students.

The most challenging was the selection of visual art examples that were planned to match CDC/HRE content. Even all sessions were aimed for teacher students, they had to provide their training for teaching, so the examples have to correspond to the age of preschool children. Visual art educational content accompanying with activities from the website www.living-democracy.com has proved to have synergetic effect on children growth and development.

Preparatory Session: **Introduction of the www. living democracy.com**

Date: 16.2.2021	**Time:** 9:00-11:00	**Room:** online platform Teams
Session No. /		**Lecturer(s):** Maya Raunik Kirkov

Part I – General information

Title of Session:	- Introduction of the site www. living democracy.com
Overview, issues addressed:	- Relations of art/culture and democracy, basic criteria of democratic culture - Introduction to the basic key elements of ED/HRE - Introduction to the culture of democracy
Aims and learning outcomes:	- Students will relate and specify various aspect of the relations of art/culture and democracy - Students will list, define, compare the basic criteria of Democratic Culture
Practice teaching elements included:	/

Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	**60 %**	**/**

Practice teaching format used:	☐ mock model lesson at the University by lecturer ☐ by student ☐ model class in schools ☐ by student ☐ classroom teacher ☐ lecturer - ☐ another format (specify):
RFCDC: Competences (C)and descriptors (D) to be applied or trained:	**C2 Valuing cultural diversity** D10 Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (Advanced level). D11 Argues that intercultural dialogue should be used to develop respect and culture of "living together" (advanced level). **C10 Autonomous learning skill** D62 Can select the most reliable sources of information or advice from a range available - navigation trough web –site, (advanced level).
Room preparation:	On-line-session: - Internet connections computers /mobile phones
Materials needed	- www.livingdemocracy.com

Part II – Session step by step:

34

Part III – Report (Debriefing and evaluation):

General remarks from students:	Students confirmed their surprise (same as the students who followed this module last summer semester, 2020) that they received homework before the start of the lecturing. They noted that experienced searching in the web as a task was interesting and easy, mainly because of the title of the task "Treasure hunt".
Debriefing of the RFCDC: Competences	Content (Subject or democracy)

(C)and descriptors (D) applied or trained:	Students expressed by their own words - surprise (two students said that were little confused) at the beginning about the connection of both contexts. At the same time, they stated that felt curiosity to see and to experience the content of the module. Three students noted that democratic behaviour is important in realisation of all subjects.
	Content (Relations of art/culture and democracy) Because last time I forgot to evaluate this competency, I was especially focused on it this time. I asked students to explain how they are relating to this connection of art/culture and democracy. Four students answered that art as a form of culture stimulates polite, respectful understanding and behaviour. **Through** (**learning democracy through the teaching approach**) – In the plenary discussion, students did not present excitement as students last year, but were more reserved. They liked the start of the module with e- play, and said that it was promising. They liked the web site livingdemocracy.com and confirmed that the content was easy to understand. They were little concerned about the implementation of the activities, because there is no specific level for preschool students. **RFCDC** (descriptors we plan, visible for the students, or came additionally in action etc.) **C2 Valuing cultural diversity** D10 Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (Advanced level). D11 Argues that intercultural dialogue should be used to develop respect and culture of "living together" (advanced level). Students were not willing to discuss, but stayed quieter, so I had to ask them by name to answer the questions. The answers showed that they understood the task and had own opinions, but were not confident enough to express their thoughts. They reacted critically to the teacher`s reactions during their participation in the faculty subject from the previous semesters when they had a chance to go to the kindergarten to observe interaction of teacher and children. **C10 Autonomous learning skill** **D62** Can select the most reliable sources of information or advice from a range available - navigation trough web –site, (advanced level).

	Students were surprised by the task, but found the "Treasure" – Children rights content with selection the information from the site.
Evaluation of the homework:	/
General remarks by the lecturer:	General remark: I had to adapt session for the on-line realization, because last year we had real contact with students. I did not see all students, only 7, others had their camera turned off. It was a big difference, but I was pleasantly surprised how easy student accepted this way of realisation of sessions.

Session 1: **Introduction of the Subject: Didactic of Visual Art Education** and **Right to Education**

Date: 23.2.2021	Time: 9:00-10:00 10:15 -11:00	Room: online platform Teams
Session 1		Lecturer(s): prof. Maya Raunik Kirkov PhD

Title of Session:	- Introduction of the Subject, Aims, Objectives, - Historical Development of the Visual Art Education
Overview, issues addressed:	- Characteristics and the influences of the society on the education through arts and visual art education - Children's Rights & the Right to Education
Aims and learning outcomes:	- Student will critically relate on the influence of historical period and societal changes to the development of visual art education - Students will elaborate and specify how the use of visual art examples of various cultures and historical periods can support development of visual literacy and visual culture in primary school students - Students will analyse the process of learning about children rights in the context of visual art: they will learn about children rights in class through the explanation and description of artistic/creative mode of expression
Practice teaching elements included:	/

Percentage of time allocation	**Lecture**	**Active learning by University Students**	**Teaching practice in university or mock teaching**
	40%	60 %	/

Practice teaching format used:	☐ mock model lesson at the University by lecturer ☐ by student ☐ model class in schools ☐ by student ☐ classroom teacher ☐ lecturer ☐ another format (specify):
RFCDC: Competences and descriptors applied or trained	**C1 Valuing human dignity and human rights:** D4. Argues that all public institutions should respect, protect and implement human rights (intermediate level) **C2 Valuing cultural diversity:** D10. Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (advanced level). D11. Argues that intercultural dialogue should be used to develop respect and culture of "living together" (advanced level). **C18 Knowledge and critical understanding of the self**

	D109 Can reflect critically on his/her own prejudices and stereotypes and what lies behind them (advanced level).
	D111 Can reflect critically on his/her own emotions and feelings in a wide range of situations (advanced level)
	C 20 Knowledge and critical understanding of the world D118 Can explain why everybody has a responsibility to respect the human rights of others (basic level)
Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer Internet connection computers /mobile phones
Learning materials, handouts, ppt needed:	- Ppt: Introduction of the Subject (Visual Art Education with methods), Aims, Objectives and Historical Development of the Visual Art Education - Handout for students ppt: presentation of visual art works with children`s rights content
Materials needed	

Part II: Session step by step

Part 1 09:00 - 9:20

Lecturer: and group work/discussions:

Historical development of Visual Art Education

Part 2 09:20 - 9:45

Students:

- Will elaborate and illustrate answers in the handout with core questions, discuss about stages of historical development of VAT, elaborate and specify the use of visual art examples from various cultures in visual art education.

Part 3 9:45 – 10:00

Lecture:

Introduction of the subject (Visual Art Education with Methods), Aim, Objectives

Correlation with the content - Children's Rights & the Right to Education

Part 4 10 :15 – 10:25

Students:

Will present explanation and description of artistic/creative mode of expression in the context of Children's Rights & the Right to Education

Part 5 10:25 – 10:40

Lecturer:

Explains the realisation of MOCK in faculty setting to the students in on-line session: the students have to be divided in groups, with specific roles by their randomly chosen: preschool children, observers of the communication between student on the right and observers of the communication between teacher and the students. The whole process of realisation of MOCK is explained in detail to the students:

Explanation of motive – Democracy content:

Children's Rights & the Right to Education, Children Rights to Visual Art Education learning: **V 5 Unit 6 Lesson 1 (Primary school, Class 6) – Children's rights: a work of art** Each student has to receive printed copies of randomly picked 8 illustrated children's rights (few variants of 8 children's rights have to be prepared)

1. Power Point Presentation with visual art examples with artistic expression of human/children's rights:

-

1.   2.   3

1. Paul Klee "Cat and the bird", 1928 Oil and ink on canvas
2. Paul Klee "Landscape with sunset", 1923 oil on cardboard
3. Marc Chagall "Summer, Harvest" (the 4 Seasons) 1974, tempera, quash, watercolour and pastel on paper
   Analysis of the colours used in the art works in a relation with primary or secondary colours.
   Explanation of visual art techniques needed to accomplish the task – collage.

Children (lecturer explains the task if it was in real kindergarten):

- Will select, imagine and create type and style of collages in pairs
- Other students will observe by the given task
- After the realization of the college students with the role – pupils will name and explain chosen children's right as motive for their collage and interpret and show how they implemented primary or secondary colours.

Part 6 10:40 – 10:50

Debriefing and evaluation of the session: Students will express their opinion about session

Part 7 10:50 – 11:00

Homework:

To present and explain one example of democratic and one of undemocratic behaviour of a teacher (own or someone else's experience, example form literature, movies…).

Part III– Report (Debriefing and evaluation):

General remarks from students:	Students expressed sadness that cannot experience MOCK in real life in a faculty setting. They were so concentrated and asked questions, so I felt their active presence. They were afraid that this Corona situation could leave them not prepared completely for their profession.
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	**C1 D4** Argues that all public institutions should respect, protect and implement human rights (intermediate level). In the context of Visual art topics, students connected historical development of the Visual Art Education and the Children's Rights & the Right to Education. They presented examples of undemocratic behaviour of a teacher, not corrected by system showing high level of awareness in that way. **C2 D10** Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (advanced level). **C2 D11** Argues that intercultural dialogue should be used to develop respect and culture of "living together" (advanced level). I evaluated these competences by analysing the presented examples in homeworks – I received 27 homeworks and in the descriptions of a democratic teacher, all students noted that teacher has to embrace and respect differences and value them in accordance to professional standards. **C18 D118** Can explain why everybody has a responsibility to respect the human rights of others (basic level) – achieved by the students' comments in the plenary discussion with explanations that it has huge influence on the whole body. **C18 D109** Can reflect critically on his/her own prejudices and stereotypes and what lies behind them (advanced level) realized in the Preparatory session, but we repeated again now, on the request of one student, who asked me to explain the differences again with some new added by the students "All girls like pink colour", "Red colour is not for men". "Kids that grow up today are spoiled"....

	C20 D111 Can reflect critically on his/her own emotions and feelings in a wide range of situations (advanced level) – especially strong emotional part of homework were explanations about teacher injustices or discrimination of children (teacher pinch a child to make him be calm; or act differently to the students with different social status) explained that students are aware about own emotions and can detect what behaviour evokes them).
Evaluation of the homework / student`s work at the university / primary school:	**A) Content (Subject or democracy)-** I have evaluated students' understanding of the Children's Rights & the Right to Education, Children Rights to Visual Art Education by their homework. The task was to describe one democratic and one undemocratic behaviour of a teacher. - Students were so open and wanted to share their opinions and experiences in detail. - They were especially vocal and described both possible behaviours based on the real-life situations, always reflected critically. **B) Content (Relations of art/culture and democracy)** They explained more about democratic aspect of behaviour, not referring or mentioning art as a source or a way to achieve democracy, except when the behaviour they were explaining happened on the visual art classes. I found that democratic aspects in homework were based on the real experiences and that it is crucial as a base for further development of each teacher. In the next sessions I will introduce students to the integrative approach on both contents. **C) Through (learning democracy through the teaching approach)** - In the plenary discussion, 4 students showed positive attitude towards involvement in the project. For the rest I can confirm that they also approved and agreed upon this, but they did not add any additional comments.
General remarks by the lecturer:	Students were more focused on democratic aspect of teaching and relation to art context was mentioned in only two homework. I believe that this is very important for further development of students - future teachers. By my opinion art is not included in students' explanation because democracy content was the focus in my explanations, too.

41

Session 2: **Forming of Visual Art Concepts** and **Diversity and Pluralism**

Date: 2.3.2021	Time: 9:00-10:00 10:15 -11:30	Room: online platform Teams
Session No. 2		Lecturer(s): Maya Raunik Kirkov

Part I – General information:

Title of Session:	Forming of the Visual Art Concepts - Development of Visual Expression in Early Age - Diversity and pluralism
Overview, issues addressed:	- Developmental stages of visual expression in early age in correlation with cognitive, emotional, motor and mental growth of children - Diversity and pluralism - Introduction of the concept of "Diversity and pluralism" as one of the key Concepts of EDC/HRE
Aims and learning outcomes:	- Selection and classification of children`s visual art creations in accordance to developmental stages - Identification and illustration of own understanding of human rights, concept: Diversity and pluralism - Student will show how the understanding the use of visual art creations based on the visual principle-composition can support understanding and visual expression of **diversity and pluralism** in contemporary societies.
Practice teaching elements included:	

Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	**60 %**	**/**

Practice teaching format used:	- ☐ mock model lesson at the University by lecturer ☐ by student - ☐ model class in schools ☐ by student ☐ classroom teacher ☐ lecturer - ☐ another format (specify):
RFCDC: Competences (C)and descriptors (D) to be applied or trained:	**C2 Valuing cultural diversity** **D**11 Arguing that intercultural dialogue should be used to develop respect and a culture of living together **C3 Valuing democracy, justice, fairness, equality and the rule of law** D 12 Argues that school should teach students about democracy and how to act as a democratic citizen **C11 Analytical and critical thinking skills** D 68 Can identify any discrepancies or inconsistencies or divergences in materials being analysed
Room preparation, infrastructure (board,	On-line-session: - Computer

42

beamer, flipchart etc.):	- Internet connection computers /mobile phones
Materials needed	/

Part II - Session

Part 1 9:00 - 09:20

Lecturer:

Developmental stages of visual expression in early age in correlation with cognitive and mental growth of children (age 2-6)

Part 2 09:20 -09:40

Students:

Plenary discussion: Students analyse original children`s drawings and distinguish and classify them by developmental stage

Part 3 09:40 - 10:00

Lecturer:

Developmental stages of visual expression in early age in correlation with cognitive and mental growth of children (age 7-18)

Part 4 10:15 – 10:35

Students:

Plenary discussion: Students compare children`s drawings (age 2-6 with age 7-18) based on the children`s cognitive and emotional abilities

Part 5 10.35 – 10.55

Lecturer:

Explanation and description of model class learning:

Preschool settings, group of children age: 5-6

Visual art content – simple and complex forms

Visual art samples:

Miro, H. "Figure, Star", acrylic on canvas   Miro, H. "The garden", acrylic on canvas

Klee, P. "Castel and sun", combined technique   Klee, P. "Red balloon", combined
technique

Visual art techniques – drawing with pastels

Democracy content - Explanation of motive: diversity and pluralism in the society and unity of simple and complex forms as a way to include various diverse elements in life.

Vol5 U3 L1C3 (Primary school, Class 3) **We are wizards**

The aim of the session is to become familiar with human rights and the concept of diversity and pluralism.

Teacher compares diverse simple elements in one complex visual form as a visual art message - diverse values and attitudes in social life. Teacher discusses with the students about situations when many individual behaviours are unified in a team of athletes, or group of scientists, or children on a playground, etc.

At the same time, students are required to identify situations connected to children's rights in their environment that demand a better solution, and to imagine, create solutions – both «magical» and «real» – together: ex. - what can an ordinary person do to solve a problem? What can a wizard or a witch do? The pupils will learn to distinguish realistic and magical solutions for different kinds of problems.

• Discussion how the use of visual art creations based on the visual element – simple and complex forms can support understanding and visual expression of diversity and pluralism in contemporary societies. The task is to create complex visual form to combine diverse elements in one visual message which expresses magical solution of diversity and pluralism issues.

Explanation of visual art techniques needed to accomplish the task – drawing on a paper with pastel colours

Part 6 10.55 -11.15

Students:

Discussion about the process of realisation of MOCK – didactical and pedagogical aspects.

Part 7 11.15 -11.20

Homework

To distinguish, select and define developmental stages of the children based on the samples of children drawings sent by the lecturer to students by mail.

Part 8 11:20 -11:30

Debriefing and evaluation of the session:

Student will have a possibility to show their impressions about the session implementation

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in **Part 8** from the Session planning): Students showed their surprise in a way how both contexts are connected. They were satisfied with the presentation and whole work on the on-line sessions. Students stated thatthey were amazed how democracy and visual art content are presented as one session in preschool setting, adding that everything sounded logical to them. They did not add any other comment, but I felt that they were encouraged to take freer and in the same time more professional attitude towards teaching in general.
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	**C2 D11** In the plenary, when they explained the understanding of a concept of diversity in pluralism connect with the simple and complex form (examples: different parts of a body enable us to do various different movements, layers of clothes make us looks good and protect our body, in dance, simple movement connected together as a one dance). **C3 D12** Discussion based on the possibility to include or not students with different abilities in one group - Children's right - Non-discrimination. Students stated that sometimes magic is really

	needed because educational system cannot always provide development of children`s democratic culture.
	C11 D68
	Student identified that they were not aware about complexity of the democratic behaviour in such a systematic way. They confirmed their need to overcome these discrepancies with further work and learning. (Ex. I didn't know that as a teacher I can inform pupils so precisely about how to act and behave; it will be great if all children adopt democratic culture of thinking and reacting; teaching and learning processes will be much easier with knowledge about democratic solutions – both teacher and pupils).
	Observers reported that lecturer guided students through the mock with smile and support, but suggested that she should speak slowly while explaining visual art works, so it could be more understandable for young pupils. They explained their satisfaction with presented content and process of learning.
Evaluation of the homework	Students solved the task easy and with confidence. Only 3 out of 22 homeworks were incomplete (in each one answer was missing).
General remarks by the lecturer:	We decided not to include C3 D14 and C5 D31 due to the focus of the student future teachers in preschool institutions. By our opinion it was more important to focus on the competences listed above and to have a chance to obtain them due to the on-line session.
	The students stated that they enjoyed to participate in the session and were not aware of the time passed. It was clearly visible by their reactions, because they like to comment and discus more.
	We were concerned how will students understand concept of MOCK without its realisation, but based on the students' reactions and concrete questions (what has to be our focus in the active perception of children, how to decide when to start to encourage children to draw, can we use other samples of visual art drawings, how to explain diversity with art forms.....) I can confirm that the both contents are accepted and understood.

Session 3: **Visual types of children** and
Introduction of the EDC/HRE concept of "Identity"

Date: 9.3.2021	Time: 9:00-10:00 10:15 -11:30	Room: on-line platform Teams
Session 3		Lecturer(s): prof. Maja Raunik Kirkov PhD

Title of Session:	- Visual types of children - Introduction of the concept of "Identity" as one of the key Concepts of EDC/HRE
Overview, issues addressed:	- Correlation with student`s knowledge gained on the previous session – developmental stages and characteristic of individual visual art expression. - Characteristic of early childhood visual expression based on the psychological characteristic and affinity to specific visual expression - Connection with the meaning of "identity" in visual art expression and as EDC/HRE key Concepts
Aims and learning outcomes:	- Students will explain and distinguish the meaning and the use of didactic forms in visual art education - Students will identify and select didactic forms in visual art teaching - Students will be able to name and find CDC key descriptors
Practice teaching elements included:	no

Percentage of time allocation	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	/

RFCDC: Competences and descriptors applied or trained:	**C1 Valuing human dignity and human rights** D2 Argues that specific rights of children should be respected and protected by society **C5 Respect** D28Expresses respect for other people as equal human beings **C7 Responsibility** D42 Shows that he/she takes responsibility for own mistakes **C10 Autonomous learning skills** D62 Can select the most reliable sources of information or advice from a range available (advanced level)

	C11 Analytical and critical thinking D69 Can use explicit and specifiable criteria, principles or values to make judgments (advanced level)
Learning materials, handouts, ppt needed:	e-materials: • Рауник Кирков, М. (2018). Методика на ликовното образование. Универзитет "Св. Кирил и Методиј". Скопје. Македонија: 73, 155,156 http://www.ukim.edu.mk/mk_content •www. Livingdemocracy.com • Јакубин,М.(1996*). Визуелно-ликовни одгој и образовање*.Загреб. Едука
Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer Internet connection computers /mobile phones
Materials needed	

Part II - Session step by step

Part 1 9:00 - 09:20

Lecturer: Introduction: Visual type of children – meaning, criteria, impact

Visual type of children in relation with their physical characteristics

Part 2 09:20 -09:40

Students: Plenary discussion: Students analyse original children`s drawings and distinguish and classify them by the visual type based on the physical characteristics reflected in visual art expressions

Part 3 09:40 - 10:00

Lecturer: Visual type of children in relation with their affinity for particular artistic expression

Part 4 10:15 – 10:40

Students: Plenary discussion: Students compare children`s drawings based on the two criteria

Part 5 10.40 – 11.00

Lecturer: Introduction of the concept of "Identity" as one of the key Concepts of EDC/HRE

Part 6 11:00 – 11:15

Students:

Students show own understanding of identity in early age presented in visual creations

Part 7 11:15 - 11:25

Homework:

1. To distinguish, select and define visual types of children based on the scans of original children's drawings and paintings.
2. To solve the tasks for RFCDC content

- to select activity from the site livingdemocracy.com (key concept "Identity") and connect with Visual Art Education content

Part 8 11:25 -11:30
Debriefing and evaluation

Students' opinions about conducting and effects of this session on their own knowledge and understanding

Part III -Report (Debriefing and evaluation):

General remarks from students:	Students were amazed how visible are one's psychological characteristics in visual creations. At the beginning of the session, I asked them to evaluate all I was going to present in accordance

	with their own predispositions and characteristics, having in mind visual art activities from last semester. They reported that after this session they had really clear picture on how easy and in unbelievable way I had entrance in each student's personality. They presented satisfaction to be able to learn and to classify children by looking at their work as another (not only this one) method to understand each child's personality and growth.

Debriefing and evaluation all lesson:	a) **About Content (Subject or democracy)**
	  Evaluation of:
	- explanation of student's own approach to analyse drawings and connection with the concept of identity based on 24/26 received homework)
	b) **Through (learning democracy through the teaching approach)**
	  Again, the same – evaluation of the homework

Debriefing and evaluation RFCDC:	**The evaluation of implementation of descriptors was made by assessment of learning process and assessment of learning results.** Results of the evaluation of the homework presents achieved competences: **C1 D2** Argues that specific rights of children should be respected and protected by society and **C5 D28** expresses respect for other people as equal human beings. These competences are shown in the biggest number of homework ,19, out of 22 with individual explanation of the identity as the main characteristic of each child personality that has to be nurtured and respected. **C7 D42** Shows that he/she takes responsibility for own mistakes It was visible at the beginning of the next session, when we discussed about results of the homework shown here. Some students reported that they found own mistakes in the meantime, between the last two sessions and gave the correct answer during the session. **C10 D62** Can select the most reliable sources of information or advice from a range available (advanced level) and **C11 D69** Can use explicit and specifiable criteria, principles or values to make judgments (advanced level). All students gave correct answers on the task, and most of them, 17, classified children drawings based on the two criteria. Only in 6 homework drawings were selected by criteria, or some answers were missing.
General remarks by the lecturer:	**WE decided not to include following competences in the process of evaluation of student achievement, because I found that in this**

	session it is more important to provide conditions and obtained competences previously listed: **C7 Responsibility** D43. Consistently meets commitments to others (advanced level). **C3 Valuing democracy justice, fairness, equality and the rule of law** D15 Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud As our general reflection of this session, we can emphasize students' commitment and high interest to learn and select children`s drawing to get inside into children's personalities. I was so happy to see that students found so many different activities on the site based on the key concept ''Identity'' and explained them with their own words. These were the most selected activities: All different -all equal Wants and needs School is life: living ecology? Identity – me in my community If I were a magician /This is what I like

Session 4: **Didactic Forms in Visual Art Teaching** and **Rights and Freedom**

Date: 16.3.2019	Time: 9:00-10:10 10:20 -11:30	Room: online platform Tear
Session 4		Lecturer(s): prof. Maja Raunik Kirkov PhD

Title of Session:	- Didactic Forms in Visual Art Teaching - Rights and Freedom		
Overview, issues addressed:	- Correlation with student`s general knowledge about didactic forms of teaching - Introduction of the didactic Forms in Visual Art Teaching - Introduction of the Illustrated version of Children's rights from the site www.livingdemocracy.com		
Aims and learning outcomes:	- Students will explain and distinguish the meaning and the use of didactic forms in visual art education - Students will identify and select didactic forms in visual art teaching - Students will be able to name and find CDC key descriptors		
Practice teaching elements included:	no		
Percentage of time allocation	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	70 %	/
RFCDC: Competences and descriptors applied or trained:	**C1 Valuing human dignity and human rights** D2 Argues that specific rights of children should be respected and protected by society **C7 Responsibility** D43. Consistently meets commitments to others (advanced level). **C11 Analytical and critical thinking** D69 Can use explicit and specifiable criteria, principles or values to make judgments (advanced level)		
Learning materials, handouts, ppt needed:	e-materials: - Рауник Кирков, М. (2018). Методика на ликовното образование. Универзитет "Св. Кирил и Методиј". Скопје. Македонија: 73, 155,156 - http://www.ukim.edu.mk/mk_content - Illustrated version of Children's rights from the site www.livingdemocracy.com		

Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer Internet connection computers /mobile phones
Materials needed	Illustrated version of Children's rights from the site www.livingdemocracy.com

Part II - Session step by step

Part 1 9.00 – 9.10
Lecture:

E- materials sent to students by e-mail,

Explanation about the focus of this session: introduction of didactic forms in visual art teaching - similarities and differences with students' previous knowledge about didactic forms in general

Part 2 9.10 – 9.45
Lecturer gives overview about students' homework related to the material learned in the previous sessions - visual types of children and implementation of "Rights and freedom" as a key concept for EDC
Ptt -Concept of didactic forms in visual art teaching of teaching in VAE (children age 2-6)

Part 3 9:45 -10:10
Task for student:
Students analyse the implementation of didactic forms of teaching in VAT based on their own previous learning experience during the subject "Basic of Visual Art Education" (implemented in the previous winter semester)

Part 4 10:20 -10:40
Lecturer:
Introduction of the Illustrated version of Children's rights from the site www.livingdemocracy.com

Part 5 10:40 -11:00
Students:
Group work in separate online rooms and debriefing the session, analyses of the use of the Illustrated version of Children's rights, select and distinguish images as a motives in creation of visual art creation in early age

Part 6 11:00 -11:15
Homework:
To search the literature or internet resources about children rights content

Part 7: 11:15 -11:30
Debriefing and evaluation of the session:
Students will have a chance to give remarks, comments, and suggestions.

53

Part III -Report (Debriefing and evaluation):

General remarks from students:	Students noted that they became more and more aware of connection of visual arts with culture, and specifically with the culture of democratic behaviour. They gave examples of own experiences and changed way of perceiving art works after their involvement of this module. It was highlighted that democratic content in high art works is much more visible for them now.
Debriefing and evaluation all lesson:	**c) About Content (Subject or democracy)** Evaluation of: - students 'selection of images from Illustrated version of Children's rights from the site www.livingdemocracy.com and also sent on mail - explanation of students' own approach to selection **d) Through (learning democracy through the teaching approach)** During plenary, students showed the ability to select images that presents democracy content in accordance to used didactic forms in VAT.
Debriefing and evaluation RFCDC:	The evaluation of implementation of descriptors was made by assessment of learning process and assessment of learning results. **C1 D2** and **C11 D69** Inspired by images from Illustrated version of Children's rights students gave suggestions how to provide realisation of that rights of children should be respected and protected by society: - Open and honest treatment of each child by the teacher - Active perception of behaviour of all children - Adequate reaction if needed **C7 D43** We can evaluate this descriptor as realised because during plenary at the session, students react adequately to presentation to others, support if someone was not confident enough or gave idea how to continue with explanation.
General remarks by the lecturer:	Due to the characteristic of on-line session realisation, I decided to focus myself on students' achievement of just 4 competences (last year the same sessions were realised with 8 competences). I found more pragmatic and students focused to develop competences in such an environment. I did not include in this session competences from last year: **C3** D15 Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud **C7** D42 Shows that he/she takes responsibility for own mistakes **C5** D28Expresses respect for other people as equal human beings as a general comment of this session would be that students are showing great confidence in presentation of own understanding of the both contents.

Session 5: **Principles of Teaching in Visual Art** and

Competences for democratic culture (CDC)

Date: 23.3.2021	Time: 9:00-10:00 10:15 -11:30	Room online platform Teams
Session No. 5		Lecturer(s): Maya Raunik Kirkov

Part I – General information:

Title of Session:	Principles of teaching in Visual Art Education Competences for democratic culture (CDC)
Overview, issues addressed:	- Overview of the students' understanding of didactic principles of teaching - Introduction of the principles of teaching in Visual Art Education - Introduction to the key descriptors for competences for democratic culture (CDC)
Aims and learning outcomes:	- Students will name, explain and relate the principles of teaching in the subject visual art education - Students will illustrate and imagine the use of the CDC in the context of visual art teaching and learning
Practice teaching elements included:	No

Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	70 %	/

Practice teaching format used:	- ☐ mock model lesson at the University by lecturer ☐ by student - ☐ model class in schools ☐ by student ☐ classroom teacher ☐ lecturer - ☐ another format (specify):
RFCDC: Competences (C)and descriptors (D) to be applied or trained:	**C3 Valuing democracy, justice, fairness, equality and the rule of law** D12 Argues that schools should teach students about democracy and how to act as a democratic citizen D13 Expresses the view that all citizens should be treated equally and impartially under the law **C15 Linguistic, communicative and plurilingual skills** D 89 Asks speakers to repeat what they have said if it was not clear **C20 Knowledge and critical understanding of the world** D124 Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world

55

Room preparation, infrastructure (board, beamer, flipchart…)	On-line-session: - Computer - Internet connection computers /mobile phones
Materials needed	Computer e-materials: - http://likovna-kultura.ufzg.unizg.hr/predavanja.htm - https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2 Competences for democratic culture (CDC) - List of principles of teaching in VAE (delivered on-line to each student by the lecturer)

Part II – Session step by step:

Part 1 9:00 -9:10

Lecturer:

Lecturer gives overview about student`s homework related to the material learned in the previous sessions - methods of teaching and learning and implementation of "Children`s rights" as a key concept for EDC

Lecturer gives an explanation about the focus of this session:

- Concept of principles of teaching in VAE (children age 6-10)

- Introduction and explanation of principles of teaching in VAE in relation with other teaching subject in primary school education

Part 2 9:10 -9:15

Task for student:

Students analyse the implementation of principles of teaching in VAT based on their own previous learning experience during the subject "Basic of Visual Art Education" (implemented in the previous winter semester) and received material: list of principles of teaching in VAE.

Part 3 9:15 -9:45

Lecturer:

Introduction of principles of VAT as a teacher`s personal guidance.

Introduction to the key descriptors for competences for democratic culture (CDC)

Part 4 9:45 -10:00

Task for student:

Debriefing the session, analyses of the use of the descriptors as a concept in evaluation.

In plenary discussion students comment and give their solutions about implementation of one principle of teaching in VAE.

Break: 10.00-10.15

Part 5 10:15 -10:20

Lecturer: explanation of the task. Students are **divided into virtual rooms** and have to solve the task: to select two principles of VAT that can be connected with Rights and Freedom (from the previous session).

Part 6 10:20 -10:45

Students: solve the task in groups of four, lecturer as a facilitator can join all rooms.

Part 7 10:45 – 11.10

Plenary: Students present/show decisions created by each group, discuss with other groups solutions of a task.

Part 8

Homework: 11.10 – 11.15

Integrated content of Visual Art Education, Democracy and RFCDC

1. Students have to select from the list of competences for democratic culture (CDC) one value, skill, attitude and ability for critical thinking that can be realized on visual art classes.

2. Students decide on the implementation of competences for democratic culture at the preschool age.

Part 9: 11:15 -11:30

Debriefing and evaluation of the session:

We will have a short possibility for students to give remarks, comments concerning Visual Art Education Content in relation with other didactics and about learning democracy through democratic culture (CDC).

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in **Part 9** from the Session planning): Student expressed the opinion that at the beginning connection of both contents looks difficult to understand, but after they have read the material, it became obvious to them that most of the competences can be easily implemented in visual art teaching and learning. They said that it was great that they received material by e-mail, so they could be prepared for learning on session. They also loved group work even it was on-line.
Debriefing of the Visual Art Content including homework	Students presented knowledge and understanding of implementation of visual art principles by their analyses of process of teaching in subject: Basic of visual art education from the

	previous semester. Based on the solutions presented on a plenary after a group work, following solutions were presented: **Competence: Knowledge and understanding** 3 groups of 4 students showed high understanding and ability to organize didactic principles in visual art teaching 1 group of students – presented average knowledge and abilities and 1 group of students needed stronger support to solve the task. **Competence: Analytical and critical thinking skills** This competence was shown by 18out of 22 students based on group work and plenary session. Only 4 students did not show this competence and participated in group work. Students showed abilities to select and organize information to solve the task. **Competence: Creative implementation of visual language** This competence was not visible. It was my mistake to place it in planning, completely forgot the specificity of on-line session.
Debriefing of the Democracy (EDC/HRE) content	The students elaborated implementation of principles of teaching in visual art education in relation with the CDC. They solve the tasks in homework and place few descriptors to evaluate one competence (ex. They placed solutions that for competences for C10 – C 16, several descriptors can be implemented D59, 64, 71, 76, 77, 88, 94, 95.
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	**C3 D12, C3 D13** Both competences were especially visible in students' explanations, during the task solving it was undeniably that students take democratic culture as a foundation and something which is unseparated from visual art content. They relate critically on the visibility of some descriptors mentioning that to check them we have to be aware of the need to evaluate, need to focus on. **C15 D89** Clearly presented during lecturing when my microphone was not connected well so they could not hear what I was presenting, and during group work, they have to respect basic of communication to make it successful (to wait other to finish and then start explaining, to give precise and concise opinion…) **C20 D124** I did not evaluate this descriptor last year, so I focused this year more on its implementation with a question – "will this situation be possible to obtain in different part of the world?" and ask it several times during explanation of different life situations. Students gave the answers that situations as in educational system in North Macedonia can happen elsewhere in the world too.
General remarks by the lecturer:	I am so surprised how fast students became familiar and selected competences that can be implemented in preschool context. I was sceptical because I was implementing this module in group – preschool education for the first time, but students showed really great capacity and a will to explore new contents.

Session 6: **Contemporary methods in Visual Art Education** and **Equality**

Date: 30.4.2021	Time: 9:00-10:00 10:15 -11:30	Room: online platform Teams
Session No.6		Lecturer(s): prof. Maya Raunik Kirkov PhD

Part I – General information:

Title of Session:	- Contemporary methods in Visual Art Teaching and Learning - Democracy: Equality
Overview, issues addressed:	- Overview of the students' knowledge of the previous session about standard methods in Visual Art Teaching - Introduction of the contemporary methods in Visual Art Teaching and Learning - Introduction of the concept of "Equality" as one of the key Competences for democratic citizenship
Aims and learning outcomes:	- Students will classify contemporary methods in visual art education and compare with the traditional VAT methods - Identification and selection of contemporary teaching and learning methods in visual art teaching - Implementation of the concept of "Equality" in the realisation of visual art teaching and learning
Practice teaching elements included:	no

59

Percentage of time allocation	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	70 %	/

Practice teaching format used:	☐ mock model lesson at the University by lecturer ☐ by student ☐ model class in schools ☐ by student ☐classroom teacher ☐ lecturer ☐another format (specify):
RFCDC: Competences (C)and descriptors (D) applied or trained:	**C1 Valuing human dignity and human rights** D2 Argues that specific rights of children should be respected and protected by society **C2 Valuing cultural diversity** D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be "different" from one another **C5 Respect** D27 Gives space to others to express themselves D28 Expresses respect for other people as equal human beings

	D29 Treats all people with respect regardless of their cultural background **C11: Analytical and critical thinking skills** D66 Can assess the risks associated with different options
Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer - Internet connection computers /mobile phones
Materials needed	e-materials: - Рауник Кирков, М. (2018). Методика на ликовното образование. Универзитет "Св. Кирил и Методиј". Скопје. Македонија: 73, 155,156 - http://www.ukim.edu.mk/mk_content - www. https://www.living-democracy.com/ - https://artofed-uploads.nyc3.digitaloceanspaces.com/2018/05/20. current art education methods explained

Part II – Session step by step:

Part 1 9:00 -9:10
Lecture:
1. E- materials sent to students by e-mail
2. Lecturer`s overview about student`s homework related to the material learned in the previous session - standard form and methods of teaching and learning

Part 2 9:10 -9:20
Students:
Will relate, interpret and rephrase each explained method with own previous learning experience during the subject "Basic of Visual Art Education"
(Implemented in the previous winter semester)

Part 3 9:20 – 9:45
Lecture:
explanation about the focus of this session:
relation: standard vs. contemporary methods of teaching
relation: standard vs. contemporary methods of learning
introduction of contemporary methods of teaching and learning in visual art education

Part 4 9:45 -10:00
Students:

Elaboration and explanation of the search in the "Treasure Hunt" task at the beginning of the semester (web-site www. Living-democracy.com. Students will compare this process with other received tasks and will summarize the outcomes.

Part 5 10:15 - 10.45
Lecture:
Introduction to the concept of "Equality" as one of the key Competences for democratic culture (CDC)
Connection of visual expression and the concept of equality in preschool context

Part 6 11:00 - 11.15
Students:
Elaborate their own opinions about possibility and task to obtain to the concept of "Equality" in preschool education.
Part 7 11.15 -11.20
Lecture– explanation of the homework:
Integrated content of Visual Art Education, Democracy and RFCDC
1. To search the web-site for the lesson planning about the key concept "Equality"
2. To relate it with one method of teaching and learning in visual art education
3. To implement elements of visual art language and visual art techniques
Part 8: 11:20 -11:30
4. **Debriefing and evaluation of the session**
Lecturer can ask students to share their opinion about the way the session was conducted.

61

Part III – Report (Debriefing and evaluation):

General remarks from students:	Students acted satisfied with the given task. They also stated that treasure hunt was a game that enables to learn a lot without noticing it, connected this experience with new task for homework.
Debriefing and evaluation all lesson:	**About Content (Subject or democracy)** Students followed presentation and solved task at the sessions faster and with better explanations than in the beginning. They connected two contents easy and with no doubt in understanding. **Through (learning democracy through the teaching approach)** I received only 12 homeworks and that gave me the right to conclude that **not all students understood the presented material** (24 is the whole number of students). I evaluated the one that sent me their solutions, and among received homeworks 8 presented high understanding and ability to use both contents (8homeworks with 10 activities from the site connected with contemporary teaching methods in VAE), and standard (4 with naming one or two activities and methods).
Debriefing and evaluation RFCDC:	Students' competences presented by the answers in the homework **C1 D2, C2 D8 and C11 D66** are presented by adequate chosen activities from the site connected with VAE methods. Students acquire this competence by selection of the adequate activities connected to the concept of Equality.

	Competence**s C5 D27, C5 D29** and **C5 D28** are implemented in the selection of the most adequate options among many presented on the web site and with explanation of their purpose. But acquiring this competence as a skill was impossible to evaluate because of lack of practical work with preschool children due to pandemic.
General remarks by the lecturer:	As in few previous sessions we decided to select competences we find more important to obtain, and in that way to focus our lecturing on competences we have analysed previously. The plan is to include this competence in future sessions: **C10: Autonomous learning skills** D62. Can select the most reliable sources of information or advice from a range available (advanced level). **C18: Knowledge and critical understanding of the self** D106 Can describe his/her own motivations D107 Can describe the ways in which his/her thoughts and emotions influence his/her behaviour **I have to re-check competences in the rest of the group at the beginning of the new session.**

Session 7: **Specifics and Planning in Visual Art and Responsibility**

Date: 6.4.2021	Time: 9:00 -11.30	Room: online platform Teams
Session No. 7		Lecturer(s): Maya Raunik Kirkov

Part I – General information

Title of Session:	Specifics and Planning in Visual Art Education
Overview, issues addressed:	Specifics of Visual Art Education - Planning in Visual Art Education - Introduction of the concept of "Responsibility" as one of the key concepts of EDC/HRE
Aims and learning outcomes:	- Students will decide and list specific of planning for various visual art media in VAT (1st or 5th grade students) - Students will elaborate understanding of the key concept "Responsibility" in the context of its implementation in visual art teaching (students) and learning (children)
Practice teaching elements included:	No

Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	70 %	/

Practice teaching format used:	☐ mock model lesson at the University by lecturer ☐ by student ☐ model class in schools ☐ by student ☐ classroom teacher ☐ lecturer ☐ another format (specify):
RFCDC: Competences (C)and descriptors (D) to be applied or trained:	**C9 Tolerance of ambiguity** D56 Enjoys the challenge of tackling ambiguous problems **C10 Autonomous learning skills** D62 Can select the most reliable sources of information or advice from the range available **C14 Flexibility and adaptability** D84 Adapts to new situations by using a new skill
Room preparation, infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer - Internet connection - PPT
Materials needed	- Computer e-materials:

63

	What is educational planning? https://unesdoc.unesco.org/ https://www.sciencedirect.com/topics/social-sciences/educational-planning
	- https://www.living-democracy.com/
	- National programme, Standards for early growth and development age 0-6 -https://www.mtsp.gov.mk/detski-gradinki

Part II – Session step by step:

Part 1: 18:00 -18:10
Lecture:
Lecturer`s overview about student`s homework related to the material learned in the previous sessions - principles of teaching and learning and implementation of "Equality" as a key competence for DC connected with VAE.
Explanation about the focus of this session:
- Specifics in Visual Art Education------PPT
- Introduction to planning in Visual Art Education
- "Responsibility" as a Key concept for both - teaching in VAE and DC

Part 2: 18:10 -18:15
Students:
Students have to elaborate the characteristic of VAE that makes it different and compare with characteristic of other teaching subjects - discussion

Part 3: 18:15 -18:25
Lecture:
- Introduction of planning of VAT as a systematic outline of activities to be undertaken in order to meet the developmental objectives (distributing curriculum across the year/semester) ------PPT
- Introduction to the concept of "Responsibility" as one of the key Concept of EDC/HRE ------PPT
- Connection of visual art media and the concept of "Responsibility" in primary school context

Part 4: 18:25 -18:35
Students:
Plenary discussion, students comment and give their solutions about implementation of responsibility in planning of VAE (university context).

Part 5: 18:35 -18:40
Lecture– explanation of homework:
Integrated content of Visual Art Education, Democracy and RFCDC
1. To present planning for realization of VAE for one visual art media for 1st or 5th grade students.
(one grade by own choice)

Part 6: 18:40 -18:45
Debriefing and evaluation of the session:
Students' remarks, comments, suggestions.

64

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in **Part 6** from the Session planning): During this session students were very vocal and wanted to share their opinions about their previous experiences as pupils and students – responsible vs irresponsible teachers.
Debriefing of the Visual Art Content including homework	I received 11 planning on time and 5 more at the end of semester (total number 16 homeworks from 22 students). Majority of them (10 students) created planning with respect to the developmental objectives and succeeded to distribute curriculum across the year/semester with minor mistakes (few inconsistencies in distribution of visual art techniques during semester). Other 6 planning had insufficient VA content and VA techniques, or in some repetition of same techniquesin one semester.
Debriefing of the Democracy (EDC/HRE) content	**About Content (Subject or democracy)** Students were especially concentrated on the ptt and my explanations of the content "Responsibility" as a key concept for both - teaching in VAE and DC. During plenary they expressed opinions about **responsibility as MAJOR competences in teaching and also in learning process**. They were overlapping with opinions, shared similar, and very often same standpoint. **Main conclusion was that responsibility is primarily personal characteristics that leads to the professional excellence.** **Through (learning democracy through the teaching approach)** Students needed to elaborate and express their own personal experiences with responsible vs irresponsible teachers, showed me how critical they became. Not only to describe the situations, but to focus and analyse them to detect weaknesses and strength in responsible behaviour in various life situations
Debriefing and evaluation RFCDC:	**C9 D56** Enjoys the challenge of tackling ambiguous problems Expressed through plenary with strong personal approaches to the meaning of concept of responsibility and by quality of presented planning for realization of VAE for one visual art media for 1st or 5th grade students. **C10 D62** Can select the most reliable sources of information Achieved through presentation of the visual content in planning – in order to achieve students have to select most appropriate information from the National programme, Standards for early growth and development age 0-6 . **C14 D84** Adapts to new situations by using a new skill The new skill is aimed to be ability of planning for realization of VAE for one visual art media which is acquired in all homeworks. Students show that they can combine VA materials with VA techniques in various VA media- each homework has different combination.
General remarks by the lecturer:	During my explanation of the homework students noted that even though they had already passed subject 'Didactics" they are going to create their first planning for realization of specific subject.

65

Session 8: **Annual/Daily Planning** and **Rules and Law, Government and Politics**

Date:13.4.2021	Time: 9:00 -11.30	Room: online platform Teams
Session No. 8		Lecturer(s): Maya Raunik Kirkov

Part I – General information

Title of Session:	Annual and Daily Planning in Visual Art Education
Overview, issues addressed:	- Strategies for realization of Annual Planning in Visual Art Education - Introduction to Daily Planning in Visual Art Education (based on the Bloom's Taxonomy of Educational Objectives) - Introduction of the concepts of "Rules and Law"and Government and Politics" as the key Concepts of EDC/HRE
Aims and learning outcomes:	- Students will analyse and distinguish similarities and differences in strategies in annual and daily planning in VAT - Understanding will elaborate the purpose of annual and daily planning in VAT - Students will integrate the CDC concept "Rules and Law" and Government and Politics "in the Annual planning of VAT
Practice teaching elements included:	No

Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	**70 %**	**/**

Practice teaching format used:	- ☐ mock model lesson at the University by lecturer ☐ by student - ☐ model class in schools ☐ by student ☐ classroom teacher ☐ lecturer - ☐ another format (specify):
RFCDC: Competences (C)and descriptors (D) to be applied or trained:	**C1 Valuing human dignity and human rights** D4 Argues that all public institutions should respect, protect and implement human rights **C5 Respect** D28 Express respect for other people as equal hymen beings **C11 Analytical and critical thinking skills** D65 Uses evidence to support his/her opinion

66

Room preparation, infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer - Internet connection - PPT
Materials needed	e-materials: - Рауник Кирков, М. (2018). Методика на ликовното образование. Универзитет "Св. Кирил и Методиј". Скопје. Македонија: 85 -98 http://www.ukim.edu.mk/mk_content - Gollob, R. & Weidenger, W. (2010). Educating for democracy (Vol. I) of EDC/HRE Volumes I-VI Education of Democratic Citizenship and Human rights in school practice Teaching sequences, concepts, methods and models. Council of Europe ISBN 978-92-871-6920-4 www.living-democracy.com - https://www.living-democracy.com/

Part II – Session step by step:

Part 1 9:00 -9:20
Lecture:
Lecturer`s overview about student`s homework concerning integration of the concept - Responsibility in the context of visual art teaching (students) and learning (pupils)
Explanation about the focus of this session:
- Strategies for realization of Annual Planning in Visual Art Education
- Introduction of the concepts Rules and Law" and as a key Concepts of EDC/HRE.

Part 2 9:20 -9:40
Students:
Students discuss and rephrase the general strategies and match it with annual planningacross the subjects

Break: 9.40 -10:55

Part 3 10:55 -11:10
Lecture:
- Strategies for realization of annual planning in VAT as a basic element for creation of successful educational process------PPT
- Introduction of the daily planning in VAE------PPT
- EDC/HRE key Concept "Government and Politics" and its impact on educational system concerning past and actual changes in educational system

Part 4 11:10 -11:20
Students:
Group work in separate online rooms and plenary discussion: interpreting the national educational concept for primary school education (early years 1-5) in North Macedonia
Students solve the task to compare and explain possible interaction of concepts of "Rules and Law"and "Government and Politics" as the key Concepts of EDC/HRE.

Part 5: 11:20 -11:25
Lecture– explanation of homework:
Integrated content of Visual Art Education, Democracy and RFCDC
2.   Students plan a presentation of annual planning in VAE.
Part 6 11:25 -11:30
Debriefing and evaluation of the session:
Students will evaluate lecturer's clarity of explanations during session as crucial element for
realization of homework.

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in **Part 6** from the Session planning): Student responses to mu question about clarity of presented topic were affirmative – they confirmed that it looks clear. As students who followed this module last year, they also noted that might face some difficulties during the realisation of the homework. Additionally, they asked me to repeat main criteria for creation of semester planning again, as a way to confirm their understanding of the content and the task.
Debriefing of the Visual Art Content including homework	**Evaluation of the Visual Art Education homework:** Again, I received 11 homeworks on time and rest 4 at the end of semester. 8 students did not submit their planning. This was the first-time students had to create annual planning in VAT, so far they only studied about it theoretically in the subject Didactics. **Weak points:** - definition **of subject content** from the given **motive** - adequate visual art technique that has to complement the visual art content for preschool age. **Strong points:** - understanding of the components of annual planning - adequate distribution of various visual elements and principles during semesters - understanding of connection of visual art language and visual art techniques.
Debriefing of the Democracy (EDC/HRE) content	**About Content (Subject or democracy)** Students relayed on the topic discussed – "Rules and Law" connected with "Government and Politics" in the context of actual situation and only confirmed that it is hard when you are working in public kindergarten to avoid to implement accepted state documents even if we find mistakes or inconsistencies. Students were very critical, but realistic at the same time. They were concerned about the criteria of professional independence in realisation of activities in kindergarten and obligations set by the government and politics.

	Through (learning democracy through the teaching approach) During plenary, students were reserved at the beginning about sharing opinion about current undergoing changes in our national educational curriculum. They answered that they are aware of the necessity to produce changes, but after the lecturer's presentation they have more open-minded professional standpoint to this issue.
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	**C1 D 4** Argues that all public institutions should respect, protect and implement human rights Competence showed as acquired during plenary, commented Government decisions influenced by politics and not only by professional criteria. **C5 D28** Express respect for other people as equal hymen beings and **C11 D65** Uses evidence to support his/her opinion In all 8presentations in plenary, students showed respect as main personal quality that should be base for understanding even not easy acceptable solution proposed by the Government – they showed example what should preschool teacher do if found unprofessional solution in an already accepted national programme – to avoid, skip, or adapt?
General remarks by the lecturer:	In preparation for this module, I checked last year preparations carefully and decided to include two key concepts from VAE content in one session this year. Reason was my understanding the procedures to conduct good annual planning are of really great importance for each teacher. This was showed last year when this content arose to be more important to the students than democracy content. By presented "Rules and Law" and "Government and Politics" I was hoping to evoke stronger interest in students and to enable them to see the important interconnection of both key concepts. To present I found examples in our contemporary situation of government influences in creation of professional solutions. My decision was proved as the right one, based on student reactions – they really liked to share opinions and discussed on plenary. This was the big difference comparing to the last year, when presenting this key concept in different session the interest was really low. From the VAE content presented in the homework, for next session I have to work more on definition of the visual art content for the given motive.

69

Session 9: **Evaluation of Visual Art Works in Preschool Age** and **Media**

Date: 20.4.2021	Time: 9:00 -11.30	Room: online platform Teams
Session No. 9		Lecturer(s): Maya Raunik Kirkov

Part I – General information

Title of Session:	- Evaluation of Visual Art Works in Primary School Age - Creation of Portfolio and Exhibitions in VAE		
Overview, issues addressed:	- Criteria for Evaluation of children`s visual art expressions - Standards for exhibiting and presenting young children work of art - Significance and Impact of creation exhibition from children`s works of art - Integration of the EDC Key Concept" Media"		
Aims and learning outcomes:	Students can define criteria for Evaluation of children`s visual art expressions.  Students can identify and apply standards for evaluation and exhibition of children art work in accordance with their age.  Students combine EDC key concept "Media" with criteria for presentation of children`s visual art expressions.		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	70 %	/
Practice teaching format used:	☐ mock model lesson at the University by lecturer ☐ by student ☐ model class in schools ☐ by student ☐classroom teacher ☐ lecturer ☐ another format (specify):		
RFCDC: Competences (C)and descriptors (D) to be applied or trained:	**C2 Valuing cultural diversity** D9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated **C 4**Openness to cultural otherness D 24 Expresses an appreciation of the opportunity to have experiences of other cultures		

70

	C 6 Civic-mindedness D 36 Discusses what can be done to help make the community a better place
Room preparation, infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer - Internet connection - PPT
Materials needed	Computer e-materials: - web based search – visual art exhibition age 6-10 - Living-democracy.com

Part II – Session step by step:

Part 1: 18:00 -18:05
Lecture:
Criteria for evaluation visual art works age 6-10
Explanation of the focus of the session:
Significance and impact of creation exhibition from children`s works of art

Part 2: 18:05 -18:10
Students:
Plenary discussion – students present analyses and classifications by the motive used in the web based visual art exhibitions age 6-10

Part 3: 18:10 -18:25
Lecture:
Standards for creating visual art exhibition in primary school
Explanation of the importance of media in contemporary communication as an expression of freedom to receive and impart information
Presentation of "Media" as EDC/HRE key concept and the Unit 9 - Teachers' handout 1: media in democracies in *VOL. II*-Media - V2 U9 L2"The power of knowledge and skills"

Part 4: 18:25 -18:35
Students:
Plenary discussion:
Students identify and relate criteria for evaluation visual art works. They can classify visual art exhibitions by the media concept implemented.
Questions to discuss:
What impact can visual art exhibition have on children growth and development? Possible perceptive view on own art creations in early age. Guided active perception: what did I achieve? Exhibition of own work in media in early age - disappointment or stimulation of active art creation?

Part 5:18:40 -18:45

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in **Part 5** from the Session planning): This session was accepted by students with interest, but with diverse acceptance - they all had experiences as primary and secondary students – participating or not at the school visual art exhibitions.
Debriefing of the Visual Art Content	Students identified and related criteria for evaluation visual art works. They also classified visual art exhibitions by the media and concept implemented (they gave few examples, and here I am presenting one by each group): Room 1 (Julijana, Marta, Martina): form, modelling with plasteline, birds Room 2 (Ivana, Sibel, Ana): texture, drawing with markers, animals Room 3 (Sanja, Karolina, Dragana): form, modelling from paper, Room 4 (Mila, Natasa, Eva): rhythm and form, potato print, paper design Room 5 (Vesna, Teona): primary colours, markers, Easter egg decoration
Debriefing of the Democracy (EDC/HRE) content	Students responded intensively on the task working in groups in separate on-line rooms. They used the activity from the web-site livingdemocracy.com -The power of knowledge and skills as a base to present concept of exhibition – related to my previous reflection about Debriefing of the Visual Art Content. They showed competence to solve the task from the Living-democracy.com: to prepare a media exhibition in the kindergarten, with the involvement of children in evaluation, selection of works, selection of a content of the exhibition and realisation of technical support of the exhibition.
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	**C2D9**Expresses the view that the cultural diversity within a society should be positively valued and appreciated **C4D24**Expresses an appreciation of the opportunity to have experiences of other cultures Students showed acquiring of this competences by presenting professional criteria in organizing exhibition, with strong emphasis on respect for cultural diversity of the children. **C6D36**Discusses what can be done to help make the community a better place In the selection of the content of the exhibition with children, most of the students implemented planning for brainstorming based on this

72

	idea of Civic-mindedness and place the visual art aesthetic creations in the community.
General remarks by the lecturer:	Almost all students express confidence in future selection of children visual art works. Students noted that during this module, they became aware about the competences needed to make right guidance of the children through visual art education and to make right selection of the samples for the exhibitions.

Session 10: **Democracy trough visual art education** and **Conflict** and **Controversial issues**

Date: 11.5.2021	Time: 11:30-12.30 12:45-13:30	Room: on-line platform Teams
Session No. 10		Lecturer(s): prof. Maya Raunik Kirkov PhD

Title of Session:	- Democracy trough visual art education - Conflict and controversial issues in preschool education
Overview, issues addressed:	- Controversial issues and Conflict as a key content Concepts of EDC/HRE - Methodology of approaches to controversial issues in the civic society - Controversial issues and Conflict in Visual Art Education
Aims and learning outcomes:	- Student will critically relate on the meaning of controversial issues in preschool education - Students will elaborate and specify how to approach to the topic of controversy/s in preschool context - Students will analyse the process of solving conflict situation in educational context – gave explanations and solutions
Practice teaching elements included:	

74

Percentage of time allocation	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	

Practice teaching format used:	☐ mock model lesson at the University by lecturer ☐ by student ☐ model class in schools ☐ by student ☐ classroom teacher ☐ lecturer ☐ another format (specify):
RFCDC: Competences and descriptors applied or trained	**C2 Valuing cultural diversity:** D10. Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations (advanced level). D11. Argues that intercultural dialogue should be used to develop respect and culture of "living together" (advanced level). **C18 Knowledge and critical understanding of the self**

	D111 Can reflect critically on his/her own emotions and feelings in a wide range of situations (advanced level) **C 20 Knowledge and critical understanding of the world** D118 Can explain why everybody has a responsibility to respect the human rights of others (basic level)
Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):	**On-line-session:** - **Computer** **Internet connection computers /mobile phones**
Learning materials, handouts, ppt needed:	- **www.Livingdemocracy.com:** - video – Colour your world
Materials needed	**/**

Part II: Session step by step

Part 1 9:00 - 9:20

Lecturer: and groupwork/discussions:

Elaborate again content that was not well received and presented – difference between visual content and motive in planning of VAE activities.

Democracy trough visual art education – Controversial issues and Conflict as a key content Concepts of EDC/HRE.

V5 and V6 Building up classroom atmosphere (a brief introduction).

Part 2 9:20 - 9:40

Students:

Will elaborate and illustrate understanding of controversial issues and conflict (to see if students can divide and classify understanding – what is controversial issue), discuss and specify possible solutions (group work in separate rooms).

Part 3 9:55 – 10:15

Lecture: explanation of Beutelsbach Consensus as a methodology to approach to controversial issues in the civic society:

- Prohibition against Overwhelming the Pupil
- Treating Controversial Subjects as Controversial

- Giving Weight to the Personal Interest of Pupils.

Part 4 10:15 – 10:40

Students:

Will relate to each segment of presented methodology.

Part 5 10:40 – 11:00

Lecturer:

Controversial issues and conflict in Visual art education - video from the site livingdemocracy.com

Part 6 11:00 – 11:50

Students will relate to own examples presented in homework at the beginning of the course.

Part 7 11:15 – 11:20

Homework:

Daily preparation with defined visual art content, visual art technique and age, with implemented Bloom's taxonomy of educational objectives and Competences for democratic culture (CDC).

Part 8 11:20 – 11:30

Debriefing and evaluation of the session: Students will express their opinion about session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in **Part 7** from the Session planning): Students presented approach based on the content shared on this session, interdisciplinary aspect should be used in lecturing more frequently. They confirmed that this will help them to become more confident and to know how to deal with controversies.
Debriefing of the Visual Art Content including homework	Student Eva explained the video - Colour your world from the site describing the main scenes and interpreting them. She highlighted the most important details concerning pupil's interaction and the change of situation based on the recognition of other pupil`s value – skill to draw well.

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<td>This video was shown at the second part of the session, so the most important aspect of conflict or controversial issues were discussed in the previous part.

In the plenary I asked some students to give an example of differences between visual content and motive in planning of VAE activities. They were aware of previous mistakes and gave correct answers.</td>
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<td>**Debriefing of the Democracy (EDC/HRE) content**</td>
<td>This part was the longest and the most intense.

To solve the task to name and describe situations with conflict or controversy, I divided students in 5 rooms:

Room 1 (Anamarija, Ivana, Sibel Eva)

- Anamarija was not accepted in the room, the system did not allow her to join. She communicated with the colleagues by Messenger because she wanted to participate. She succeeded and was part of the team presentation.
- **Conflict** when teacher uses inappropriate words to address students. Student Eva reported that they sometimes even don't understand meaning of the words as pupils, but do understand when they grow up and never forget. She pointed out that teacher`s behaviour has a strong impact on children's emotions in early age.
- Example of **Controversial issue** they presented teacher`s request that student has to respect dress code which was never implemented in official school rules.

Room 2 (Marianna, Ana, Dragana) presented only **conflict** situation from their real life: parents' refusal to provide needed materials for kindergarten, art materials, diapers…. even when teacher explained what is necessary material in each age to provide an adequate learning environment.

Room 3 (Martina, Julijana, Aleksandra) named situation of **conflict** when some children can prepare for outdoor activities faster than the rest of the group and want to go out immediately, having no patience to wait for the others, and **controversial** issue when an autistic child joins a group with more than 20 other children and one teacher.

Room 4 (Karolina, Mila, Elena) as **controversial** issuepresented sexual education and inclusiveness of children with disabilities, and as a **conflict:** opposite parents' opinions about food that has to be prepared for preschool children.

Room 5 (Teona, Sanije, Marijana) described **conflict** situation when one group of children wanted to play with cubes creating a castle, and other wanted to make a garage; or when a child with special educational needs is excluded from the rest of the children – as</td>
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	controversial issue students mentioned vegetarian vs nonvegetarian children in the same preschool group.
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	**C2**D10, D11. Explaining the situation when child from nationality or religion different than other children is in the same group, students took the standpoint that no discrimination has to be allowed. **C18** D111 Presented really well when students described emotions and reaction of the children in conflict. They were so empathic and supported idea that each child is equally important and deserve best possible care and attention. **C 20** D118 Presented as a result of a general task, when student described – they couldn't be with completely undefined feelings or solutions concerning conflict situations. They showed deep commitment to be compassionate, but realistic and professional educators.
General remarks by the lecturer:	I explained to students that based on their homework from the beginning of the semester when they listed democratic and undemocratic behaviour of a teacher from own experiences, I felt that we have to search for solution how to behave professionally in similar situation. They were following the presentation and in their first part started to present examples from their homework. Their activities became more team organized after they have heard about methodological approach to the treatment of controversial issues in education, and the task to name and explained conflict and controversy. They cooperate well in groups, with respect for others and a will to present team`s opinion in the best way to the others on a plenary. I found quite important for each group to find and present well going from one group to another to check if they understood the task or to help. Interesting was that students respected all three segments of Beutelsbach Consensus when presenting- did not express personal opinion, named the situation as conflict or controversial and explained reasons for that, and always explained from the perspective of children well-being.

Session 11: **Competence from visual art education as important life skills**

Date: 18.5.2021	Time: 9:00-11.30	Room: on-line platform Teams
Session No. 11		Lecturer(s): prof. Rolf Gollob PhD/ prof. Maja Raunik Kirkov PhD

Title of Session:	Competence from visual art education as important life skills.
Overview, issues addressed:	Competence based learning in the 21st century. Competences for a life in Democracy. Competences Art Education can deliver.
Aims and learning outcomes:	The Students will reflect on the need of a competence-based approach in today's world of change. They will transfer this insight to the potential of art education.
Practice teaching elements included:	---

Percentage of time allocation	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	

Practice teaching format used:	☐ mock model lesson at the University by lecturer ☐ by student ☐ model class in schools ☐ by student ☐ classroom teacher ☐ lecturer ☐ another format (specify):
RFCDC: Competences and descriptors applied or trained	The framework as such is being repeated and put in the context of the basic question of learning and art education.
Room preparation/setting, for beginning and different phases; infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer - Internet connection computers /mobile phones
Learning materials, handouts, ppt needed:	- www.living-democracy.com: - Macedonian version of the butterfly - Ppt of the competence presentation

Part II: Session step by step

Part 1 9:00 - 9:40

Lecturer:

Presentation: Competence based learning in the 21st century contrasted with the 20 CDC (Butterfly).

Part 2 9:40 - 10:00 and 10:00 -10:30

Students:

1) You select 8 most important competences for a sustainable future for all - from at least 3 dimensions (values/Attitudes/skills/knowledge and critical understanding) - and draw up a list with their hierarchy 1 – 8, justify it and illustrate it with a symbol.
2) You present your proposal as a ppt for plenary.

Part 3 10:30 – 10:50

Lecture:

Presentation: How Visual Art Education can support life in the 21st century.

Part 4 10:50 – 11:05 and 11.05 -11.20

Students:

1) You decide on 5 competences young learner will get to know in your art education classes which will help them for their life as citizen.
2) You create life situation/examples that show how your students will need these competences.
3) Each group presents the 5 competences and one example, how this competence is important for life.

Part 5 11:20 – 11:30

Debriefing and evaluation of the session: Students will express their opinion about session

Homework: to write another daily preparation and send to the lecturer till Friday – in order to be send to the mentors to evaluation for next Tuesday session

80

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in **Part 5** from the Session planning):
	Students explained that they were so excited and happy because of participation of prof. Gollob as a lecturer on this session! By their own words (examples of few of them):
	"The session was fantastic, so interesting and comprehensive"

	"Prof. Gollob gave us directions for our future professional and life standards – that can only be achieved with quality competences."
	"So deep and in the same time so easy to follow…."
	"So amazing presentation and excellent work in sessions…..this subject is the best…..you enable us to work together even online trough whole semester, to share opinions and to present…", "I am so happy to have had a chance to participate, amazing cooperation of two lecturers"
Debriefing of the Visual Art Content including homework	From the students' presentations /answers to the second task that was created and given to the students by prof. Gollob: all groups presented decision on 5 competences in visual art education teaching and learning and showed life situation in which young students will implement them as citizens: **Room 1**(Eva, Teona, Mila, Julijana): focused on **Attitudes** that support acceptance and support of different values. They proposed real life situation when celebrating different religious holidays of the year, the child will learn to respect and accept different nationalities. **Room 2** (Martina, Vesna, Karolina): presented that Collaboration skills, Empathy, Responsibility, Self-learning skills, Tolerance of different options are among essential skills that young learner should get in art education classes which will help them for their life as citizen. They showed situation when children create poster in a group work acquiring named competences. **Room 3** (Dragana, Sanja, Lora): selected following competences- Respect, Tolerance of different opinions, Language, communication and multiple language skills, Collaborative skills. They suggested 3 different situations: - gaining the analytical and critical thinking skills: recognizing and critically reflect to own mistakes when drawing with pencil - respect for others – now interfere with personal opinion in other children's drawings - cooperative skills -when they communicate with other children about possible solution to the visual art task, sharing materials and ides - language skills – teacher has to support children's verbal explanations about their creative ideas and critical response on own visual art works. **Room 4:** (Radmila, Bisera, Ana): showed - Skills for independent learning, Observation and listening skills, as well as Flexibility and scalability as important competences that can be acquired in visual art classes. They imagined situation when by drawing own portrait, child listens to others' critical reflection and acquires knowledge and critical presentation of form, colour,

	texture. Also, the respect for the educator can be presented by doing the assigned task and feeling responsible to complete it on time.
Debriefing of the Democracy (EDC/HRE) content	From the students' presentations /answers to first task that was created and given to the students by prof. Gollob: all groups presented selected competences (some of them were in a list ordered 1 – 8, and have symbol as illustration, some don't).

Room 1 (Eva, Teona, Mila, Julijana): Eva showed selection of competences focused on personal development and communication - that schools should teach students about democracy and how to act as democratic citizens, strongly supported with selection of competences as: respect to others who have different views, apologizing, empathy and also critical standpoint to own stereotypes and prodigies.

Prof. Gollob highlighted their selection of skills for careful listening to different opinions, as good example of acquiring and deepening the culture of democracy.

Room 2 (Martina, Vesna, Karolina): Martina showed selected competences divided as they are in a butterfly (knowledge, skills, attitudes and values) and focused mainly on Valuing cultural diversity and Knowledge and critical understanding.

Room 3 (Dragana, Sanja, Lora): Dragana presented as most important competences: Valuing democracy, justice, fairness, equality; Tolerance of different opinions and Collaboration skills.

Prof. Gollob reacted affirmatively and highlighted Collaboration skills as one of the really important competences – teachers and children, too.

Room 4: system mistake - only one participant, so prof. Gollob decided that it will be better to work in a main room with two other students who were randomly rejected.

Room 5 (Sanja, Aleksandra, Ana): Sanja showed only general view of the competences.

Prof. Gollob asked her what she has learned from the culture of Roma people and she did not give precise answer, just a general statement that all cultures have to be respected.

Main room (Radmila, Bisera, Ana): Radmila presented selection of competences with emphasis on the competence to: Expresses the opinion that all laws should be in accordance with international norms and standards for human rights. Radmila explained that sometimes law is just written on a paperand not |

	implemented, sometimes international law is not respected in poor countries.
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	**C1 Valuing human dignity and human rights:** Implementing the very core elements of Visual Art is basic for all we call dignity. Students reflected upon the importance of this subject and its holistic approach to learning and to life. **C7 Responsibility:** Students and the lecturer became aware of how important it stays not to make (young) learners feel inadequate when it comes to their own artistic 'products'. With the growing awareness and by comparing to others, this could happen to pupils more and more. **C11 Analytical and critical thinking:** The group work was intensively dominated by being in a good way self-critical. The students' remarks made clear that reflecting has become more and more important part of their own learning.
General remarks by the lecturer:	It was a great honour and pleasure to go on a short journey together with the students. Learning is never independent of the circumstances of the time, so it is of great importance for every teacher to be aware of the living conditions and situations in which the students move and for which they are preparing. Thinking (and reflecting) about whether we as teachers are doing the right things and in what way art can help them to find their way in life is a great adventure. Doing this together with future teachers is a pleasure for any lecturer.

Session 12: Focus on reflection – Democracy trough visual art education in early age

Date: 25.5.2021	Time: 9:00-10:10 10:20 -11:30	Room: online platform Teams
Session No.12		Lecturer(s): prof. Maja Raunik Kirkov PhD

Title of Session:	- Focus on reflection – realisation of the module Democracy Through Visual Art Education in Early Age
Overview, issues addressed:	- Practical guidance for annual and daily preparation (insides of possible mentor's evaluation) - Correlation of student`s expectation of the aims of the subjects at the beginning of the semester and reached competences at the end
Aims and learning outcomes:	- Students will explain and distinguish own expectation of the module and reached competences - Students will be able to explain meaning of reflection in educational processes - Students will identify and select the most important content and lesson learned during the studying in this semester
Practice teaching elements included:	No

84 is in margin

84

Percentage of time allocation	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	70 %	/

RFCDC: Competences and descriptors applied or trained:	**C1 Valuing human dignity and human rights** D2 Argues that specific rights of children should be respected and protected by society **C7 Responsibility** D43. Consistently meets commitments to others (advanced level). **C11 Analytical and critical thinking** D69 Can use explicit and specifiable criteria, principles or values to make judgments (advanced level)
Learning materials, handouts, ppt needed:	e-materials: - www.livingdemocracy.com -
Room preparation/setting,	

for beginning and different phases; infrastructure (board, beamer, flipchart etc.):	On-line-session: - Computer Internet connection, computers /mobile phones
Materials needed	National programme of Early Childhood Learning and Development

Part II - Session step by step

Part 1 9.00 – 9.10
Lecture:
> Overview of the content of the subject realised in the whole semester, topics and activities conducted

Part 2 9.10 – 9.45
Lecturer gives overview of the didactic of visual art education in early age in relation to the needed competences of a preschool teacher. Special focus on integration of democracy content and activities that support development of children competences for acquiring the culture of democracy.
- Explanation of the meaning and value of the reflection in educational process.

Part 3 9:45 -10:10
Task for student:
Plenary – critical approach towards activities in the site – living democracy.com and their applicability in preschool content.
Students analyse the possibilities to adapt activities from the site with the visual art content and visual art techniques suitable for preschool children and show possible solutions.

Part 4 10:20 -10:40
Lecturer:
Practical guidance for annual and daily preparation (insides of possible mentor's evaluation)

Part 5 10:40 -11:00
Students:
Work in separate rooms /group work: Students will identify and select most important content and lesson learned during the studying in this semester and show on plenary.

Part 6 11:00 -11:15
Homework:
Lecturer explains homework -to create daily preparations with own choice of visual art content and visual art techniques with implementation of Bloom's taxonomy and CDC. To be sent to the lecturer as a preparation for written exam.

Part 7: 11:15 -11:30
Debriefing and evaluation of the session:
Students' reflection of the communication with lecturer, teaching style, learning environment, during whole semester.

Part III -Report (Debriefing and evaluation):

General remarks from students:	Students pointed out that they had a chance to learn methodology of visual art education in unusual way comparing with methodologies of other subjects. They noted that introduction of CDC and intensive work on tasks during and after each session was challenging and interesting. Some students added that they were feeling that they might not have to finish homework each week, but after, found out that in that way it is harder for them to follow next session. They confirmed that intensity of learning process enabled them to gain various information and implement them in various aspects of planning the activities.
Debriefing of the Visual Art Content including homework	Students gave critical reflection of reached competences from the material studied from this module - they identified and selected the most important content and lesson learned during the studying in this semester and presented them on plenary. Students expressed the view that this module enabled them to see broader picture of whole education system, with the culture of democracy as integral part of didactic of visual art education. Distinguishing of reached knowledge and skills was clear – they pointed out the fact they are aware – reached competences can only be checked by homework, works on session and by preparations for annual and daily lecturing as primary school teacher-students. All groups listed lecture by prof. Rolf Gollob as exceptional experience which gave them knowledge and self-esteem to become better professionals: Room 1 (Teona, Dragana, Aleksandra, Anamarija) - selection of educational objectives by Bloom's taxonomy. Room 2 (Ana, Mart, Eva) - to focus on children with special educational needs – not only disadvantages, but to innovative and creative as a topic that is usually set aside. Room 3 (Natasa, Julijana, Mila) - how to integrate visual art language and visual art techniques in early age educational planning. Room 4 (Sanja, Marina, Karolina)-to integrate standard and contemporary methods of teaching and learning, especially pointed out the opportunity to have prof. Rolf Gollob as a lecturer. **The main lack/ disadvantage is – no practical work in kindergartens due to Corona pandemic**.
Debriefing of the Democracy (EDC/HRE) content	In Part 3 of this session task for students was to analyse the possibilities to adapt activities from the site with the visual art content and visual art techniques suitable for preschool children and show possible solutions. In the plenary students showed examples of activities that were adapted by them during realisation of homework and their applicability in preschool content: - "Bouquet of flowers"

	- "The power of knowledge and skills" - "Everything's okay! Really?" - "Wants and needs: what is important to me? **Students noted that it would be of great importance to have options to select activities for preschool age on the site livingdemocracy.com**
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	**C1** D2 Argues that specific rights of children should be respected and protected by society This competence was visible in all explanations in the task, since each group mentioned democracy and children rights as added value of the module content. **C7 Responsibility**D43. Consistently meets commitments to others (advanced level). They worked well in groups, discussing and giving examples – also presented coherent conclusions made by the whole group **C11 Analytical and critical thinking** D69 Can use explicit and specifiable criteria, principles or values to make judgments (advanced level) Students identified and selected the most important content and lesson learned during studying in this semester: - Visual types of children - Contemporary methods in Visual Art Education - Aims of Visual Art Education in Early Age - Planning with implementation of Bloom`s taxonomy-based action verbs All groups highlighted great satisfaction and gratitude for the implementation of the content and activities from the culture of democracy trough visual art education. :
General remarks by the lecturer:	Even it was not given in the task, students showed activities from the site livingdemocracy.com that were adapted for preschool age during this module: - I have a name – we have a kindergarten - Bouquet of flowers - Everything is ok -is it? - This is me - My personal symbols - Wants and needs They noted that as participants of this module they became aware how much potential this integrated approach of "Democracy Through Visual Art Education" has for teaching and learning in preschool age. Students confirmed that immense benefit can have an upbringing aspect, cognitive and emotional growth, but also the whole individual cultural development of each child.

Part III – Additional materials

1. Semester Survey

Participants: 20 female and one male student

University and Faculty: University St. Cyril And Methodius in Skopje, Faculty of Pedagogy "St. Kliment Ohridski" - Skopje

The course was on bachelor level: 3rd year of university studies, 6th semester

Introduction

During the summer semester 2020/2021 students attended the new course: "Democracy Through Visual Art Education" as a pilot module for students, future preschool students. They were faced with this educational concept for the first time.

We conducted 12 Sessions that were performed online (platform Microsoft Teams).

The survey to assess student's thoughts, opinions and feelings about the module was sent to students in the first half of the semester and after the last session.

Reflection

The survey consists of III parts:

I.   General remarks

In the general part of the survey, students emphasized own development of the reached knowledge about Reference Framework for Competences for Democratic Culture (RCRD) - Councils of Europe during the module realisation (from mark 3 at the beginning to the highest 5 at the end of the semester), satisfaction with the materials/manuals related to democracy and human rights education, and especially to their own abilities to think critically about their future professional practice.

Students find that following aspects of the module are the most useful for their future teaching practice:

- Learning about key competences and descriptors in accordance with the Reference Framework of Competences for Democratic Culture
- New resources/ manuals introduced related to democracy and human rights education
- The possibility for presentation and analysis of activities
- Interactive group work

II.   Democracy content and RFCDC

One of the most dominant answers in this part is that after the participating in the module, students feel confident enough to create democratic culture in the kindergarten, and are   better equipped to think critically about own professional praxis.

III.   Teaching skills

Concerning the <u>teaching skill aspect</u>, 14 out of21 students believe that they are to the great extend ready to create democratic culture in schools, and 18 out of21 21 of the students' stated beliefs that participation in the module enabled them to use participative and active method in kindergarten. Concerning the question about the implementation of critical thinking in the terms of future professional practice, the most of the students expressed feeling that they are highly prepared.

The answers with open-ended questions were the most interesting – students projected their individual approaches toward the materials and activities introduced. All students were positive that they will use activities in their <u>own future training</u>.
Students noted that they learn to conduct "Better planning, assessment and implementation in teaching".

Another student pointed out the importance of the "activities resolving conflict situations between children in school, activity for self-projection in teacher-teacher interaction where democratic behaviour is involved, activity where empathy, support and respect for others are involved".
"I participated in all activities of the project with great pleasure and interest. I think it is very important to build democratic culture in our society from the very beginning, so such manuals, lectures and activities proved to be very useful for implementation in preschool activities. "
"All the activities that were given to us were properly and thoroughly designed with a clear purpose. Sharing our experiences and listening to others has guided us to think critically and to learn the line between right and wrong."

Conclusion and recommendations

Based on the analysis of the survey, we can be satisfied with student's understanding of the both contents integrated as one symbiotic body of possibilities for practical implementation. They confirmed satisfaction with participation in the module, as well as gained knowledge and acquired competences.

Students also confirmed that participation on this module enables them to look more critically and with deeper understanding of the main subject content.

The weakest point was no possibility for students to be engaged in practical work in kindergarten, to test and evaluate own and activities to other students. But students showed satisfaction with creation of the module and its activities:
 " Regular homework has taught us how to use the site properly, and that, in the future, will help us easily cope with the process of upbringing and education of children, as properly trained, modern teachers."

We strongly hope that student's experiences and perception of the module presented in this survey will be valuable inspiration for further development of not only this module, but of all other modules the colleagues from other universities are planning to create as well.

2. Module Template

General Information:

Title of the module:
Name of University:
Name of Faculty:
Development Team:
Implementing Lecturer:
Number of teacher students in the training:
Number of classes per week:
Number of class visits:
Number of lessons taught by teacher students:
Number of Model classes taught by the lecturer:

Short description of the contents of the module:

Background:
Resources to be used:

Competences for Democratic Culture addressed:

	Competences	Descriptors
Values		
Skills		
Attitudes		
Knowledge and critical understanding		

Module overview session by session:

Session No/Date	Topic of the session	Visual Art Education with Didactics content:	Democracy content	CDC addressed:	Session step by step (brief version)	Approximate Percentage division Lecturing, Activities, Practice
Student's preparation:						
Session 1 date					Lecturer: Task for students: Lecturer: Task for students:	Lecturing: % Activities: % Practice: %
Homework / Individual tasks						

91

3. Session Planning Template

Session No.:
Visual Art Content:
Democracy Content:
Competences for Democratic Culture:

Date:	Time: 00:00 -00.00	Room:
Session No.		Lecturer(s):

Part I – General information

Title of Session:	
Overview, issues addressed:	
Aims and learning outcomes:	
Practice teaching elements included:	

Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	%	%	%

Practice teaching format used:	☐ mock model lesson at the University by lecturer ☐ by student ☐ class in schools ☐ student ☐ classroom teacher ☐ lecturer ☐ another format (specify):
RFCDC: Competences (C)and descriptors (D) to be applied or trained:	
Room preparation, infrastructure (board, beamer, flipchart etc.):	
Materials needed	

Part II – Session step by step:

Part 1: 00:00 -00:00

Lecture:

Part 2: 00:00 -00:00

Students' tasks:

Part 3: 00:00 -00:00

Lecture:

Part 4: 00:00 -00:00

Students' tasks:

Part 5: 00:00 -00:00

Lecture– **explanation of homework:**

Students solve tasks:

Part 6: 00 -00:00

Debriefing and evaluation of the session:

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in **Part 6** from the Session planning)
Debriefing of the Visual Art Content including homework	
Debriefing of the Democracy (EDC/HRE) content	
Debriefing of the RFCDC: Competences (C)and descriptors (D) applied or trained:	
General remarks by the lecturer:	

4. Survey Template

Survey for teacher students **before** starting the course/module	Survey for teacher students **after** finalizing the course/module
Pre Country: University and Faculty .... Title of the course .... Name of the lecturer .... The course was on bachelor level ☐ The course was carried out on master's level ☐ Female ☐ Male ☐ You will attend a semester course that is part of an international democracy project. The regular course content in this course will be combined with knowledge elements about democracy. Also, the concept of so-called competences for a culture of democracy, developed by the Council of Europe, will be presented. As a third element, this course is characterized by the idea that more practical relevance must be included in the training of teachers. We ask you to answer the following questions. It helps us to improve ourselves and to learn more about the impact. **I General remarks** Please, answer the following questions: 1. I am familiar with Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC)	**Post** Country: University and Faculty .... Title of the course .... Name of the lecturer .... The course was on bachelor level ☐ The course was carried out on master's level ☐ Female ☐ Male ☐ You have attended a semester course that is part of an international democracy project. The regular course content was combined with knowledge elements about democracy. Also, the concept of so-called competences for a culture of democracy, developed by the Council of Europe, was presented. As a third element, this course is characterized by the idea that more practical relevance must be included in the training of teachers. We ask you to answer the following questions. It helps us to improve ourselves and to learn more about the impact. **I General remarks** Please, answer the following questions: 1. After attending the course, I am familiar with Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC)

Pre, Question 1:

Not at all		To some degree		A great deal
1	2	3	4	5

2. Have you ever been introduced to resources/manuals related to democracy and human rights education at your university courses taken so far?

Not at all		To some degree		A great deal
1	2	3	4	5

3. I currently feel prepared to critically reflect on my future professional practice

Post, Question 1:

Not at all		To some degree		A great deal
1	2	3	4	5

2. Were you introduced to resources/manuals related to democracy and human rights education in this course

Not at all		To some degree		A great deal
1	2	3	4	5

3. After participating in this course, I feel better prepared to critically reflect on my future professional practice

Not at all		To some degree		A great deal
1	2	3	4	5

II. Democracy content and RFCDC

4. To what extent do you believe knowledge about principles of democratic practice and human rights education are important in your future role as a teacher.

Not at all		To some degree		A great deal
1	2	3	4	5

5. To what extent do you find it important to create a democratic culture in school?

Not at all		To some degree
1	2	3

III Teaching skills

Please rate the following statements

Not at all		To some degree		A great deal
1	2	3	4	5

Remarks about the Module

4. Which aspects of the course did you find <u>particularly useful for your future teaching practice</u>? (tick any that applies)

☐ Learning about key competences and descriptors in accordance with the Reference Framework of Competences for Democratic Culture
☐ The possibility for me to develop my practical skills as a teacher through mock-teaching class
☐ The possibility for me to develop my skills as a teacher by practicing teaching in a school
☐ The interactive group work
☐ Debriefing sessions
☐ Reflection of my own teaching practice
☐ New resources/ manuals introduced related to democracy and human rights education
☐ Other:
Feel free to specify your answer.

II. Democracy content and RFCDC

5. To what extent do you believe knowledge about principles of democratic practice and human rights education are important in your future role as a teacher

Not at all		To some degree		A great deal
1	2	3	4	5

6. To what extent do you find it important to create a democratic culture in school?

Not at all		To some degree
1	2	3

6. Do you feel prepared to create a democratic culture in school during your university education?

Not at all		To some degree
1	2	3

7. I feel prepared to critically reflect on my future professional practice.

Not at all		To some degree		A great deal
1	2	3	4	5

8. I am well equipped with tools and strategies allowing me to use **active and participatory methods** in my role as a teacher.

Not at all		To some degree		A great deal
1	2	3	4	5

9. Have you carried out practical teaching in schools during your teacher education?
☐ YES   ☐ NO

10. If you answered yes to the question above – how many hours of practice have you carried out in total?

11. Have you carried out any practical teaching through mock-teaching during your teacher education?
☐ YES   ☐ NO

12. If you answered yes to the question above – how many hours of mock teaching have you carried out in total?

13. I have received feedback from my mentors when (if) I carried out teaching practice (mock-teaching and school practice) which has helped improving my teaching skills.

Not at all		To some degree		A great deal
1	2	3	4	5

III. Teaching skills

Please rate the following statements:

7. After participating in this course, do you feel better prepared to create a democratic culture in school during your university education?

Not at all		To some degree
1	2	3

8. After participating to this course I feel better prepared to critically reflect on my future professional practice.

Not at all		To some degree		A great deal
1	2	3	4	5

9. After participating in this course I feel better equipped with tools and strategies allowing me to use **active and participatory methods** in my role as a teacher.

Not at all		To some degree		A great deal
1	2	3	4	5

10. Have you carried out any practical teaching in schools during this course?
☐ YES   ☐ NO

11. If you answered yes to the question above – how many hours of practice did you carry out

12. Have you attended/carried out any practical teaching through mock-teaching during this course?
☐ YES   ☐ NO

13. Would you be willing to use any of the activities that you took part in during this course in your own future training?
☐ YES   ☐ NO
If yes, please indicate which one
…………………………………………………………
…………………………………………

	If no, please explain why not. ....
	14. Finally, do you think taking part in this course has improved your teaching skills?

14. Finally, do you think taking part in this course has improved your teaching skills?

Not at all		To some degree		A great deal
1	2	3	4	5

Please explain your answer (by examples):

....
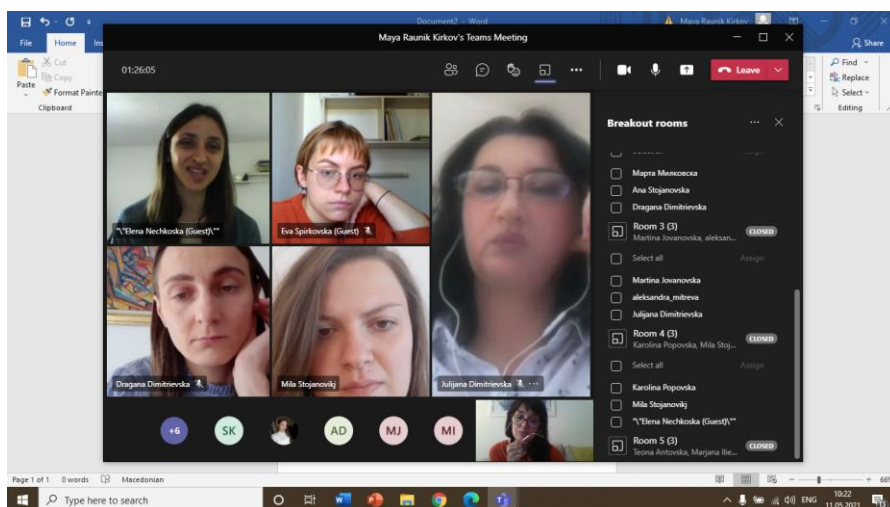
Student's activities documented

Homework: selection of competences and descriptors for democratic citizenship that can be implement in preschool age
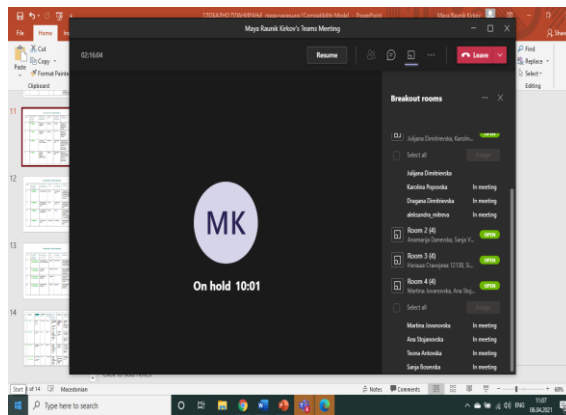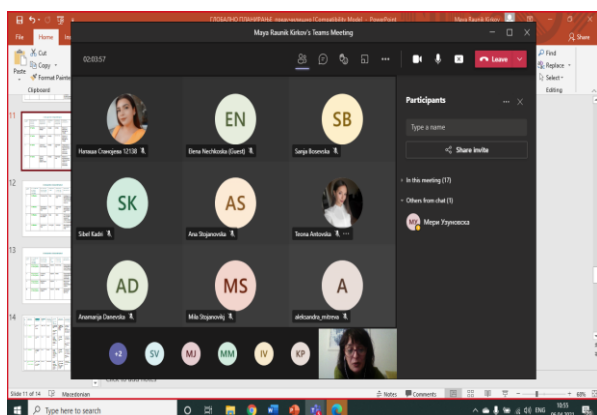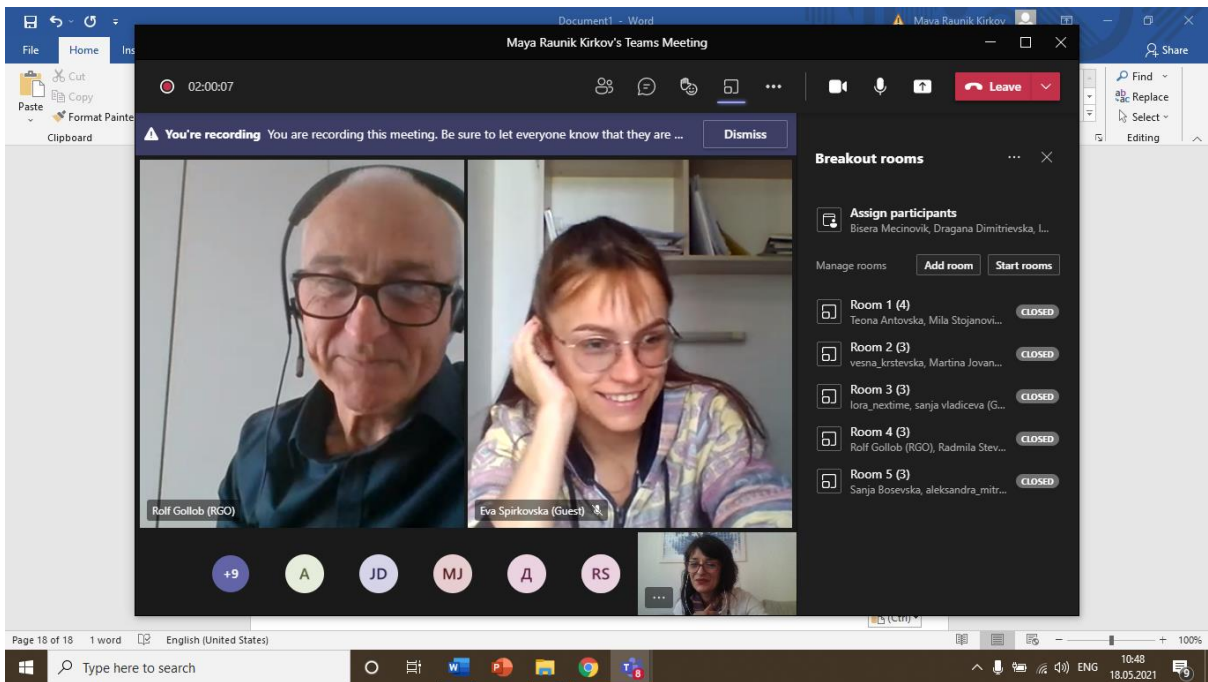
6.4.2021: On line session: Specifics and Planning in Visual Art and Responsibility
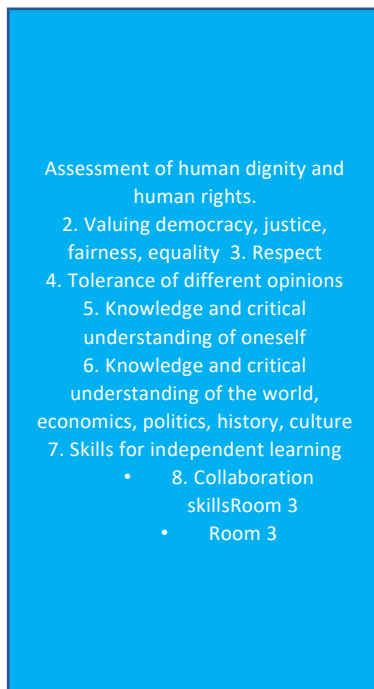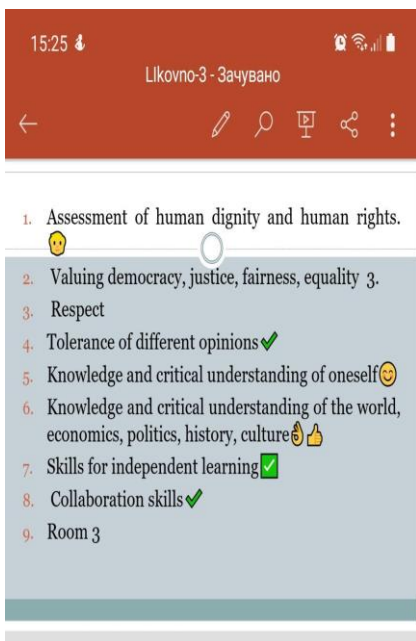
- Working the online rooms

11.5 2021: Democracy through visual art education and Conflict and Controversial issues

– explanation of the solutions on the plenary

18.5 2021: Competence from visual art education as important life skills

- discussion with visiting lecturer, prof. Rolf Gollob

Assessment of human dignity and human rights.
2. Valuing democracy, justice, fairness, equality 3. Respect
4. Tolerance of different opinions
5. Knowledge and critical understanding of oneself
6. Knowledge and critical understanding of the world, economics, politics, history, culture
7. Skills for independent learning
•   8. Collaboration skillsRoom 3
•   Room 3

First task.
Values
1. Believes that human rights should always be protected and respected ♂🧍‍♀️🧍‍♀️ ✔
2. Believes that schools should teach students about democracy and how to act as democratic citizen 🖼️📇👨‍🏫.
Attitudes
3. Treats all people with respect, regardless of their cultural background ❤️🏠🏡
4. Knows how to talk to peoplewho have different views of the world 👀🌐
Skills

5. Listen carefully to different Opinions 👂💡
6. Regularly initiate communication to help resolve interpersonal conflicts ✖️🧍‍♂️🗨️
Knowledge and critical understanding
7. Can describe his / her own motives ✅🧍‍♀️💡
8. Can explain why everyone has a responsibility to respect the human rights of others

✅‼️🙇👦👧👦👦

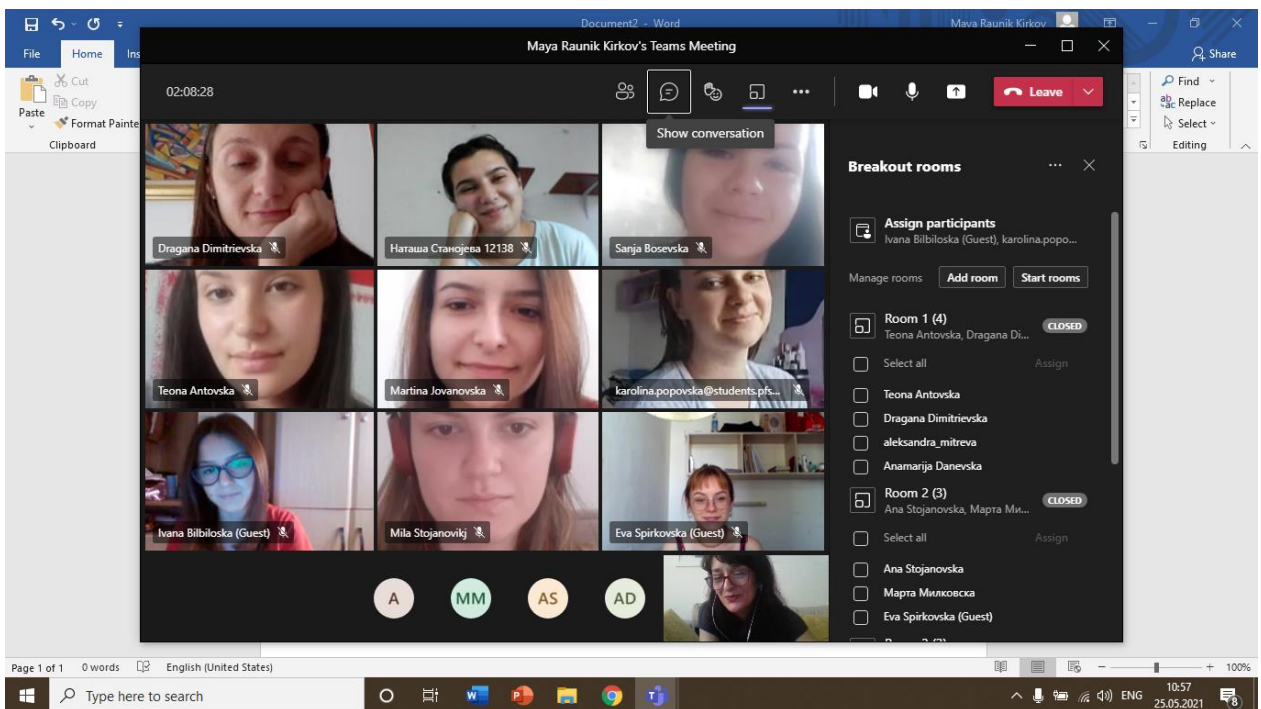**18.5 2021**: Competence from visual art education as important

life skills –tasks solved by collaborative learning
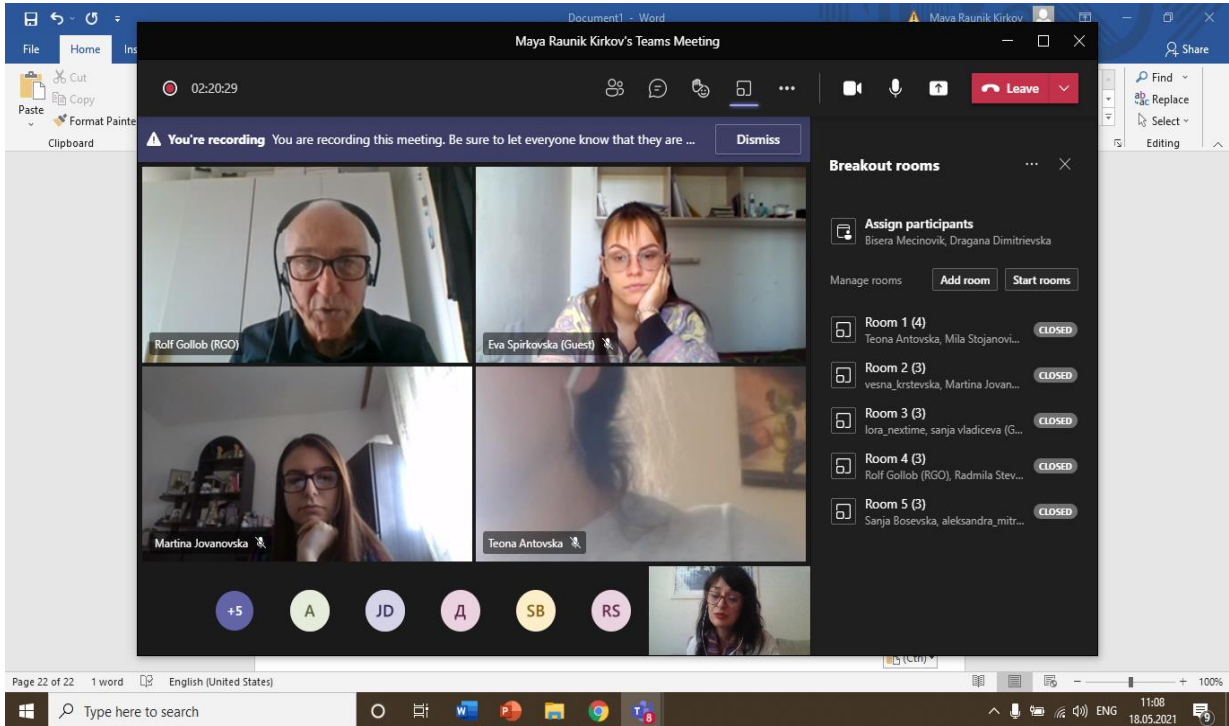
18.**5 2021**: Competence from visual art education as important life skills

– **Plenary** with prof. Rolf Gollob

100

25.5. 2021 - Focus on reflection – "Democracy through visual art education in early age"

102