

Degree Requirements 2016–2020

Master's Degree Programme in Theatre Pedagogy (120 credits)

The Master's Degree Programme in Theatre Pedagogy is intended for graduates from a BA programme in theatre or persons with corresponding artistic competence, acquired through professional experience and university studies in the field of theatre (min. 60 credits). In addition, a strong interest in art pedagogy is essential. The studies are based on the students' previous experiences and understanding, bringing these into an open dialogue with other students, the faculty and the discipline of art pedagogy.

In the programme, art pedagogy refers to artistic activity infused by pedagogical viewpoints, generating a field of continuous learning. Art pedagogy also refers to an academic discipline that investigates artistic-pedagogical practices and develops the philosophical-theoretical foundations of such practices. Within the context of art pedagogy, artistic processes intertwine with aesthetic, ethical and political phenomena. When art and pedagogy merge, both become transformed, and something new emerges.

During the studies, the practices and theories of performing arts and art pedagogy feed each other. This process leads to practical, experiential, reflective, communal or social transformation towards conscious artistic-pedagogic practice.

The course and detailed substance of the studies become shaped in collaboration where the students, the faculty and the curriculum interact. Risk-taking and experimental approaches lead students into uncharted territory and towards new possibilities of teaching art. New ways of thinking and practicing emerge by reaching towards the unknown. The programme affords a safe context for exploratory learning.

The programme provides a strong foundation for creative and critical thinking, as well as development of solid artistic-pedagogical skills. It highlights a thoughtful, questioning and inventive attitude towards art and the practice of art pedagogy. Respectful, dialogical, critical and holistic thinking and practice are core values of the programme.

Graduates of the Master's Programme in Theatre Pedagogy work in the field of performing arts and arts education in a variety of roles and contexts, e.g. in basic education in the arts, in primary schools and high schools, in vocational and higher education as well as in various artistic, pedagogic and communal contexts and projects. The programme provides students with pedagogical qualification for all levels of education and provides a foundation for doctoral studies.

Learning outcomes:

Graduates of the programme are able to set meaningful tasks for themselves within the context of art and art pedagogy. They are able to function in an ethical role in relation to the community, environment and society. They are aware of the values, attitudes and modes of thinking that underline their actions, and are able to articulate the significance and purpose of their own work. They are able to plan, express and evaluate the basis, aims and working methods of arts education. They are able to connect their own practice to the traditions of art and pedagogy, and be able to envision the future.

Learning outcomes of study units and modules are related to the following areas:

- skills related to interaction and dialogue
- critical thinking skills
- knowledge and skills related to professional practices in the field of art pedagogy
- knowledge and skills related to values and ethics
- skills that substantiate holistic practices in art and pedagogy

MASTER'S DEGREE PROGRAMME IN THEATRE PEDAGOGY, 120 credits

Degree structure of Master's Degree Programme in Theatre Pedagogy, 2016–2020
(Pedagogical studies for teachers, 60 credits, marked in dark colour)

		I	II
T-PA00	ART PEDAGOGY 1., 10 CR		
T-PA010	Historical and philosophical foundations of education	4	
T-PA020	The experiential foundations of art pedagogy	6	
T-PB00	ART PEDAGOGY 2., 10 CREDITS		
T-PB010	Conceptions of human being and learning in arts education	3	
T-B020	Special pedagogy in the field of art	4	
T-PB030	Dialogue in arts education	3	
T-PC00	EXPLORATORY LEARNING, 10 credits		
T-PC010	The art educator as researcher	5	
T-PC020	Seminar in art pedagogy	5	
T-PD00	BODY PRACTICES, 10 Credits		
T-PD01	Body practices 1	4	
T-PD02	Body practices 2	3	
T-PD03	Body practices 3		3
T-PE00	PERFORMANCE PRACTICES, 10 CREDITS		
T-PE01b	Performance practices 1	3	
T-PE02b	Performance practices 2	4	
T-PE03b	Performance practices 3		3
T-PF00	TEACHING PRACTICE, 20 CREDITS		
T-PF010	Teaching practice 1	10	
T-PF020	Teaching practice 2		10

T-PG00	ARTISTIC- PEDAGOGICAL EVENT 1, 10 Credits	
T-PG010	The group as an artistic agent	4
T-PG02	Planning and implementation of an artistic- pedagogical event 1	6
T-PH00	ARTISTIC- PEDAGOGICAL EVENT 2, 10 CREDITS	
T-PH01	Thesis seminar	3
T-PH02	Planning and implementation of an artistic- pedagogical event 2	4
T-PH030	International activity	3
T-PI00	MOBILITY STUDIES, 10 Credits	
T-PI010	Interdisciplinary academic discussion	3
T-PI02	Elective studies	3
T-PJ00	MASTER'S THESIS, 20 CREDITS	
T-PJ01	Thesis project	20
T-PJ02	Maturity examination	
	Total	60
		60

T-PA00 ART PEDAGOGY 1, 10 credits

Learning outcomes:

Students are familiar with the philosophical and historical foundations of arts education and are able to consider these in parallel with their own previous learning and life experiences. They understand the significance of their own experience in developing themselves as teachers, and are able to distinguish the significance of previous experiences as a vital part of the process of learning art.

T-PA010 Historical and philosophical foundations of education, 4 credits

Learning outcomes:

Students are familiar with the foundations of education in different time periods and the philosophical ideas and concepts used when discussing pedagogy. The students are able to view the relationship of art and education from different viewpoints.

T-PA020 The experiential foundations of art pedagogy, 6 credits

Learning outcomes:

Students can identify in themselves the silent knowledge based on previous experience that they possess, and are able to distinguish the factors that have affected their choice of becoming artists and future educators. Students develop their own way of expressing experiences verbally and practically through interacting with their student peers. They understand the ontological connections between reflective activity, artistic expression and pedagogical work.

T-PB00 ART PEDAGOGY 2, 10 CREDITS

Learning outcomes:

Students understand diversity, are able to adapt their own actions in relation to diversity and understand the significance of tolerance and equality in society and the working community. They are familiar with different conceptions of human being and learning, understand dialogue as a phenomenon and concept, and are familiar with group phenomena and group dynamics. They are able to relate their own pedagogic thinking to the philosophical and theoretical roots of art pedagogy.

T-PB010 Conceptions of human being and learning in arts education, 3 credits

Learning outcomes:

Students are familiar with the most important philosophical and psychological views and theories relating to conceptions of human being, development and learning; they are able to discuss different views as well as articulate their own views on art pedagogy based on these views.

T-PB020 Special pedagogy in the field of art, 4 credits

Learning outcomes:

The students are familiar with different schools of development psychology and the disorders and exceptions that may occur in development. The students have acquired information on special needs services available in society, and are able to apply their understanding of special needs to their own work. Students are given tools for accepting, facing and understanding difference, as well as tools for adapting their own field of art from the perspective of special pedagogy.

T-PB030 Dialogue in arts education, 3 credits

Learning outcomes:

Students are familiar with dialogue as a phenomenon and concept, and are able to consider dialogue and related phenomena in the everyday adaptation of art pedagogy. The students recognize interpersonal activity and phenomena of interaction at the individual and group level and are able to apply this information when reflecting their own experience and actions. Students are able to approach group phenomena in various communities in a questioning, reflective and critical manner.

T-PC00 EXPLORATORY LEARNING, 10 credits

Learning outcomes:

Students are familiar with the basis of interpretative research and able to apply experiential research methods independently. Students are able to conceptualize, reflect on and interpret their own and others' experiences, understand the connection between experience and language as well as connect experiential, conceptual and theoretical information.

T-PC010 The art educator as researcher, 5 credits

Learning outcomes:

The students know how to approach art education with an inquiring manner. They are able to question traditional practices of art pedagogy and identify underlying values and conventions. They are able and dare to experiment with art pedagogy. They are open to new experiences and able to verbalize and reflect on experiences. They are able to interpret their own and other's experiences and construct meanings based on them.

T-PC020 Seminar in art pedagogy, 5 credits

Learning outcomes:

Students are able to participate in discussions on art pedagogy orally as well as writing. They are able to use references and understand the significance of critical use of references. They are able to combine their own thinking with the thoughts and writings of others, and are capable of engaging in a dialogue with literature and the thoughts of others. Students are able to prepare a written seminar work and present it orally. The students are able to evaluate, critique and comment on the seminar works of their peers in an analytical and constructive manner.

T-PD00 BODY PRACTICES, 10 credits

Learning outcomes:

Students are familiar with the notion of body awareness, both experientially and conceptually. They understand the body as a phenomenon and as part of the human being as a whole. They understand embodied learning and are able to apply it to their own work. They are able to use different kinds of techniques to concentrate, focus their awareness and regulate their emotions. They are able to care for their own health and wellbeing, and capable of enduring repetition, frustration, setbacks, conflicts and things being unfinished. They recognize their own limits and strive to expand their potential. They understand that art and learning demand continuous training and effort, and require being fully present.

T-PD01 Body practices 1, 3 credits

Learning outcomes:

Students are familiar with the theoretical, philosophical and conceptual basis of somatics and know how somatic methods, body awareness methods and methods supporting mind-body integration have developed. Students recognize the experiential dimensions of their embodied selves and are able to verbalize their bodily experiences.

They understand how breathing and connections between body parts work as a whole in movement sequences.

T-PD02 Body practices 2, 4 credits

Learning outcomes:

Students are able to find a state of presence and connection to their own bodily experience, the surrounding space and other people. They are able to maintain contact with their inner experience in interactive situations and recognize changes in their own bodily states and that of others, in relation to the environment and occurring events. They are committed to one or several body practices and continue developing their own body practice under guidance.

T-PD03 Body practices 3, 3 credits

Learning outcomes:

Students are able to use and apply different body awareness practices in artistic work and in art pedagogy. They have a profound understanding of the significance of body awareness in artistic expression, the creative process and in art pedagogy. They are self-guided in their own body practices and are able to facilitate practices that develop body awareness in a safe and pertinent manner.

T-PE00 PERFORMANCE PRACTICES, 10 credits

Learning outcomes:

The students are able to place themselves and their artistic qualities within the context of performing arts. They are able to relate analytically to the traditions and practices of theatre performance with a view to creating something new. They are able to focus their attention on events and phenomena occurring in time, society and the arts, process them through artistic methods as well as discuss modern art and its role in society. They are able to structure the stages of the artistic process and use various working methods to maintain the artistic process and steer it towards the creation of a performance, an artwork or event.

T-PE01b Performance practices 1, 3 credits

Learning outcomes:

Students are able to perceive and expand issues of performance and being on stage in relation to their own previous experiences and to certain practice traditions of acting

and performance. Students develop awareness of their own strengths, challenges and possibilities as performers.

T-PE02b Performance practices 2, 4 credits

Learning outcomes:

Students are able to perceive and expand the various stages of the artistic process as well as issues of directing, space and time usage in relation to their previous experience and areas of interest. They experiment with and discover various practices of text-based artistic preplanning and practicing as well as practice a creative and analytical way of viewing the performance event.

T-PE03b Performance practices 3, 3 credits

Learning outcomes:

Students are able to perceive and expand the dramaturgical issues of performance based on their own previous experiences and interests. They can identify the characteristics and forms of dramatic and post-dramatic theatre. They become competent in performance script writing and analysis and learn to ponder various dramaturgical alternatives in relation to the premise of the performance event.

T-PF010 TEACHING PRACTICE 1, 10 credits

Learning outcomes:

Students are able to apply an investigative approach to their development as teachers. They know the basics of action research and are able to implement their teaching as a cyclical continuum of planning, action, and reflection. They are able to use various forms of documentation, verbalize their experiences and work reflectively with developing their own work and their working community. They are able to work in pairs and as constructive members of the working community, and are able to conduct a critical dialogue in the working community.

T-PF020 TEACHING PRACTICE 2, 10 credits

Learning outcomes:

Students are able to plan and implement a large-scale project or event in art pedagogy as independent and responsible team leaders. They are able to set goals and create meaningful tasks for themselves and the group, and are able to articulate their own

views while taking into account the hopes and needs of others. They are able to negotiate the assignments, responsibilities and aims of the team so that teamwork runs smoothly. They are able to give and receive feedback, tolerate differences, place themselves in another's shoes and take part in another's experience. In interactive situations they can identify their own feelings and those of others and are able to steer the team and its dynamics in a constructive direction.

T-PG00 ARTISTIC-PEDAGOGICAL EVENT 1, 10 credits

Learning outcomes:

The students are able to understand the evolving nature of artistic-pedagogical processes and understand eventfulness as a phenomenon and an artistic-pedagogical approach. They learn to think of performance as an event, approaching its premises, subjects, materials and working methods dialogically, from the perspective of a living interaction. They learn to work in relation conditions of eventfulness while promoting these conditions. They are able to relate openly and without preconceptions to the investigation methods, forms and possibilities of performance. They are able to approach performance in a spirit of inquiry, asking what performance can be, and how the relationship to audience can be both pedagogical and dialogical. They understand how subject and material are constructed in a group. In order to reach the aforementioned goals, the students are able to maintain contact with others by focusing consciously on interaction. They recognize their responsibility in relation to the group, participants and audience, and are able to develop their dialogic skills throughout the process.

T-PG010 The group as an artistic agent, 4 credits

Learning outcomes:

The students are able to accept the conditions of shared authorship. They understand that teamwork requires the commitment of each member to participate in the creation of subject and material, but also the ability to receive, interpret and generate meaning based on the material produced by others, as well as the ability to negotiate, adapt and let go. The students recognize the premises for teamwork and performative experimentation. They learn to adapt analytically and holistically to various kinds of multisensory and interdisciplinary artistic work. The students learn to take risks as well as produce and share personal material.

T-PG020 Planning and implementation of artistic-pedagogical event 1, 6 credits

Learning outcomes:

The students learn how to implement an artistic-pedagogic event together. They learn to take into account the artistic views of others and to respect their own. Students learn to consider the performance as an event where the relationship between the performance and the audience/participants presents an opportunity for pedagogy, encountering and change. The students learn to adapt skills and knowledge learned previously in their studies to the different stages of the processes of creating a performance event and to discover connections between their own artwork and contemporary discourses and movements in performing arts.

T-PH00 THE ARTISTIC-PEDAGOGICAL EVENT 2, 10 credits

Learning outcomes:

The students are able to participate in creating, producing and organizing an event. They are able to jointly structure and implement a thesis project festival and produce a performance, demonstration or workshop for the festival. During the thesis seminar they learn how to articulate and present the content and aims of their thesis, to give and receive feedback. In connection with the event they learn how to open and maintain a discussion of the themes of their work with a larger audience.

T-PH01 Thesis seminar, 3 credits

Learning outcomes:

The students are capable of presenting their thesis plan and articulating the stages and challenges encountered when preparing it. Students are capable of giving and receiving critical and constructive feedback.

T-PH02 Planning and implementation of art pedagogy event 2, 4 credits

Learning outcomes:

Students practice articulating their own artistry publicly. Students learn skills needed for producing and organizing an event/festival, as well as networking skills. They are able to explore the dramaturgy and thematic furrows of the event, and are capable of constructing a space for encountering and interaction.

T-PH030 International activity, 3 credits

Learning outcomes:

Students become familiar with the international movements in theatre art, performance art and art pedagogy, as well as learn to review their own artistic-pedagogic vision in relation to these.

T-PI00 MOBILITY STUDIES, 10 credits

T-PI010 Interdisciplinary academic discussion, 3 credits

Learning outcomes:

Students are able to understand the varying premises of different art forms in art pedagogy and the formation of a teacher identity. Students become familiar with dialogic artistic work and the hermeneutics that underpin it, as well as hone their skills in pedagogic thinking and academic writing.

T-PI02 Elective courses, 7 credits

Learning outcomes:

The students develop themselves as artists and teachers in accordance with their own artistic interests.

T-PJ00 MASTER'S THESIS 20 credits

T-PJ01 Thesis project

Learning outcomes:

The students know how to combine artistic-pedagogic practice with its theoretical-philosophical background in such a way that the thesis reflects their independent artistic-pedagogic vision and documents their evolution as art teachers. In the thesis, the students will also depict the values and aesthetic foundations of their vision. They will show capacity to structure their work in relation to their own values and make choices in relation to said values. Students are able to question and reflect on themselves and express their own views, as well as link them to the current discussion on art pedagogy and to society itself. They are able to express themselves verbally and purposefully, using various written styles and sources while exercising critical judgment. They are able to connect their own thinking and reading to that of others and engage in discussion with sources and other thoughts. They are capable of critical thinking and not afraid to question or ask questions.

T-PJ02 Maturity examination

Before the thesis can be approved, students must complete a written maturity test that shows familiarity with the subject of the thesis as well as skills in English.