

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	CONTEMPORARY ISSUES IN VISUAL CULTURE
Course ID:	VCHAT2004
Credit Points:	15.00
Prerequisite(s):	(VCHAT2003 or VCHAT2005)
Co-requisite(s):	Nil
Exclusion(s):	(VATHR2014 and VATHR3016)
ASCED:	100301

Description of the Course:

This course focuses on a range of themes and issues central to contemporary visual culture in Australia and internationally. Themes and issues addressed in this course may include: Nature, Identity, Self, Body, Spirit, Politics, and Gender. Other issues for consideration may include, the role of popular culture, the art market, the public and censorship, and also new media and street art. Contemporary theoretical approaches to visual culture will be used in an attempt to decode and interpret images. While the emphasis will be on recent visual culture connections to historical issues and themes will be explored as appropriate. Students are expected to visit galleries and events and attend talks and presentations by people working in the creative arts.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Does Recognition of Prior Learning apply to this course? No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

(On successful completion of the course the students are expected to be able to):

Knowledge:

- K1.** Apply key developments in contemporary visual culture in Australia and internationally
- K2.** Evaluate the way that contemporary cultural, social and political frameworks mediate and inform visual culture
- K3.** Compare and contrast contemporary theoretical frameworks and approaches used in visual culture.

Skills:

- S1.** Explain the contemporary theoretical frameworks and approaches utilised in interpreting and validating visual culture
- S2.** Interpret visual culture and apply an appropriate vocabulary in presenting an argument on a contemporary issue or theme
- S3.** Debate the relative merits of differing interpretations of visual culture

Application of knowledge and skills:

- A1.** Research historical and contextual issues influencing the creation and interpretation of visual culture within a particular social and cultural milieu.
- A2.** Critique aspects or components of visual culture
- A3.** Justify an argument as to the significance and impact of visual culture within a national or international context.

Course Content:

Topics covered in this course may include examination and critique of the ways in which contemporary visual culture has responded across local, national or international contexts to themes such as:

- Nature
- Identity
- Self
- Body
- Spirit
- Politics
- Gender
- Popular Culture
- Art markets
- Censorship
- New media and street art

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	S1, S2, S3, A1, A2, A3, K3	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	S1, S2, S3, A1, A2	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, S1, S3	Assessment 1: Classroom based tasks with 2 part quiz Develop capabilities in accessing and utilising information appropriate to the course content and visually analysing objects and works of art.	Classroom based tasks with 2 part quiz	20-30%
K1, K2, K3, S2, S3, A1, A2, A3	Assessment 2: Essay Research an issue or theme and articulate an argument in response.	Essay	40-50%
K2, K3, S1, S2, S3, A2	Assessment 3: 700 word Report and bibliography with Powerpoint Presentation Respond to a reading or artist practice to identify arguments and evaluate connections between the past and present art practices.	Report and bibliography with Powerpoint presentation	20-30%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course

No

Date:

Adopted Reference Style:

Chicago

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)