

Editor:

Robert Potočnik



Innovative Learning and Teaching for Quality Careers of Graduates and Excellent Higher Education

Arts Didactics in Higher Education

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Project – Innovative Learning and Teaching for Quality Careers of Graduates and Excellent Higher Education. The purpose of the project is to improve the quality of higher education by introducing more flexible, modern forms of learning and teaching. Through its activities, INOVUP helps to improve the teaching competencies of higher education teachers and other employees. Teacher trainings and other events, along with establishing multipliers and preparing didactic materials, will ensure the transfer of knowledge on innovative and flexible forms of teaching to Slovene higher education teaching staff, including related to teaching practice from abroad. The latter will help future graduates to gain and improve the knowledge, competencies and skills that are needed for the successful integration of young people into society and the labour market. More about the project: www.inovup.si

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EDITORIAL

The INOVUP project (Innovative Learning and Teaching for Quality Careers of Graduates and Excellent Higher Education) focuses on the quality of higher education through the introduction of innovative and flexible forms of learning and teaching. Through its objectives and activities, it contributes to better pedagogical skills. The planned activities of the project include the production of materials on higher education didactics from all fields of study, taking into account the results of the situation analysis and the use of established modern, flexible and innovative forms of teaching and learning, disseminated by trainers and multipliers, to enable the further implementation of modern, innovative, and flexible forms of learning and teaching and the establishment of a system for the training and continuous professional pedagogical development of higher education teachers. The monograph entitled *Innovative Learning and Teaching for Quality Careers of Graduates and Excellent Higher Education: Art Didactics in Higher Education* was prepared with the help of five university staff members from the Faculty of Education, the University of Ljubljana and the Art Academy of Split (Croatia) in the form of three papers that uniquely introduce different pedagogical approaches into the study of the learning and teaching of fine art, thereby improving the quality of learning and higher education. In the chapter entitled *Teacher education in the arts: between artistic experience and teaching practice*, Uršula Podobnik and Jurij Selan emphasise the importance of practical training of pre-service teachers. The need for adequate qualification of pedagogical staff trained for future professional activity in the field of planning and teaching arts content at various educational levels is met by the higher education system, which strives to equip future educators and teachers with relevant knowledge in the field of arts content. Direct experience in the fields of art creation and the planning and teaching of art content contribute significantly to the development of students' own artistic expression and, consequently, to a more serious reflection on the content and organisation of art activities in practice. In the chapter entitled *Problem-based learning and teaching in the process of experiencing and creating an artwork*, Dunja Pivac emphasises the importance of problem-based learning and teaching in the complex process of experiencing and creating an artwork. The study provides examples of problem-based art assignments and methodological approaches that promote inquiry-based learning, multi-layered experience, and creative artistic expression in students and artists. The study concludes that problem-based learning and teaching in the process of experiencing and creating a work of art should become an educational standard and encompass the entire educational vertical. It seeks a balance among the

cognitive, affective, and psychomotor domains of human personality and activity, which for decades has been distorted primarily by the teacher-directed method of instruction. Robert Potočnik and Tonka Tacol, in a chapter entitled *Pedagogical approach to the realisation of affective development goals of students of the second level of the art education program*, emphasise the importance of awareness among university teachers that they need to pay special attention to students' acceptance and responsiveness. In planning students' artistic activities, it is important to promote the formation of values, attitudes and openness to experience, and thus to satisfy students' interests and enrich the emotional sphere, with regard to emotional diversity and experience. The research highlights the area of students' affective development and assumes that the problem of conceptualisation of artistic activity at the university level has not been fully explored.

The contributions in the monograph are the result of research co-financed by the Republic of Slovenia and the European Union within the framework of the Innovative Learning and Teaching in Higher Education (INOVUP) project, funded by the European Social Fund. They are all in English, have a title, abstract and keywords. Each paper is classified as scientific. The criteria were adopted by the Editorial Board; the reviewers were Dr Janja Batič (Faculty of Education, University of Maribor) and Dr Zlata Tomljenović (Faculty of Education, University of Rijeka). At the end of the monograph, the authors of the articles are introduced, and a list of subject and personal indexes is added.

Robert Potočnik, editor

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