



Final Examination and Graduation Module IT-3

18 ECTS (9 US Credits)

Total Contact Hours: 112

Self-Study Hours: 338

Total Learning Hours of this module: 450

18 days for the following learning events:

Preparation and Coaching for the Examination Courses and Graduation

Core Group

Principles and Practices

Critical Inquiry into a Variety of Schools and Personality Theories II

Examination Course 1: Presentation of a Professional Model; Examination Course 2: Preparation of a Lecture

Polyaesthetics and Intermodal Expressive Arts

Examination Course / Oral Exam

Presentation and Oral Defense of the Master Thesis

With Expert and Group Discussion Oral Exam

Arts, Health and Society

Lecture: Current Theme in Research

Educational Excursion

Focused on a Cultural Theme

Self study / requirements:

- Prepared reading for Exams, Portfolio, Projects (220 hours)
- Final Revisions and Preparations of Thesis Defense (117.5 hours)
- Entrance requirements (E): Admissions procedure, successful completion of Modules K, F, P, ITS-P & ITS-D
- Module Exam (M): Presentations, Defense of MA Thesis and discourse in class
- Requirements to pass Learning Events: Participation, Presentations, Critical Feedback in Exams

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

Refer to oneself as a graduate of the Master's Program in Expressive Arts at the European Graduate School, having completed the coursework and accompanying requirements and exams for this program. The learner has acquired autonomy to engage on a master level in an expressive arts-based professional practice as a change agent, or integrate the expressive arts theories and approaches into his or her specific context. The master professional is confident to present, define, systematize, perform, value, and review the expressive arts in theory and practice.

Knowledge – at the end of the module/unit the learner will have been exposed to the following:

Oral exams on the following topics:

- polyaesthetics and intermodal expressive arts, principles and practice of expressive arts focused on the following fields and themes: interdisciplinary philosophical, aesthetic and methodological foundations, cultural factors and contexts that influence the practice of the expressive arts, the phenomenological approach in expressive arts practice, aesthetics and ethical responsibility, intermodal transfer in the expressive arts, and resource-oriented approaches in the expressive arts.
- Students are able to learn from their exam presentations, discourses and thesis defense and from constructive criticism to recognize, know and build on professional and theoretical resources, to review and distinguish styles and theories in order to remain open for further assessment, research and learning.

Skills – at the end of the module/unit the learner will have acquired the following skills:



Applying knowledge and understanding

The learner will be able to:

- Develop and design a presentation about the expressive arts methods, applying expressive arts didactics and theory of practice in a clear and logical manner.
- The student will discover and strengthen his or her personal professional style, and would develop an awareness of his or her limitations and options, focusing on resources to make the presentation work.
- Students will also be able to engage in a discourse on expressive arts theories and concepts, and integrate critical feedback to improve the presentation using the work-oriented methods.
- They will be able to lead a discourse to allow for reflections and questions that encourage further research

Judgment Skills and Critical Abilities

The learner will be able to:

- Be challenged with a critical inquiry testing their capacity to change perspectives coherently.
- Extend the expressive arts theories through a process of reflection, experimentation, exploration and thoughtful questioning of its application to specific contexts.
- Become an innovative thinker as an artist and a diligent professional, with an openness to new perspectives when his own are challenged.
- Through the exam format, where students are coached, prepared, and given repeated opportunities to practice deconstructing tacit knowledge, constructing and re-constructing theoretical models while receiving feedback and maintaining an openness to inspiration from others, and arriving at a chosen theoretical reference point, the learner will be able to lead a theoretical discourse with confidence and clarity.
- Finally, through this process of understanding and reformulation of theory and practice, the learner will also be respectful of the history of the field and will reference all primary resources

Module-Specific Communication Skills

The learner will be able to:

- Apply the resource-oriented approach in expressive arts to the exam process, by engaging fully in the experience to gain new self-knowledge as a coach and coachee. This process allows the learner to self-observe one's communication and empathic skills in both roles. Further, this process of coaching will access to the student resources to better present from an advanced position in a collegial and curious manner, with the confidence to share knowledge with peers and the larger community.
- Through this process, it is expected that the learner is able to recognize and present oneself as an expressive arts professional, able to distinguish and navigate between taking more subjective and objective perspectives on the exam content and process. Overall, the learner will gain the ability to view the exam process as an opportunity to enhance the solidarity of the group by offering and asking for help when needed, being supportive in terms of aesthetic responsibility, and ultimately looking out for everyone's chance to reach his/her maximum potential.

Module-Specific Learner Skills

The learner will be able to:

- Prepare for exams in a productive way, considering time and contextual frames, and manage the accompanying stress in a positive way.
- In addition the learner will learn to sustain self-confidence, passion and curiosity throughout challenging public situations.
- When receiving constructive feedback, the learner will further develop an openness to various professional perspectives.
- Finally, the learner will be able to stay attentive to ethical considerations