



## **Module Specification**

### **Psychology and the Arts**

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## Part 1: Information

**Module title:** Psychology and the Arts

**Module code:** USPK6U-15-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Psychology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** The psychology of the arts is a multidisciplinary field, enabling a synthesis of different levels of analysis and methodological approaches. These include social, neuropsychological, cognitive, psychometric, phenomenological and historiometric perspectives. The topic enables consideration of both theoretical and applied work.

**Features:** Not applicable

**Educational aims:** Students will be encouraged to take a critical and integrative approach and to examine their own creativity and problem-solving skills (for example, what does a creative psychologist do?), thus nurturing transferable skills for future employment.

In addition to the learning outcomes the educational experience may explore, develop, and practise but not formally discretely assess the following:

Reflect on their own creativity and problem solving skills

Develop debating skills and contribution to group discussion

**Outline syllabus:** The course content will reflect this diversity, covering topics relating to the psychology of the production and perception of art (such as the perceptual mechanisms involved in art making and visual illusions); art and consciousness (such as film/the visual arts/the novel and their treatment of subjective experience); and creativity (such as 'can creativity be learnt?'). As such, the module will have three themes:

Creativity:

What makes a person creative? How have psychologists attempted to understand the creative processes involved in art-making? In this section we will cover topics such as the nature of creativity and its measurement, creative cognition and the creative personality. Are creative geniuses born or made? Can we measure creativity?

Psychology in the arts:

The arts have taken much of the conceptual work in psychology and explored these issues through making art of various kinds. With a focus on films, painting, sculpture and the novel, we will explore how the arts have dealt with issues such as point of view, sense of self, what it is to be a person, consciousness, how we know what we know, and the human condition, among others.

The arts in psychology:

How can psychology help us to understand the arts? We will consider perceptual, attentional and cognitive processes involved in art. For example, can psychology describe the perceptual mechanisms involved in art making? Can consideration of how artists represent the world reveal much about our brain processes? What effect does

brain damage have on art making in some cases?

Throughout, the dyadic relationship between art and psychology will be considered more broadly, asking for example, what art can teach us about psychology in addition to the reverse?

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning: Students will participate in a lecture followed by a seminar, which will orientate students to the key issues, debates and concepts in a given area, followed by further discussion and exploration of these by students. Total contact time will be 36 hours.

Independent learning: Students will engage in independent thinking and research by keeping an online reflective learning journal throughout the module. Total time spent so doing will be about 30 hours.

The remaining time (approximately 84 hours) will be spent engaging with essential reading and assignment preparation and completion.

Technology Enhanced Learning: This module makes use of online journaling to facilitate independent learning and to give helpful feedback on the process as ideas are developing.

Students will also be required to demonstrate independent learning by regularly

contributing to a reflective learning journal/blog, where they can explore ideas and develop upon lecture content, as well as share ideas and any links to relevant material and research that they have found with others.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Synthesise information from a variety of sub-disciplines of psychology and methodologies

**MO2** Demonstrate knowledge of psychological approaches to, and aspects of, the arts

**MO3** Evaluate and critique different models of the arts/creativity

**MO4** Develop their analytical skills and presentation skills (through reflective writing and giving a seminar presentation)

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** Assessment has been chosen to encourage reflection, critical analysis and evaluation. It has been designed to enable students to think creatively and pursue independent, but approved, areas of interest in their assessment.

The summative assessment (assessment that contributes to module mark) includes two parts:

Regular completion of an online reflective learning journal:

It is hoped that the reflective log will help students to develop their critical thinking, deepen their understanding, make connections and promote autonomy and exploration. The process of reflecting on what has been learnt in lectures and seminars and its wider implications and ramifications could lead to creative insights and students to see things from different perspectives. Reflecting on experience should also help them to digest, learn and remember. The reflective log should help students to collect and develop ideas and thereby act as a research aid for the second component of their assessment.

A presentation in which students will present information in an informed and critical way that relates to a topic that they have found particularly interesting on the module: It is hoped that this will stimulate students' independent learning and provide a supportive atmosphere where they can share ideas with each other in a 'conference-like' format as the controlled assessment.

Opportunities for formative assessment (does not contribute to module mark) and feedback will arise through seminars, through work in pairs, in groups and in interaction with lecturers on a one-to-one basis.

The assessment criteria will follow the indicative qualities as outlined in the assessment guidelines in the Programme Handbook for Psychology. Feedback on the online journal will be ongoing and will aim to improve students' writing and critical evaluation skills as well as to help encourage their independent learning and creative thinking.

**Assessment tasks:**

**Presentation (First Sit)**

Description: 1 x 10 minute long presentation on an approved topic of choice pertaining to creativity/psychology of the arts

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

**Reflective Piece (First Sit)**

Description: Online reflective journal based on students' understanding of and ideas about course content

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

**Presentation (Resit)**

Description: 1 x 10 minute long presentation on an approved topic of choice pertaining to creativity/psychology of the arts

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

**Reflective Piece (Resit)**

Description: 1 x 2000-word reflective log based on students' understanding of and ideas about the course content

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: