

**ID: 279**

**Academic paper (20+10 min)**

*Topics:* Digital and new materialist artistic and art educational practices and theories

*Keywords:* Art didactic, educational research, educational assessment, classroom practice, evidence based development

### **Moholy-Nagy Visual Modules - Research on Art Didactics 1. The Framework**

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The level of trust is extremely low in Hungary (Kopp, 1997, 2008), hence the educational management doesn't trust in schools and teachers, which lead to the burning out of teachers and the decline of pupil's performance. Because of that particularly important the reinforcement of confidence, and scientific demonstration the relevance of it among educational management. As Corrigan showed (2008) that trust in teachers has positive correlation to the level of learner empowerment, and motivation to learn. This statement is reinforced and broadened by the late Finish educational results as well (Sahlberg, 2013)

Earlier the typical educational assessment was based on expert agreement in Hungary (Kárpáti, 1998, 2013), which doesn't offer sufficient fund for the development, and not convincing enough for policymakers. In favour of advancement this research evaluates the improvement of pupil's capability by tests and portfolio assessment.

During four years span this research examines the developments of abilities in an experimental (900) and matching control group in four modules: Visual Communication, Visual Media, Design Education, and Contemporary Art. Each module has its own researcher who writes his/her Pedagogical program according to the actual curriculum, and using half of the time available. Each module has four teachers who create his/her syllabus based on Pedagogical program, then teach it and record events.

The run and results of research will be presented by my colleagues: Gaul-Ács, Mészáros, Póczos.

The study was funded by the Content Pedagogy Program of the Hungarian Academy of Sciences.