SM3751: ART, TECHNOLOGY AND WELLBEING

New Syllabus Proposal

Effective Term
Semester A 2023/24

Part I Course Overview

Course Title
Art, Technology and Wellbeing

Subject Code
SM - School of Creative Media
Course Number
3751

Academic Unit
School of Creative Media (SM)

College/School
School of Creative Media (SM)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
SM1701 New Media Art

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course will share knowledge of art and technology, and to show how these two disciplines are interlinked in promoting psychological wellbeing. It also emphasizes the principles and cases of artworks in global, both visual and performing arts, and gives you practice in applying the knowledge to present the psychological theories and artistic material informatively and clearly. The arts can improve health outcomes for people with different psychological needs, promote wellbeing and strengthen communities by providing new opportunities for social connection. There are also significant benefits through arts and technology participation for health professionals, including personal wellbeing and access to professional development opportunities. The course involves applied, activity-based collaboration and therefore relies heavily on a team based learning.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identifying different characteristics of mental status		x		
2	Demonstrating the use of art and technology			x	x
3	Teaching guiding principles of good practice in the art world ethics.		x		
4	Synthesizing information in arts technology and mental well-being				x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Instructor introduces the definition of different mental illnesses.		1	
2	Instructor shares the current cultural phenomenon in Hong Kong and other western countries.		2, 3	
3	Instructor shows the exhibitions and artworks which cover art, technology and well-being and brings up the class discussion about the related ethical issues.		3	

4	Instructor teaches the skills and technique of applying art and technology into the context of mental health.		4	
5	Students present art cases, research work and class discussion		4	
6	Lecture, class discussion and group activity		4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Case studies and class exercises	1, 2, 4	20	
2	Individual research Presentation, class discussion, project review and assignments	1, 3, 4	40	
3	Final art project	2, 4	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Individual presentation on artwork research

Research topic: Dreams and reality

Excellent (A+, A, A-)
● Excellent grasp of research material, able to explain key concepts, assumptions and debates
● Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative
● Insightful interpretation of the subject matter with distinct themes and thesis
● Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize
● Ability to approach a text or a theme using a variety of theories and analytical tools
● Strong bibliography suggesting breadth and depth of coverage and informed insights

Good (B+, B, B-)
● Firm grasp of materials, able to explain key concepts and assumptions
● Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand
● Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently
● Organized bibliography which can be utilized in accordance with the topic

Fair (C+, C, C-)
● Comprehensive grasp of materials, able to explain key concepts
● Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand
● Relevant points to the subject matter, fair ability to interpret opinions

● Unorganized bibliography which can be utilized in accordance with the topic

Marginal (D)
● Loose grasp of materials, cannot explain key concepts
● Poor organization and structure, weak content, limited use of resources
● Relevant points to the subject matter, marginal ability to interpret opinions
● Insufficient bibliography

Failure (F)
● Poor grasp of materials
● No organization and structure, inadequate content, no/ irrelevant use of resources
● Irrelevant points to the subject matter, minimal ability to interpret opinions
● Irrelevant bibliography

Assessment Task

2. Group presentation and submit a proposal on their final art project, each group design one exhibition or a game which relates 2-3 topics that the course covered.

Topics (select 2-3):
Outsider art, art therapy, community art, art and society, neuroscience, panic attack, depression, sleep, dream, PTSD, attachment pattern, virtual reality

Excellent (A+, A, A-)
● Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
● Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
● Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management
● Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

Good (B+, B, B-)
● Adequate content with firm grasp of the material that informs the audience on a subject matter
● Reasonable organization, balanced structure and composition
● Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

Fair (C+, C, C-)
● Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
● Fair organization, weak structure and composition
● Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management

Marginal (D)
● Weak content, loose grasp of the general ideas with some knowledge of the subject matter
● Poor organization, structure and composition
● Poor presentation skills: marginal pronunciation, expression and diction, poor time-management

Failure (F)
● Inadequate content, fail to identify the general ideas with knowledge of the subject matter
● No organization, structure or/and composition
● Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

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Assessment Task

3. Class activities and engagement

Excellent (A+, A, A-)

● Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points
● In-depth pre-class preparation and familiarity with peer reports and other materials
● Interpret others' views with an open mind and ready to negotiate
● Readiness to share personal insight via analysis and synthesis with informed views
● Constructively critical, thus facilitating the discovery of new issues

Good (B+, B, B-)

● Active in-class participation, positive listening, ability to initiate class discussion and comment on other points
● Adequate pre-class preparation and familiarity with peer reports and other materials
● Interpret opinions effectively

Fair (C+, C, C-)

● Attentive in in-class participation, listening with comprehension, but only infrequently contributing
● Adequate pre-class preparation but little familiarity with peer reports and other materials
● Fair ability in interpreting opinions

Marginal (D)

● Unmotivated to participate in class discussion or comment on other people's views
● Little pre-class preparation and familiarity with peer reports and other materials
● Poor ability in interpreting opinions

Failure (F)

● Unwilling to participate in class discussion and comment on other points, even when requested by the teacher
● No pre-class preparation and familiarity with peer reports and other materials
● Minimal ability in interpreting opinions

Part III Other Information

Keyword Syllabus

Art, technology, well-being, psychology, visual art, exhibition, performance, VR, AR, community art, disabled art, ethic, social connection, human relationship

Reading List

Compulsory Readings

	Title
1	Johnson, R., Gharbo, R., & Cifu, D. X. (2020). EMPLOYING CREATIVITY TO OPTIMIZE BRAIN HEALTH. Journal of Performing Arts Leadership in Higher Education, 11, 44-50.
2	Solvang, P. K. (2018). Between art therapy and disability aesthetics: A sociological approach for understanding the intersection between art practice and disability discourse. Disability & Society, 33(2), 238-253.
3	Zubala, A., Kennell, N., & Hackett, S. (2021). Art therapy in the digital world: An integrative review of current practice and future directions. Frontiers in Psychology, 12, 595536.
4	Trupp, M. D., Bignardi, G., Chana, K., Specker, E., & Pelowski, M. (2022). Can a brief interaction with online, digital art improve wellbeing? A comparative study of the impact of online art and culture presentations on mood, state-anxiety, subjective wellbeing, and loneliness. Frontiers in Psychology, 13, 782033.
5	Lachman-Chapin, M., Jones, D. L., Sweig, T. L., Cohen, B. M., Semekoski, S. S., & Fleming, M. M. (1998). Connecting with the art world: Expanding beyond the mental health world. Art Therapy, 15(4), 233-244.
6	McNiff, S. (2019). Reflections on what "art" does in art therapy practice and research. Art Therapy, 36(3), 162-165.

Additional Readings

	Title
1	Boyd, A., & Mitchell, D. O. (Eds.). (2013). Beautiful trouble: A toolbox for revolution (pocket edition). Or Books.
2	Banerjee, D., & Rai, M. (2020). Social isolation in Covid-19: The impact of loneliness. International journal of social psychiatry, 66(6), 525-527.
3	Smyth, J., & Nobel, J. (2012). Creative, artistic, and expressive therapies for PTSD. Arts & Healing, 1-7.
4	Wallace, J., Yorgin, P. D., Carolan, R., Moore, H., Sanchez, J., Belson, A., ... & Arrington, D. (2004). The use of art therapy to detect depression and post‐traumatic stress disorder in pediatric and young adult renal transplant recipients. Pediatric transplantation, 8(1), 52-59.
5	Sinha, S., Verma, A., & Tiwari, P. (2021). Technology: Saving and Enriching Life During COVID-19. Frontiers in psychology, 12, 698.
6	《活化廳駐場計劃 II : 社區－藝術－行動》Woofer Ten's AAiR II: Community－Art－Activism (2016)