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## STUDENTS' COMPETENCIES IN THE TEACHING VISUAL ART

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**Vojislav Ilić**

Faculty of arts, University of Pristina/Kosovska Mitrovica

Faculty of Philology and Arts Kragujevac, University of Kragujevac, Serbia, [vilicdva@gmail.com](mailto:vilicdva@gmail.com)

**Andrijana Šikl-Erski**

Teacher Education Faculty, Belgrade, University of Belgrade, Serbia, [andrijana.sikl@gmail.com](mailto:andrijana.sikl@gmail.com)

**Tamara Stojanović-Dorđević**

Faculty of Philology and Arts Kragujevac, University of Kragujevac, Serbia, [tasicakg@yahoo.com](mailto:tasicakg@yahoo.com)

**Abstract:** Today's students should be ready and able to understand the visual and multimedia messages they are continually offering, they need to understand the meanings of visual arts in different multicultural contexts and mutual relationships.

The teaching of visual arts helps students to develop the ability to express themselves in a wide range of visual techniques using both traditional art techniques and information and communication technologies, and has the responsibility to bring students closer to different cultural heritage and cultural diversity because of the world in which today's students live and to create should have more skills and knowledge, should be productive and innovative participants, in the future people will have to be more inventive, more resourceful, and more imaginative.

In this paper we give opinions on students' competences in general, as well as on the role and goals of teaching culture, together with domestic standards and competences.

**Keywords:** competences, students, teaching visual art

### 1. INTRODUCTION

Culture and art are essential components of comprehensive education leading to the full development of an individual. Visual art education is a universal human right for all students, including those who are often excluded from education, such as immigrants, cultural, minority groups and persons with disabilities. "Our task is to support the human right to education and cultural participation, to develop individual skills, to improve the quality of education and to promote the expression of cultural diversity." (UNESCO, 2006: 3) "Quality education" where the student is at the center and can be defined with three attitude: education is relevant to students and promotes universal values; education is equal in terms of access and outcomes and guarantees social inclusion instead of exclusion and education reflects and helps to fulfill individual rights. (UNESCO, 2006)

Different experts in the world are trying to predict what kind of knowledge, skills and abilities will be needed for future members of society in order to achieve success in the workplace and in society at large. Education has to save students for this future world. Nenad Suzić (Suzić, 2005:75) points out that: "Today's education system prepares children for life in the 21st century, for a professional and life-long service that will take place in only 20-30 years. That is why pedagogy is lifelong addressed to the futurology of education. If at school now children get the knowledge they need in 20-30 years, the school must see what knowledge, skills and abilities are needed for free life at that time. " Ken Robinson (Robinson, 2006) holds a similar opinion, saying: "Nobody has any idea, despite all the expert opinions, how the world will look in the future, and in addition, we need to educate children for this world. I think that creativity in education is as important as literacy and should give it the same status. "

The development of children and young people is undoubtedly under the strong influence of their understanding, use and creation of visual lessons. This results in a constantly growing need for "visual skills", visual competencies go far beyond art, they are needed everyday. In that sense, the management of visual messages is one of the necessary elements of general education, in fact it has become one of the basic skills in addition to reading, writing and computing. Rudolf Arnheim (Arnheim 1969: 242) states: "The most successful education in visual thinking can be offered in the teaching of art."

### 2. TEACHING VISUAL ART

There is a big consensus that today's economies require people who can contribute and adapt to innovations. In addition to the strong technical skills, many international working groups on the future requirements of our societies have identified skills such as creativity, critical thinking, problem solving, communication and collaboration as the main ones. Artists are models for innovation in our societies, together with scientists and entrepreneurs, so it is not surprising that many see artistic education as a tool for developing skills critical for innovation, and the teaching of art culture allows students to freely express themselves and discover, explore and experiment. (Winner, Goldstein, & Vincent-Lancrin, 2013)

Some experts even believe that today is the blooming of "creative class" as the driving force of society's growth. In this context, education systems must educate students with the skills necessary for innovation in society. Together with scientists and entrepreneurs, artists are models for innovation in our societies, so it is not surprising that many see artistic education as a tool for developing skills critical to innovation.

In most European educational systems, some aspects of "art" are included in the curriculum, although the degree of representation varies from country to country. In Europe, two terms Art Education are used, which includes the creation of the ability to articulate expression, respect for aesthetic values and some sort of artistic sensibility. Education through art which involves the formation of a complete personality and the transfer of sensitivity to art in other areas. The Road Map for Arts Education document advocates the general human right to education and cultural participation, thus giving one of the main roles to artistic education in raising the quality of education in general. The aims of artistic education, stated in this document, are the right to education, the development of individual abilities, the improvement of the overall quality of education, the promotion of cultural diversity. Skills developed by the teaching of fine arts visual arts, emotional intelligence, intellectual knowledge, creativity, communication skills, critical thinking and the sense of freedom of thought and action. The methods outlined in this document are: getting to know and studying artwork, artistic creation, and art is a means of learning other subjects. (UNESCO, 2006)

According to Arne Duncan, (Duncan, 2011: 11) the US Secretary of Education: "Art education is more important than ever, in the global economy, creativity is essential, today's workers need to have more skills and knowledge, they need to be productive and innovative participants, in the future, people will have to be more inventive, more resourceful, and more imaginative. The best way to encourage creativity is through art education. " Peez and Schacht (Peez and Schacht, 2004) state that creative skills are needed today as one of the key qualifications in all sectors of life and work. Creative skills should be developed from pre-school education and should have a central place in general education, encouraging creativity is an important part of teaching. Although the promotion of creativity can be integrated into all school subjects, teaching of art culture is a central place for the development of creative skills.

Similar observations are made by the P21 organization, which has produced the NAEA (National Art Education Association) *21st Century Skills Arts Map* "Communications in today's world more emphasize the connection between multimedia and art. For both personal and professional success, it is important that students learn to critically interpret media messages, to transfer their ideas through art forms. All artistic media, both traditional and contemporary, offer powerful opportunities to foster skills and articulate human expression. The ability of students to create and express through art is one of the main traits of success in the 21st century." (P21, 2010: 2) The student key competencies listed in the document *21st Century Art Skills Map* are: *Critical Thinking and Problem Solving*, students will use different types of reasoning to solve problems in a common or innovative way. *Communication*, students will communicate their ideas and to interpret the ideas of others. *Cooperation*, students will work efficiently in a collaborative environment, will be able to share and accept responsibility, respectfully accept others' ideas to achieve a common goal. *Creativity*, students will find inspiration on various sources, know how to evaluate them, reach a creative idea that will turn into personally meaningful products. *Innovation*, students will explore processes, implement creative ideas, use traditional ideas to create new and existing works of visual and performing arts. *Computer literacy*, students will be able to evaluate information from different sources with both understanding and creativity. *Media literacy*, students will analyze and use the media, understand the functioning of the media and information, and interpret them. *ICT literacy*, students will be able to use technology with ease of use for research, access, creation and communication. *Flexibility and adaptation*, students will be flexible and adapt to changes in different artistic contexts. *Initiative*, students will be motivated to manage their goals to know how to use time effectively and continually progress as artists. Commitment to learning as a lifelong process. *Social and intercultural skills*, students work productively to respect cultural and social differences in different teams. *Productivity and responsibility*, students will set goals, accept responsibility and perfect their work to meet high standards. *Leadership and responsibility*, students will use art to inspire others, to know to lead and optimize team members' skills in solving problems that benefit the wider community. (P21, 2010)

Georg Peez, (Peez, 2007) in the scientific work *Learning Art today - and tomorrow* (ger. *Kunstunterricht heute - und morgen auch*) states the importance of teaching art culture today, through the benefits it brings. *Picture competence*: Visually becoming more and more important in our culture and everyday life. In the teaching of visual arts, students learn to interpret, understand and create visual messages. *Media literacy*: The use of digital media can not be confined to technical aspects of computing and IT. Design in digital media is a field of visual art (web design, digital photography ...) *Art as an educational value*: Understanding contemporary art is difficult without previous knowledge. Art has not only a decorative function, it also carries with it a series of messages that students need to understand. *Significance*: The works in the teaching of visual arts are created using different media based on student ideas. Work with various materials whose sensory quality is consciously

experienced, experienced and experienced. Students start from the idea that materializes in some of the visual arts. *Picture thinking*: For the cognitive development of children and young people, image thinking is necessary. Mental images allow overcoming the limitations of sensomotor activity here and now. Mental images allow children to anticipate repeat events and plan their actions in advance. *Orientation to work and product work*: Artistic work in the teaching of visual arts is the result of the use of various materials and tools. Throughout the classroom, with the help of practical skills, the student achieves results so that the teaching is a performing process that is part of the teaching in the classroom. *Collaborative Relationship*: A group work is often used in the teaching of visual arts, in which the co-operative characteristics are fostered. Individual abilities are involved in group work through intensive communication.

Peez particularly emphasizes the importance of creativity and aesthetic experience: Characteristics of creativity are characterized as necessary components of the teaching of visual arts, such as: Fluctuation of ideas; flexibility as an important aspect of the richness of ideas; the originality of unconventional ideas; sensitivity to problems; complex active problem solving; planning and detailed elaboration of the use of materials and techniques for the realization of the idea; connecting all elements into a meaningful whole. Aesthetic experience, almost all teachers of art culture have a consensus on the importance of aesthetic experience. Aesthetic experience consists of complex tensions that enhance sensory, cognitive and emotional skills and attitudes. (Peez, 2007).

Education in European countries is subject to many competing demands that have an impact on the organization and content of art education. Increasing globalization has also brought benefits and challenges, including those arising from increased international competition, migration and multiculturalism, advancements in technology and the development of the knowledge economy. There is a need to encourage young people to develop a wide range of skills and interests, to identify and nurture their potentials and to encourage creativity. (EACEA, 2009)

There are increasing pressures on the teaching of visual arts to fulfill a number of goals, in addition to learning about art. Educational systems increasingly recognize the importance of developing children's creativity and contributing to cultural education. (Taggart, G. et al., 2004 by EACEA, 2009) Almost all the countries of Europe (based on the study of Arts and Cultural Education at School in Europe) had similar goals for the curriculum of artistic teaching, and the most important are the development of artistic skills, knowledge and understanding, engaging with different art forms; increasing cultural understanding; exchange of experiences. But apart from these artistic results, the curriculum includes: personal and social / cultural outcomes (such as self-esteem and self-esteem, individuality of expression, team work, intercultural understanding and cultural participation). The focus on creativity (often in relation to its significance in innovation) and cultural education (in relation to individual identity and the promotion of intercultural understanding) is present in the aims of teaching artistic culture. This raises questions about the ability of the art curriculum curriculum to fulfill such different and broad goals. (EACEA, 2009) Various studies recognized the pressure to include in the curriculum for teaching arts in the 21st century the study of new media (including film, photography and digital arts) and to enable students to use ICT as part of a creative process. It also insists that content from art be linked to other non-artistic subjects and thus handle creative and cultural topics. (Bamford & Wimmer, 2012)

Taking into account the competencies of students Nenad Suzić elaborated the model of Twenty-eight competencies for the XXI century, based on the work of numerous authors of theoreticians and researchers. "This model is not conceived as an" ideal form "or as a completely completed structure. It is a matter of reflection that wants to foresee the competences that young people need for free life in the time they live and in which they will live." (Сузић, 2005: 69) He has divided competences into four categories (cognitive, emotional, social and labor- action competencies). Many of the competences listed, from all four categories, can be developed in the teaching of visual arts.

*Cognitive competences*: Extraction important from the non-essential, the skill of selecting information; Asking questions about materials as well as about their own cognition; Understanding matter and problems; Memory, selection of information that is necessary to remember; Information handling; information management; - Quickly finding, using and storing information; Convergent and divergent production, fabrication of new ideas, solutions and products; Evaluation, evaluation of learning and work efficiency and benefits. *Emotional competences*: Emotional awareness, recognition of one's own and other emotions; Confidence, clear sense of one's own powers and limits; Self-control, control of disturbing emotions and impulses; Empathy and altruism; Truthfulness, building standards of honor and integrity; Adaptability, flexibility in accepting change; Innovation, openness to new ideas, approaches and information. *Social competences*: Understanding other individuals and groups, interpreting group emotional flows and the strength of relationships; Consent, compliance with the goals of a group or organization, collaborations; Group management: be leader and be guided, creating relationships, ability to assure, organizational ability, team capabilities, division of labor; Communication: listen openly and send convincing messages, eye-to-eye communication, non-violent communication; Supporting others and service orientation, sensitivity to the development needs of others and supporting their abilities; Respect for diversity, tolerance, democracy; Feeling positive affiliation with the nation and civilization. *Competences for work*: Knowledge of profession or professionalism; General informatics and

communication literacy, knowledge of English or world languages; Conscientiousness, taking responsibility for personal accomplishments; Persistence, pursuing goals despite obstacles or failures; A motive of achievement, a tendency to improve or achieve the highest quality; Initiative, willingness to use the opportunities indicated; Optimism, internal motivation, willingness to work. (Сузић., 2005: 70)

The European Commission for Education and Culture has provided guidance and input as a starting point in developing *Key competences for lifelong learning*. Key competences are a transferable, multifunctional package of knowledge, skills and attitudes that are necessary for all learners for personal achievement and development, inclusion and employment. They need to develop to the end of compulsory education and to form the basis for further learning. And these are the following competencies: *Communication in your mother tongue* - as the ability to express and interpret thoughts, feelings and facts, oral or written (listening, speaking, reading and writing) and to establish linguistic interaction appropriately in a wide range of social and cultural contexts (education and training, work, houses and leisure time); *Communication in foreign languages* - to a large extent has the same dimension as the communication skills in the mother tongue, whereas communication in a foreign language requires skills such as mediation and intercultural understanding; *Mathematical Literacy and Basic Competences in Science and Technology* - implies the ability to use the addition, subtraction, multiplication, sharing in mind or in writing to solve a range of tasks in everyday situations. Emphasis is more on the process than on results, on activities than on knowledge. Scientific literacy refers to the ability and the will to use the knowledge corpus and methodology to explain the world of nature. Ability in technology is seen as understanding and applying this knowledge and methodology to modify the natural environment in response to obvious human desires and needs; *Digital competence* - implies reliable and critical use of electronic media for work, rest and communication. These competencies relate to logical and critical thinking, to a high level of information management skills and well-developed communication skills. At the most basic level, computer skills involve the skill of multi-media technology to find information, evaluate, store, produce and exchange, and communicate and participate in networking over the Internet; *Learning how to learn competence* - means dispositions and abilities to organize and manage their own learning, individually or in groups. It includes the ability to effectively manipulate time, solve tasks, acquire, process, evaluate and assimilate new knowledge, and that new knowledge and skills are applied in different contexts: at home, at work, in education and in training. In general terms, this competence significantly contributes to the management of personal and professional careers; *Interpersonal and civic competencies* - refer to all forms of behavior that must prevail so that an individual is able to participate in an efficient and constructive way in social life and to resolve conflicts where necessary. Interpersonal skills are essential for effective one-to-one interaction or in groups, and are used in both public and private domains; *Competencies for entrepreneurship* - has an active and passive component, because it includes the tendency for an individual to initiate a change or the ability to get to know, support, and adapt to innovations caused by external factors. Entrepreneurship implies taking responsibility for procedures, whether positive or negative, developing a strategic vision, setting and fulfilling goals, and motivating success; *Cultural awareness and expression* - it implies that the importance of creative expression of ideas, experiences and emotions through various media, including music, expression, movements, literature and art is appreciated. Cultural knowledge includes awareness of local, national and European cultural heritage and their place in the world. It includes basic knowledge of major cultural works, including contemporary culture. Skills are related to appreciation and expression: appreciation and enjoyment of artwork and performance as well as self-expression through various media, using personal capacity. Skills include the possibility of their own creative and expressive views on the opinions of others and the identification and understanding of social and economic opportunities in cultural activities. A cultural expression is essential for the development of creative skills, which can be applied to various contextual contexts. Understanding your own culture and feeling of identity can be the basis for an open attitude and respect for different cultures. A positive attitude includes creativity and the cultivation of aesthetic capacities through artistic expression and participation in cultural life. (EU Commission, 2007)

*Key competences for lifelong learning* are needed for individuals for the sense of personal satisfaction and development, active citizenship, social inclusion and employment. All of these competences can serve as a good starting point for identifying the stage on which our education system is located when it comes to the key competencies of contemporary student education.

### **3. OBJECTIVES/OUTCOMES OF ART EDUCATION IN EUROPE**

European Education, Audiovisual and Culture Executive Agency (EACEA), published in the *Arts and Culture Education at School in Europe*, notes that all European countries have some variants of learning arts in curricula and outcomes that determine what they want to achieve in these subjects. Depending on whether these plans and programs are structured as an integrated entity or as a set of specific subjects, goals / outcomes are defined more specifically for visual arts, music, drama, dance, media arts or crafts. Learning Objectives vary from country to country: in some cases, they are expressed more globally, and in others it is more specific. The objectives to be

achieved or the skills to be tackled are defined for each year of study or period of education. The following goals / learning outcomes occur in all analyzed countries, they are general and explicitly related to the teaching of art. *Artistic skills, knowledge and understanding* are, in general, the skills that form the foundations of "artistic language" (such as understanding colors, lines and shapes in visual arts). The development of artistic skills tends to include learning about different artistic styles and genres. Understanding art focuses on artistic concepts, such as the characteristics of different expressive means in art or the relationship between the artist, his cultural and physical environment and his works. *Aesthetic judgment (aesthetic assessment)* refers to raising students' awareness of the essential characteristics of one part or interpretation, and developing the capacity for critical thinking in the assessment of the personal or the work of others. *Understanding your own cultural heritage* is the goal that occurs in all countries. Understanding of cultural heritage is promoted through contact with artistic works, as well as through learning of characteristic works of art created in different historical periods. *Understanding cultural diversity* is another common goal for most curricula and curricula. Promotion of cultural diversity through art aims to raise awareness of the cultural heritage of different countries and cultural groups (sometimes with a special emphasis on European cultures). *The development of individual expression and the development of creativity* are the other two very ambitious goals. The development of children's individual expression through art is linked to their emotional development. This goal is related to all forms of art, and especially to visual arts. The development of creativity is the development of an individual's capacity to participate in activities that create new original ideas or link existing ideas to a new innovative way through visual art works.

The remaining goals/outcomes can be grouped into two categories: general goals (not necessarily specific artistic) on the one hand, and specific goals explicitly related to art education, on the other. The general goals that arise are "the development of social skills, although this is a goal more specifically related to performing arts, especially drama. The development of "self-esteem or self-esteem" occurs in a number of goals, raising awareness of students about their environment as well. Communication and satisfaction appear in a similar number of goals.

Among the artistic goals is to get acquainted with various artistic experiences and various means of artistic expression and presentation of works. In the same category, there are two objectives that are explained as "developing interest in art", in other words, encouraging students to participate in extracurricular activities and develop interest in art throughout their lives, and in particular "identifying potential artistic talents", this last, only in a small number of countries.

In a number of countries, cross-curricular links are mentioned, there are elements of the whole material relating to creativity, and art and cultural education. This is an indicator of the cross-cultural potential of art and cultural education. Such elements of the whole material include creativity, cultural heritage and cultural diversity, the development of individual expression and identity, various artistic experiences and means of expression and social skills. In addition to the large number of communities, there is a lot of diversity in country / country targets / outcomes. (EACEA, 2009: 18-22)

## CONCLUSION

The increasing significance of visual and visual information in today's world (photography, video, animated images, symbols and iconography) has become as important as the creation of arts, interpretation, extrapolation and evaluation of visual representation, and it requires a growing need for teaching artistic culture "The only expert" in the education system and dealing with this information. Students need to know how mass media function and the teaching of fine arts plays an important role in preparing pupils as visually literate and critical members of society. Increasing the need for understanding and creating visual messages imposes an examination of the relationship between art and the media. The development of new media opens new perspectives for artistic practice. (Ilić, 2016: 29)

The importance of the teaching of visual arts is increasingly recognized in the world and in Europe, it offers students a useful guide to developing their creativity, imagination, sensitivity towards themselves and the world around them in mutual relation. Additionally, teaching of art culture enables students to develop the ability to express themselves in a wide range of visual techniques. Teaching of art culture enables students to understand art, also improves the critical skills needed to think and move freely and consciously in our society with full stimulation and information. In addition, the teaching of fine arts has the responsibility to bring students closer to different cultural heritage and cultural diversity. (Alvarez, 2006)

Today's students need to be ready and able to understand the visual and multimedia messages they are constantly offered, they need to understand the meanings of visual arts in different contexts and relationships. This situation leads to a constant need for visual skills that go far beyond art, they are a daily need. Students should learn to critically interpret media messages, transfer their ideas through multimedia art forms in a collaborative environment, demonstrate creativity and innovative ideas, possess information and media literacy, use ICT, be flexible and adaptable, productive and responsible with interdisciplinary and multicultural education

. In this and this "civilization of visual" teaching of fine arts is the "best-known expert" that students should prepare for life in the future.

Teaching of visual arts provides students with useful guidelines to develop their creativity, imagination, sensitivity towards themselves and the world in their relationship. It allows students to understand art, the world, improve the critical skills needed to think and move freely and consciously in our society with full stimulation and information. It enables students to develop the ability to express themselves in a wide range of visual techniques using both traditional art techniques and information and communication technologies, and has the responsibility to bring students closer to different cultural heritage and cultural diversity, for the world in which today's students live and create should have more skills and knowledge, should be productive and innovative participants, in the future people will have to be more inventive, more resourceful, and more imaginative. (Ilić, 2018: 291)

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