“To know a rose by its Latin name and yet to miss its fragrance, is to miss much of the rose’s meaning.”         (Eisner, 1981, p.9)

**ART 600: Research Methods in Art**  
**Credit:** 3 credit hours

**Instructor:** Connie Stewart Ph.D., Crabbe Hall 208  
Phone: 351-2426  
email—connie.stewart@unco.edu

**Course Description:**  
Learn appropriate art, art historical and art education research methodology and procedures for inquiry. Present research according to approved style guidelines. Review Art Program and Graduate School requirements.

**Course Objectives:**  
Discuss the role of Teacher and Artmaker as researcher and the role of research in teaching and learning, including:
- Applying contemporary art theories and practices to classroom teaching and research
- Using theories and practices of traditional and contemporary artmaking to ground art educational research
- Practicing critical reflection to make reasoned decisions about practice.

Discuss the following assumptions underlying qualitative research in art:
- Semiotic interpretations including personal and socially constructed “reality”
- Primacy of subject matter,
- Measuring variables that are complex and interwoven
- The emic or insider’s point of view

Form an initial research question with preliminary rational, potential sources for literature review, and data collection strategy
- Practice using a writing-process model that includes the following sequence: collect, focus, order, draft, and clarify ideas.
- Distinguish research strategies and examples of data collection that correspond to differing types of research questions and purposes of study

Review policy, procedures, guidelines for writing and submitting the M.A. Thesis/Thesis Research Project including IRB permissions and format guidelines.

Draft an initial MOCK application for IRB approval
Reading, Class Discussion and Coursework in ART 600 will support mastery in the following Colorado Teacher Quality Standards.

QUALITY STANDARD 1:
Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

QUALITY STANDARD 2:
Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

QUALITY STANDARD 3:
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

QUALITY STANDARD 4:
Teachers reflect on their practice.

QUALITY STANDARD 5:
Teachers demonstrate leadership.

And the:

**National Board for Professional Teaching Standards (Propositions):**

Proposition 1: Teachers are committed to students and learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities.

**Outline of Course Content:**

- Contemporary art practice and new ways to align classroom practices with current artmaking
- Overview and essential characteristics of qualitative inquiry in the arts including Classroom Action Research, Arts Based Research, A/R/Tography. Discuss terms, assumptions, purposes, approaches, researcher’s role
- Evaluate characteristics of good research questions
- Plan, develop and revise a M.A. Thesis/Classroom Action Research Project or Arts Based Research proposal for visual arts.
  - Generate preliminary ideas for M.A. Thesis/Action Research Project.
  - Learn how to develop a research question.
  - Compare and contrast examples of M.A. theses and Action Projects written by Visual Arts graduate students.
  - Explore the research resources available through the Michener Library.
  - Employ writing process model of: Collect, Focus, Order, Draft, Clarify.
- Learn steps for Classroom Action Research.
- Discuss Organizational Template for Thesis.
- Review paperwork and protocol for IRB. Develop initial proposal and options
Course Requirements:

- Read and be prepared to discuss all assignments from the texts and assigned articles.
- Prepare for the seminar discussions, considering the following questions:
  - What are the most important ideas and/or issues raised in the assigned readings?
  - What questions do I have as a result of the readings?
  - How do these readings (or do they?) help me in my development as a graduate researcher?
  - What can I use from these readings in my work for this class, and how?
- Attend and give your full, informed participation to each class.
- Complete and share out-of-class written assignments.
- Complete an initial proposal for research within an area of interest within the visual arts. (Details of this assignment will be discussed in depth during class)

Required Readings:

**READ**


**THIS TEXT WILL BE LOANED TO YOU FOR THE DURATION OF THE ON CAMPUS CLASS**

**REVIEW:**

These books will be used throughout the Graduate Program.

You may check out an IPad for June 8-24th with the following texts available on it.

**Review Articles on BB:**


O'Donoghue, Dónal (2009) *Are We Asking the Wrong Questions in Arts-Based Research?* Studies in Art Education; Summer 50, 4; pp 352


**Recommended:**


**Readings as assigned by the Professor specific to your research question or interests**

**Method of Evaluation:**

Students will be evaluated on:

- Evidence of completion of reading assignments: 15% of course grade;
- Active participation in class: 15% of course grade;
- Demonstration of sound research practices: 15% of course grade;
- Writing sample of research in visual art: 45% of course grade;
- Presentation of writing sample to class: 10% of course grade

Letter grades will be awarded according to the following rubric.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A-</th>
<th>A</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>F</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>93-90%</td>
<td>89-87%</td>
<td>86-84%</td>
<td>83-80%</td>
<td>79-77%</td>
<td>76-74%</td>
<td>73-70%</td>
<td>69-67%</td>
<td>66-64%</td>
</tr>
</tbody>
</table>

Grade of A – All requirements thoroughly and exceptionally completed. Creative and original ideas are evidenced.

Grade of B – One or more of the listed requirements is missing or not adequately completed. The assignment is prepared at above average standards.

Grade of C – There is evidence that an effort has been made to prepare the assignment; however, the requirements were marginally realized.

Grade of D – The assignment was turned in, but is below required standards.

Grade of F – The assignment does not meet any of the requirements.
**Students with disabilities:**
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.