“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: 700 Research Methods in Art
CRN 40429

Credit: 3 credit hours

Instructor: Connie Stewart Ph.D., Crabbe Hall 208
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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 philosophy in art educational research including phenomenology, post structuralism, hermeneutics, and their relationships to critical art theory.

- Define and evaluate use of various terms and categories concerning “research’ and “research methods/methodologies” and “research theory”
  - Differentiate between Qualitative and Quantitative methods
  - Recognize and discuss philosophical basis and implications of different research frameworks
  - Review and evaluate literature on Action Based and Arts Based Research practices

- Analyze the role of research and researcher in making, teaching and learning, including:
  - Applying contemporary art theories and practices to artmaking and to classroom teaching and action research
  - Using theories and practices of traditional and contemporary artmaking to ground art and art educational research
  - Practicing critical reflection to make reasoned decisions about practice.
• Discuss the following assumptions underlying qualitative research in art:
  o Semiotic interpretations including personal and socially constructed realities
  o Primacy of subject matter,
  o Measuring variables that are complex and interwoven
  o The emic or insider’s point of view

• Form an initial research question with preliminary rationale, potential sources for literature review, and data collection strategy
  o Practice using a writing-process model that includes the following processes: collect, focus, order, draft, share and clarify ideas.
  o Identify 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 APA format guidelines.

• Draft an application or a mock application for IRB approval

For Current teachers: 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.

Outline of Course Content:
• Comparison of Research Methods in Art
• Contemporary art practice and new ways to align classroom practices, current artmaking and research practices.
• 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
• Analyze and Apply major concepts and research methods exemplified by Dr. Julia Marshall to own artmaking, teaching or research practices
• Plan, develop and revise a M.A. Thesis/Classroom Action Research Project or Arts Based Research proposal for visual arts.
  o Generate preliminary ideas for M.A. Thesis/Action Research Project.
  o Learn how to develop a research question.
  o Compare and contrast examples of M.A. theses and Action Projects written by Visual Arts graduate students.
  o Explore the research resources available through the Michener Library.
  o Employ writing process model of: Collect, Focus, Order, Draft, Clarify requesting and evaluating class feedback.
• Discuss and differentiate between various methods including: Survey, Quasi-Experimental, Arts-based including A/R/Tography, Ethnography, Historical, and Portraiture
• 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.
• Complete reflective writings and be prepared to read in class
• Prepare for the seminar discussions, considering the following questions:
  o What are the most important ideas and/or issues raised in the assigned readings?
  o What questions do I have as a result of the readings?
  o How do these readings (or do they?) help me in my development as a graduate researcher?
  o 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)
• Draft an application or a mock application for IRB approval

Required Readings:

READ
THIS TEXT WILL BE LOANED TO YOU TO BE SHARED WITH OTHER CLASSMEMBERS. It

REVIEW:
These books will be used throughout the Graduate Program.

• Buffington, M and McKay, S. (2013) Seeing the Power of Art Teacher Researchers, National Art Education Association (used in ART 600)


• Haywood Rolling, JR, J. (2013) Arts-Based Research Primer, Peter Lang Press; NY, Ny

• Irwin, R. de Co,sson, A. , Pinar, W. a/r/tography: Rendering Self through Arts-Based Living Inquiry. Pacific Education Press; Vancouver, Canada


• McDonagh, C. Roche, M, Sullivan, S, Glenn, M. (2012) Enhancing Practice through Classroom Research, A teacher’s guide to professional development. Routledge: New York (available for IPAD checkout; Chapters One and Two on Canvas)


• Sagor, R. (2011) *The Action Research Guidebook.* Corwin (Sage): Thousand Oaks, CA (used throughout the graduate program and available for IPAD checkout)


**Review Articles on Canvas that will include:**


Irwin, R. et al The Rhizomatic Relations of A/r/tography (2006) *Studies in Art Education*; Fall 2006; 48, 1; pg 70
Haywood Rolling Jr., J. (2010) A Paradigm Analysis of Arts-Based Research and Implications for Education, Studies in Art Education, 51:2, 102-114,

James Haywood Rolling Jr. (2016) Arts-Based Research: Systems and Strategies, Art Education, 69:3, 4-5,


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

Other articles will be added in response to classroom dialog

REQUIRED TEXT:


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 and journal assignments:  30% of course grade
Active participation in class:  10% of course grade
Initial Proposal for research in visual art:  30% of course grade
Presentation of proposal to class:  10% of course grade
Initial IRB draft (Action Based) or Detailed Research Proposal (arts based)  20% of course grade

Letter grades will be awarded according to the following rubric.
Grading Scale:  94-100%=A  93-90%=A-  89-87%=B+  
86-84%=B  83%-80%=B-  79-77%=C+  
76-74%=C  73%-70%=C-  69-67%=D  
66-64%=D  63-60%=D-  59-0%=F
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.