

ARE 6746: METHODS OF RESEARCH 2015

INSTRUCTOR: Michelle Tillander, Associate Professor

CLASS MEETING TIMES: Fall 2015, Wednesday: 11E2 6:15-9:10PM **LOCATION:** Norman 10. **CREDITS:** 3 **SECTION:** #2517

OFFICE/ HOURS: Norman 12D/Wednesday: 4:30-5:30 PM, email for additional times & appointment

OFFICE PHONE: 352-392-9977. **E-MAIL:** mtilland@ufl.edu

DESCRIPTION OF COURSE: This course provides an overview of study of qualitative and quantitative research methods. Additionally it explores the research literature in visual arts and the field of art education. Research design, data collection, analysis, validity, and report writing will all be covered. This course is in part a seminar and in part regular lecture. Thus, it will be based on a variety of formats. Sometimes you will make presentations to the class, other times we will have open discussions, and sometimes I will lecture. In addition, whereas we will guide ourselves by the schedule in this syllabus, we will also be **flexible** to address topics and questions, as they become important.

The aim of research in the visual arts, as in other similar forms of exploratory inquiry, is to provoke, challenge, and illuminate rather than confirm and consolidate. Making informed choices about creative ends and means involves selecting, adapting, and constructing ways of working and ways of seeing. (Sullivan, G. 2005, p.174) (Sullivan, G. 2005, p.174)

PURPOSE AND OBJECTIVES OF THE COURSE: This course is structured to assist graduate students in understanding research processes and practices and, subsequently, to prepare students' for executing scholarly research and writing. Another objective is for students to learn to critically read both quantitative, qualitative, and mixed method research. The emphasis will be on identifying and evaluating prospective research problems and questions, examination of related research literature, and development of a research project proposal. At the completion of this course, students will be able to:

- Critically read qualitative and quantitative, and mixed research methods,
- Conduct literature reviews in an area of research interest,
- Identify procedures and steps involved in planning a scholarly research project,
- Recognize philosophical implications for choosing research methods and procedures, and
- Select appropriate research methodology with an understanding of research design parameters for procedures to collect, analyze, interpret, and present information ethically and responsibly.

The ultimate goal in this course is the preparation of a detailed plan (proposal) for a project related to student's MA project/thesis interests. As part of the process graduate students will clarify and refine a research topic area and questions. Students will focus on the context (cultural/philosophical/technical) within which their topic is important through the development of an annotated bibliography that establishes precedents for each part of their project. Students will choose a set of procedures and techniques that will allow them to run a small test of their ideas in an effort to carry out their study, and create a viable work plan/time table. All these parts will be synthesized in a high-quality, well-written document, and a short presentation of the research proposal and test projects orally in class.

TEXT AND MATERIALS: Required readings are linked and found on the [ARES](#) course reserves links at <http://www.uflib.ufl.edu/>. In addition, books have been placed on 2 hour hold in The Architecture & Fine Arts (AFA) Library <http://cms.uflib.ufl.edu/afa/Index.aspx>. The course has an E-Learning in CANVAS <https://lss.at.ufl.edu> for posting of all assignments and written reading responses. Off campus library access <http://www.uflib.ufl.edu/ufproxy.html>

Most of the professional journals covering research related to art and art education are online and also physically housed in the Art and Architecture Library <http://cms.uflib.ufl.edu/afa/Index.aspx> and the Education Library <http://cms.uflib.ufl.edu/education/Index.aspx>.

ONLINE RESOURCES:

MFA Thesis *Art Thesis, MFA* (Subject heading search)

<http://uf.catalog.fcla.edu/uf.jsp?ix=su&st=Art%20Thesis%2C%20MFA> and in Main library LD1780s

http://www.uflib.ufl.edu/images/locationmap/LW_floor1.jpg

UF IRB (human subjects in research) <http://irb.ufl.edu/irb02.html>

Funding for Graduates and Undergraduates (international included)

http://www.uflib.ufl.edu/funding/documents/Masterlistoffellowships_05-12-2011.pdf

UF Funding Alerts <http://www.uflib.ufl.edu/funding/>

APA Style <http://www.apastyle.org/elecref.html>, The Owl (Purdue University) <http://owl.english.purdue.edu/owl/section/2/10/>

The Art of Writing a Proposal http://www.ssrc.org/fellowships/art_of_writing_proposals.page

Art and Research <http://www.artandresearch.org.uk/v2n2/busch.html>

International Journal of Qualitative Methods <http://ejournals.library.ualberta.ca/index.php/IJQM/index>

METHODS OF INSTRUCTION: The primary instructional methods of this class include lectures and group discussions of assigned readings. Extensive outside research will be required to help students achieve the course objectives. Education is an ongoing process of self-reflective synthesis of course content, individual research, and future paths. You should take every opportunity to take advantage of this and extend the class in a direction that is most valuable to your unique needs in pursue and art educational career goals.

COURSE REQUIREMENTS: To achieve the objectives of the course, the student will:

- read and synthesize selected readings in research on art,
- construct an annotated bibliography on a subject of your research in the field of art,
- complete a grant application based on an actual grant of personal interest,
- complete a written proposal for an independent research project, and
- presentation of independent research proposal (10 slides).

EVALUATION: Evaluation criteria used in each of these areas will be discussed in class. Final grades will be calculated according to the following criteria:

✓ MA Thesis/Project Proposal (10-20 pages/2500-5000 words)	(30%)
✓ Grant Proposal/Pilot Study/ (3-5 pages/ 750-1000 words)	(10%)
✓ Reading Topic Reflections (8)	(20%)
✓ Research Resources (ScoopIt! or Pinterest Board)	(10%)
✓ Annotated Bibliography APA style (15)	(10%)
✓ Weekly Journal Entry Research Reflections (4)	(10%)
✓ Final Research Presentation (12 minutes)	(10%)

GRADING SCALE: The Office of the University Registrar records student grades. A comprehensive explanation regarding UF academic regulations can be found at Grades and Grading Policies

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html> and UF Academic Regulations

<http://www.registrar.ufl.edu/examhub.html> . See the table below that reflect reflects +/- grades.

(Grading Scale: 95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E)

GPA equivalency **A** 4.0; **A-**3.67; **B+**3.33; **B** 3.00; **B-**2.67; **C+**2.33; **C** 2.00; **C-**1.67; **D+**1.33; **D** 1.00; **D-**.67; and **E, I, NG, S-U, WF** 0.00

Please note that a **C-** is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major

POLICY FOR MAKE-UP EXAMS OR OTHER WORK: Students who miss work deadlines with excused absence are responsible for submitting the work due to the instructor before the beginning of the next class meeting to avoid being considered late. If excused absence has affected the student's ability to work, the student is responsible for discussing this with the instructor before the due date. Unexcused absence will not suspend due dates, and the work will be considered late. To be approved for an incomplete:

1. Students must have completed the major portion of the class with a passing grade of C or better
2. The student is unable to complete course requirements because of documented circumstances beyond his or her control
3. The student and instructor have discussed the situation prior to the final critique (except under emergency conditions)

READING RESPONSE GUIDELINES:

- (a) a critical analysis of specific points in the reading(s), (what are the author's arguments) (25%)
- (b) what evidence supports the author's argument (25%)
- (c) reflections on the relation of the ideas in the readings to your life, research, and art. (25%)
- (d) write one question raised by the reading at the bottom. (25%)

"The principle and the contexts have to be chosen by living human beings against their own life-worlds and in the light of their lives with others, by persons able to call, to say, to sing, and—using their imagination, tapping their courage—to transform."
(Greene, M., 1995, p. 198)

ATTENDANCE POLICY: Attendance is required and very important to promote a community of creative scholars and count from the first class meeting. Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the department to indicate their intent, may be dropped from the course. Please see university regulations for excused absences below. I encourage graduate students to attend professional conferences and lectures in their field, therefore your absence in class for such an attendance is excused with prior arrangements. Please contact me prior to class, or as soon as possible, if circumstances prevent attendance as make-up of missed class work is required within 1 week of absence. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other sound reasons may be offered. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and subsequently assign a failing grade for excessive absences.

http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm

ACADEMIC HONESTY POLICY: Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. <http://www.dso.ufl.edu/judicial/academic.php>

Proper citation formats of APA. All images and text from the Internet, journals, or books must have full **APA** citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/elecref.html>

UF WRITING STUDIO: The new *Writing Studio*, <http://writing.ufl.edu/writing-studio/> is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Our appointment schedule is now online, and you can make your own appointments. Go to <https://tutortrac.clas.ufl.edu/TracWeb40/Default.html>, and log on with your GatorLink username and UF ID.

STUDENTS WITH DISABILITIES: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <http://www.dso.ufl.edu/drc/>

COUNSELING SERVICES: The Counseling Center provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. Counseling Center web cite: <http://www.counsel.ufl.edu>

The Counseling Center is located at: P301 Peabody Hall, (352) 392-1575, Monday - Friday: 8 am - 5 pm

ONLINE COURSE EVALUATION PROCESS: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

***Quote References:**

Greene, M. (1995). *Releasing the imagination*. New York: Teachers College Press.
Sullivan, G. (2005). *Art practice as research: Inquiry in the visual arts*. Thousand Oaks, CA: Sage Publications

CRITICAL DEADLINES:

Assignment	Deadline
Annotated Bibliography APA style	Week 8
Grant/Pilot/Case Study	Week 12
Final Proposal Presentations	WEEK 15 & 16
Final Proposal Paper	WEEK 16

DATE	IN CLASS ACTIVITIES & TOPICS	DEADLINES: READINGS & ASSIGNMENTS
WEEK #1 W 8.26	INTRODUCTION Discussion Review syllabus course objectives, assignments, Look at CANVAS Web cite/ARES Share research interests Inventory resources	DEADLINES: READINGS & ASSIGNMENTS DUE ONLINE AT THE BEGINNING OF CLASS (I COLLECT NO PAPER)
WEEK #2 W 9.2	INTRODUCTION TO RESEARCH Discussion TOPIC 1 READINGS PRESENTATIONS (4) Look at Grant Proposal Format Grant Resources(pin)	READING TOPIC 1: WHAT IS RESEARCH? look at CANVAS cites, ARES etc... review UF syllabus
WEEK #3 W 9.9	DISCUSSION READING TOPIC 2: PRESENTATIONS (4) Pilot study format discussion The Art of Wring a Proposal	READING TOPIC 2: RESEARCH QUESTIONS AND GOALS Grant Resources(pin)
WEEK #4 W 9.16	DEFINING TYPES OF RESEARCH Discussion TOPIC 3 READINGS Mapping our ideas: Methods, Design & Supporting Literature Look at previous UF Art Education research Discussion and refine pilot study (project calendar for pilot study)	Journal Entry #1
WEEK #5 W 9.23	DISCUSSION READING TOPIC 3 The Art of Wring a Proposal https://webspace.yale.edu/wwkelly/doctoral_program/SSRC_1988_proposal-guidelines.pdf http://www.ssrc.org/workspace/uploads/docs/Art-of-Writing-Proposals-DSD-English.pdf Proposal Time line: Set deadlines working backwards. Thesis & Dissertation deadlines 2011-2012 thesis and dissertation deadlines, at this link:	READING TOPIC 3: RESEARCH AS KNOWING
WEEK #6 W 9.30	DISCUSSION READING TOPIC 4 Grant Proposal/Pilot Study	READING TOPIC 4: RESEARCH METHODS AS A DESIGN DILEMMA POST LINK IN ASSIGNMENT: CONTINUE TO EXPAND YOUR RESOURCES (PIN BOARD , DELICIOUS, SCOOPIT! ETC.)
WEEK #7 W 10.7	Look at previous UF SAAH research projects (LIBRARY)	Journal Entry #2 Draft/Grant Proposal/Pilot Study/ (3-5 pages/ 750-1000 words)
WEEK #8 W 10.14	DISCUSSION READING TOPIC 5 <i>Abstracts in class reading</i>	READING TOPIC 5: MFA RESEARCH METHOD Annotated Bibliography due
WEEK #9 W 10.21	DISCUSSION READING TOPIC 6 <i>Read and critique abstracts in class (to use with finding</i>	READING TOPIC 6: CHOICE RESEARCH READINGS

	<i>committee members)</i>	
WEEK #10 W 10.28	MA Proposal in process Approaching committee members update IN CLASS	<u>Journal Entry #3</u>
WEEK #11 W 11.4	COLLABORATION DISCUSSION READING TOPIC 7 Create presentation schedule (research title, and one sentence description)	<u>READING TOPIC 7: ETHICS/IRBS</u> Final/Grant Proposal/Pilot Study/ (3-5 pages/ 750-1000 words)
WEEK #12 W 11.11	Veterans Day 11..11.2015 No class	
WEEK #13 W 11.18	DISCUSSION READING TOPIC 8 MA Proposal in process Create presentation schedule (research title, and one sentence description)	<u>READING TOPIC 8: MY RESEARCH METHOD</u> Draft/ Project Proposal (10-20 pages/2500-5000 words)
WEEK #14 W 11.25	THANKSGIVING HOLIDAY(25-28, 2015)	
WEEK #15 W 12.2	Final Project Proposal	<u>Journal Entry #4</u>
WEEK #16 W 12.9	Presentations (15 minutes/5 min questions) Invited guests	<u>Final Project Proposal</u> (10-20 pages/2500-5000 words) Complete online evaluations

W (12.9) All Fall classes end
Reading days (12.10-11, 2015) **Exams** (12.12, 14-18, 2015)
September 7: Labor Day/ November 6-7: Homecoming/
November 11: Veterans Day/ November 25-28: Thanksgiving

