

**ARE 6746: METHODS OF RESEARCH 2016**, Section: # 2517

Instructor: Dr. Anniina Suominen

Class meeting time: Fall 2016, Wednesday 11E2 6:15-9:10pm

Location: Norman 10, Credits: 3

Office hours: Wednesdays: 3-4 pm, email for other times & appointments

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**DESCRIPTION OF COURSE:** This course is designed to help students learn the fundamentals of research and the implications of research-based thinking and practices as these relate to the professional fields of arts and art education. The purpose of the course is to prepare you to read and understand research, as you will need this knowledge to justify applications for funding and/or to support your own practice-based research projects. The course also provides students who are interested in pursuing scholarly research the basic understanding, terminology, theory, and tools to begin drafting their MA thesis or project. Included in the course is a survey of the major types of research and an overview of what is involved in the process of conducting and communicating research projects. Students will complete a full research plan/proposal as the main assignment for the course.

This course is in part seminar and in part lecture. Whereas we will guide ourselves by the schedule in this syllabus, the course is designed to be flexible in structure and content to respond to the various interests of the participants and to address topics and questions, as they become important.

**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. The emphasis is in identifying and evaluating research foci, problems, questions, and methods, examination of research literature related to arts and education, and development of a research project proposal. At the end of this course, students will be able to:

- Examine the wealth of theories, concepts, and techniques of research in relation to the *knowledge of your subject area and professional field*;
- Read, understand, *critically analyze*, and compare the current research knowledge of your specific subject area;
- Assess and *critically evaluate* research reports and articles;
- Conduct a critical research literature review specific to your professional interest and using *technology* available at UF;
- Understand and identify aspects and steps involved in conducting artistic or educational research, and to learn the basic skills to create a plan for a research project
- Recognize the philosophical implications and types of knowledge formulated by choosing a philosophical framework and methods for research; and
- Understand the *ethical implications of research* procedures for collecting, analyzing, interpreting, and presenting research-based information (with human subjects); and
- Develop a detailed plan (a research proposal) to advance the *knowledge of your subject area*.

The ultimate goal in this course is the preparation of a detailed plan/proposal for a project related to student's MA project/thesis interest. As part of this process, student will clarify an interest area, identify an appropriate approach for collecting information and for generating critical understandings as a result of identified methods for disseminating and analyzing information. All parts of the proposal will be synthesized in a high-quality, well-written document, and a short presentation of the research proposal to be presented to the 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](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](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](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 students will:

- Conduct extensive, repeated searches for research and information on various platforms offered by UF
- Read and synthesize selected readings in research on art and art education
- Conduct a detailed analysis of a selected research article
- Learn to utilize APA (6th ed.) reference style to cite and credit resources
- Prepare to write the different parts of the research proposal through worksheets and guided instruction
- Complete a written proposal on a chosen topic
- Present the research proposal in class

**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) | (40%) |
| • Work sheets and guided assignments                        | (20%) |
| • Detailed research article critique                        | (10%) |
| • Reading reflections/discussions                           | (20%) |
| • Proposal presentation                                     | (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)

**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](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/>.

DATE	IN CLASS ACTIVITIES & TOPICS	DEADLINES: READINGS & ASSIGNMENTS
<b>WEEK #1</b> <b>W 8.24.2016</b>	<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Review syllabus course objectives, assignments, CANVAS, etc</li> <li>• Mapping personal/professional interests for research</li> </ul>	<ul style="list-style-type: none"> <li>• READINGS &amp; ASSIGNMENTS ARE DUE ONLINE AT THE BEGINNING OF CLASS (NO PAPERS ARE COLLECTED IN CLASS)</li> <li>• Mapping interests (guided assignment #1, in class, finished at home)</li> </ul>
<b>WEEK #2</b> <b>W 8.31</b>	<b>INTRODUCTION TO RESEARCH: Mapping Paradigms &amp; Defining types of research</b> <ul style="list-style-type: none"> <li>• Discussion, presentation of interest</li> <li>• Presentation of sample proposal for study &amp; explanation of its structure &amp; parts</li> </ul>	<ul style="list-style-type: none"> <li>• Due: Readings for week 2: Method Meets Art &amp; Paradigms</li> <li>• Due: Assignment #1, finished</li> <li>• Assignment #2, conducted in class</li> </ul>
<b>WEEK #3</b> <b>W 9.7</b>	<b>MAPPING RESEARCH IDEAS: Methods, Types of Research, Design &amp; Supporting Literature, Context of research (prior studies)</b>	<ul style="list-style-type: none"> <li>• Due: Readings for week 3: Types of Research. Reading reflection submitted prior to class for discussion</li> <li>• Library, search engines &amp; data basis: Review &amp; critique of previous studies, see guidelines for assignment (conducted during class)</li> <li>• Library &amp; data basis: initial searches conducted to support study (conducted during class, Assignment sheet #3)</li> </ul>
<b>WEEK #4</b> <b>W 9.14</b>	<b>CITATIONS; IRB; ETHICS; APA</b> <b>TYPES OF RESEARCH: (VISUAL) ETHNOGRAPHY &amp; ANTHROPOLOGY</b>	<ul style="list-style-type: none"> <li>• Due: Readings for week 4</li> <li>• Assignment #3: submitted in canvas &amp; shared in class</li> <li>• APA CITATIONS EXERCISES &amp; peer work (ASSIGNMENT SHEET #4)</li> </ul>
<b>WEEK #5</b> <b>W 9.21</b>	<b>TYPES OF RESEARCH: PHENOMENOLOGY</b>	<ul style="list-style-type: none"> <li>• DUE: Readings for week 5</li> <li>• Assignment #4 due prior to class and shared during class</li> </ul>
<b>WEEK #6</b> <b>W 9.28</b>	<b>TYPES OF RESEARCH: CASE-STUDY &amp; ACTION RESEARCH</b>	<ul style="list-style-type: none"> <li>• DUE: Readings for week 6</li> <li>• CATEGORIES FOR LITERATURE REVIEW FINISHED &amp; SHARED, peer feedback</li> </ul>
<b>WEEK #7</b> <b>W 10.5</b>	<b>TYPES OF RESEARCH: SURVEYS &amp; PRACTICE-BASED RESEARCH</b>	<ul style="list-style-type: none"> <li>• DUE: Readings for week 7</li> <li>• Due: Literature review draft</li> </ul>

WEEK #8 W 10.12	TYPES OF RESEARCH: ACTIVIST & COMMUNITY-BASED RESEARCH	<ul style="list-style-type: none"> <li>• DUE: Readings for week 8</li> <li>• Reading reflection #2</li> </ul>
WEEK #9 W 10.19	TYPES OF RESEARCH: ARTS-BASED RESEARCH	<ul style="list-style-type: none"> <li>• DUE: Readings for week 9</li> <li>• Visualization &amp; other arts-based methods considered</li> </ul>
WEEK #10 W 10.26	TYPES OF RESEARCH: ARTISTIC RESEARCH	<ul style="list-style-type: none"> <li>• DUE: Readings for week 5</li> <li>• Visualization &amp; other artistic methods considered</li> </ul>
WEEK #11 W 11.2	TYPES OF RESEARCH: TBA	<ul style="list-style-type: none"> <li>• DUE: Readings for week 5</li> <li>• First</li> </ul>
WEEK #12 W 11.9	TYPES OF RESEARCH: TBA	<ul style="list-style-type: none"> <li>• DUE: Readings for week 5</li> <li>• Due: Reading reflection #3</li> </ul>
WEEK #13 W 11.16	TBA & peer & group feedback	<ul style="list-style-type: none"> <li>• DUE: Readings for week 5</li> <li>• Communal work on proposals</li> </ul>
WEEK #14 W 11.23 T-G, No class	<i>Thanks Giving Holiday, no classes</i>	
WEEK #15 W 11.30		<ul style="list-style-type: none"> <li>• Final proposal presentations</li> <li>• PEER FEEDBACK</li> </ul>
WEEK #16 W 12.7 (last day of FALL 2016 classes)		<ul style="list-style-type: none"> <li>• Final proposal presentations</li> <li>• PEER FEEDBACK</li> <li>• On-line evaluations</li> </ul>