

## ARE 6746: METHODS OF RESEARCH FALL 2017

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**INSTRUCTOR:** Michelle Tillander, Associate Professor

**CLASS MEETING TIMES:** Fall 2017, Wednesday: 11E2 6:15-9:10PM **LOCATION:** Norman 10. **CREDITS:** 3 **SECTION:** #2517

**OFFICE/ HOURS:** Norman 12D/Wednesday: 4:30-5:30 PM, & FAC 107 email for additional times & appointment

**OFFICE PHONE:** 352-392-9977. **E-MAIL:** [mtilland@ufl.edu](mailto:mtilland@ufl.edu)

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**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)*

### GOAL OF THE COURSE:

- Identify a variety of research methods from within your discipline and outside your discipline (content)
- Build a foundation of research resources to continue and expand personal research direction(s) (content)
- Develop the ability to articulate art, Design, & Art Education research (verbally and in writing). (skill)
- Cultivate a community of practice (Profession Research Network-PRN) (skill)
- Select appropriate research method with an understanding of research design parameters for procedures to collect, analyze, interpret, and present information ethically and responsibly. (skill/content)

**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 a variety of 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 evaluate existing research methods
- Critique and questions peer proposal strengths and weaknesses
- Describe a variety of research methods within your discipline
- Design a research proposal
- Develop a list of resources for your research
- Evaluate peer research and grant proposal
- Examine research in area of interest
- Examine issues around research method
- Give examples of research from your discipline
- Identify steps and procedures in planning of scholarly research
- Present research
- Produce a written research proposal
- Produce an original annotated bibliography
- Produce and original literature review
- Recognize the ethical responsibilities of research

The ultimate goal in this course is to expand students understanding of research in can academic environment and develop 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 through the review of an existing research to help 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.

**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>.

*“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)

**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.

**DEVICES:** Usable but silent.

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

- read and synthesize selected readings in research on art,
- construct literature review 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
- present independent research proposal.

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

✓ Journal Entry (4)	(10%)
✓ Research Resources List	(10%)
✓ Reading Topic Reflections (4)	(20%)
✓ MA Thesis/Project Proposal (10-20 pages/2000-5000 words)	(30%)
✓ Grant Proposal/Pilot Study/ ( 3-5 pages/ 750-1000 words)	(10%)
✓ Final Research Presentation	(10%)
✓ <u>Literature review APA style (15)</u>	<u>(10%)</u>
	100%

**EXPECTATIONS:**

Participation  
Collegiality

**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%)

#### **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)

**My IRB** <http://irb.ufl.edu/myirb/myirb.html> **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://guides.uflib.ufl.edu/funding> [Old site <http://www.uflib.ufl.edu/funding/>]

**APA Style** <http://www.apastyle.org/eleceref.html>, **The Owl** (Purdue University)

<https://owl.english.purdue.edu/owl/resource/560/01/>

**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/>

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

**Graduate Professional Development** <https://tomprof.stanford.edu/>

**Design Issues** <https://uf.catalog.fcla.edu/uf.jsp?ix=jt&st=design%20issues&V=D&S=1561502727633165&l=1#top>

**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/eleceref.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

**U Matter we Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.

**University Police Department:** (352) 392-1111 or 9-1-1 for emergencies

**Sexual Assault Recovery Services** (SARS), Student Health Care Center, (352) 392-1161.

**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

**ARE 6746: Methods of Research TENTATIVE SCHEDULE SEQUENCE AND ASSIGNMENTS 2017**

**CRITICAL DEADLINES:**

<b>Assignment</b>	<b>Deadline</b>
Grant/Pilot/Case Study	Week 7
Literature Review APA style	Week 8
Proposal Draft and timeline	Week 11
Final Proposal Presentations	WEEK 15 & 16
Final Proposal Paper	WEEK 16

<b>DATE</b>	<b>IN CLASS ACTIVITIES &amp; TOPICS</b>	<b>DEADLINES: READINGS &amp; ASSIGNMENTS</b>
<b>TOPIC 1: Research as Knowing</b>		
<b>WEEK #1</b> <b>W 8.23</b>	<b>INTRODUCTION</b> Discussion Review syllabus course objectives, assignments, Look at CANVAS Web cite/ARES Share research interests	
<b>WEEK #2</b> <b>W 8.30</b>	<b>DISCUSSION READING TOPIC 1</b> <i>TBD Facilitator reading 1</i> Presentations Mapping our research	<b>READING TOPIC 1: Research as Knowing.</b>
<b>WEEK #3</b> <b>W 9.6</b>	Mapping our research <i>TBD Facilitator journal entry 1</i> Presentations Assign annotations (2)	<b>JOURNAL ENTRY 1:</b> DEAR _____ LETTER
<b>WEEK #4</b> <b>W 9.13</b>	Mapping our research Presentations Annotations – <b>REFINE COLLABORATIVE LIST</b> Look at <b>Proposal Format</b> <b>Grant Resources</b>	PERSONAL RESEARCH & WRITING
<b>TOPIC 2: APPROACHES TO RESEARCH</b>		
<b>WEEK #5</b> <b>W9.20</b>	<b>DISCUSSION READING TOPIC 2:</b> <i>TBD Facilitator reading 2</i> <b>PRESENTATIONS (4)</b> <b>Pilot study format discussion</b> <ul style="list-style-type: none"> <li>The Art of Writing a Proposal <a href="https://webspace.yale.edu/wwkelly/doctoral_program/SSRC_1988_proposal-guidelines.pdf">https://webspace.yale.edu/wwkelly/doctoral_program/SSRC_1988_proposal-guidelines.pdf</a></li> <li><a href="http://www.ssrc.org/workspace/uploads/docs/Art-of-Writing-Proposals-DSD-English.pdf">http://www.ssrc.org/workspace/uploads/docs/Art-of-Writing-Proposals-DSD-English.pdf</a></li> </ul>	<b>READING TOPIC 2: APPROACHES TO RESEARCH</b>
<b>WEEK #6</b> <b>W 9.27</b>	<b>DEFINING TYPES OF RESEARCH</b> <i>TBD Facilitator journal entry 1</i> <b>Mapping our ideas:</b> Methods, Design & Supporting Literature, timeline, budget Look at previous UF Art Education research Discussion and refine pilot study (project calendar for pilot study)	<b>Journal Entry #2:</b> Statement of Purpose: The Stories That Only You Can Tell
<b>WEEK #7</b> <b>W 10.04</b>	Literature review in class draft (resources and outline) Proposal Time line: Set deadlines working backwards. UF Graduate School <a href="http://graduateschool.ufl.edu/about-us/events/3mt/">http://graduateschool.ufl.edu/about-us/events/3mt/</a>	Draft/Grant Proposal/Pilot Study/ (3-5 pages/ 750-1000 words)
<b>WEEK #8</b> <b>W 10.11</b>	Mapping our approaches to research Grant Proposal/Pilot Study	<b>LITERATURE REVIEW</b>

<b>TOPIC 3: Method/Context</b>		
<b>WEEK #9</b> <b>W 10. 18</b>	<b>DISCUSSION READING TOPIC 3</b> <i>TBD Facilitator reading 3</i> Look at previous UF SAAH research projects (LIBRARY)	<b>READING TOPIC 3: Method/Context</b>
<b>WEEK #10</b> <b>W 10. 25</b>	Abstracts in class reading <i>TBD Facilitator journal entry 1</i>	<b>Journal Entry #3: My Colleagues Before Me</b>
<b>WEEK #11</b> <b>W 11. 1</b>	Read and critique abstracts in class (to use with finding committee members) How to approach committee members	<b>Proposal Draft</b>
<b>TOPIC 4: Ethics of Research</b>		
<b>WEEK #12</b> <b>W 11. 8</b>	<b>DISCUSSION READING TOPIC 4</b> <i>TBD Facilitator reading 4</i> Presentation on Ethics and Research at UF MA Proposal in process How to approach committee members update Peer reading and feedback	<b>READING TOPIC 4: Ethics of Research</b>
<b>Veterans Day 11.10-11.2017</b>		
<b>WEEK #13</b> <b>W 11. 15</b>	<i>TBD Facilitator journal entry 4</i> Create presentation schedule (research title, and one sentence description)	<b>JOURNAL ENTRY 4: Studio Reflection</b>
<b>WEEK #14</b> <b>W 11. 22</b>	Create presentation schedule (research title, and one sentence description) Peer reading and feedback	PERSONAL RESEARCH & WRITING
<b>THANKSGIVING HOLIDAY(22-25, 2017)</b>		
<b>TOPIC 5: Full Circle: Your Research</b>		
<b>WEEK #15</b> <b>W 11. 29</b>	Presentations (15 minutes/5 min questions) Invited guests Final Project Proposal	Presentations
<b>WEEK #16</b> <b>W 12. 6</b>	Final Project Proposal	<b>Final Project Proposal</b> (10-20 pages/2500-5000 words)  Complete online evaluations

**W** (12.6) All Fall classes end  
**Reading days** (12.7-8, 2017) **Exams** (12.9-15, 2017)  
 Labor Day/ September 4: Homecoming/October 6-7: Veterans Day/ November 10-11: Thanksgiving /November 22-25:

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