

SEMESTER AND YEAR: Fall 2019

MEETING TIMES AND LOCATION: W | Period 11 - E2 (6:15 PM - 9:10 PM) 12/12/2019 @ 8:00 PM - 10:00 PM

CREDIT HOURS: 3 **SECTION:** 23295

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION AND HOURS: FAD 107 W 4:00-5:00PM email for additional times & appointment.

INSTRUCTOR CONTACT INFORMATION: 352-273-3079. **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)

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 as original annotated bibliography
- 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 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.

Goals 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 personal research direction(s) (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)

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://ls.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>.

Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

Course Requirements: To achieve the objectives of the course, the student will:

- Read and synthesize selected readings in research on art,
- Synthesize literature review on a subject of your research in the field of art,
- Assemble an annotated bibliography
- Complete a grant application based on an actual grant of personal interest,
- Complete a written proposal for an independent research project, and
- Present and independent research proposal/project.

Grading policy: 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.

To determine the impact of grades on GPAs: www.registrar.ufl.edu/catalog/policies/regulationgrades.html .

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for additional information on UF grading policies.

Please Note: A grade of C- or below will not count toward major requirements.

Evaluation: Final grades will be calculated according to the following percentages:

| | | |
|--|---------|----------|
| ✓ Journal Entry (4) | 10% | 100 pts. |
| ✓ Reading Topic Reflections (4) | 20% | 100 pts. |
| ✓ Research Resources List <i>annotated bibliography(20) for lit review.</i> | 10% | 100 pts. |
| ✓ MA Thesis/Project Proposal (10-20 pages/2000-5000 words) | 30% | 100 pts. |
| ✓ Grant Proposal/Pilot Study/ (3-5 pages/ 750-1000 words) | 10% | 100 pts. |
| ✓ Final Research Presentation | 10% | 100 pts. |
| ✓ Literature review APA style/MLA style (20) | 10% | 100 pts. |
| | 100.00% | 700 pts. |

Expectations:

Participation

Collegiality

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.

ARE6746 Academic Policies and Procedures:

"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)

Electronic Device Policy: A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

Late Work and Make-Up Work Policy:

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)

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

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

UF Funding Alerts <http://guides.uflib.ufl.edu/funding> [Old site <http://www.uflib.ufl.edu/funding/>]

APA Style <http://www.apastyle.org/elecref.html>, The Owl (Purdue University) <https://owl.english.purdue.edu/owl/resource/560/01/>

The Art of Writing a Proposal <https://www.ssrc.org/search/?q=The+art+of+writing+a+good+proposal&start=0>

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>

Student Conduct and Honesty Codes: 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. <https://sccr.dso.ufl.edu/students/student-conduct-code/>

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>

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 <https://drc.dso.ufl.edu/>

Counseling Services: The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> 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.

The Counseling and Wellness Center: 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 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 does 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/>

CRITICAL DEADLINES (SEE CALENDAR FOR MORE DETAILS):

| Assignment | Deadline |
|------------------------------|------------------|
| Discussion Readings (4) | |
| Journal Entries (4) | |
| Grant/Pilot/Case Study | <i>Week #7</i> |
| Literature Review APA style | <i>Week #8</i> |
| Proposal Draft and timeline | <i>Week #11</i> |
| Final Proposal Presentations | <i>WEEK # 16</i> |
| Final Proposal Paper | <i>WEEK #16</i> |

Course Calendar

ARE 6746 Fall 2019 Schedule Sequence and Assignments (tentative) 8.22.2019

This calendar is subject to change at the discretion of the instructor.

| Week | Date | Agenda Topic | Due on this Date |
|--|-------|---|--|
| TOPIC 1: Research as Knowing | | | |
| Week 1 | 8.21 | INTRODUCTION Discussion Review syllabus course objectives, assignments, Look at CANVAS Web cite/ARES Share research interests | Student inventory in class PERSONAL RESEARCH & WRITING |
| Week 2 | 8.28 | DISCUSSION READING TOPIC 1 TBD Facilitator reading 1 Presentations Mapping our research | READING TOPIC 1: Research as Knowing. |
| Week 3 | 9.4 | Mapping our research TBD Facilitator journal entry 1 Presentations Assign annotations (2) | JOURNAL ENTRY 1: DEAR _____ LETTER |
| Week 4 | 9.11 | Mapping our research Presentations Annotations –REFINE COLLABORATIVE LIST Look at Proposal Format Grant Resources | PERSONAL RESEARCH & WRITING |
| TOPIC 2: APPROACHES TO RESEARCH | | | |
| Week 5 | 9.18 | DISCUSSION READING TOPIC 2: TBD Facilitator reading 2 PRESENTATIONS (4) Pilot study format discussion •The Art of Writing a Proposal https://webpace.yale.edu/wwkelly/doctoral_program/SSRC_1988_proposal-guidelines.pdf • http://www.ssrc.org/workspace/uploads/docs/Art-of-Writing-Proposals-DSD-English.pdf | READING TOPIC 2: APPROACHES TO RESEARCH |
| Week 6 | 9.25 | DEFINING TYPES OF RESEARCH TBD Facilitator journal entry 1 Mapping our ideas: Methods, Design & Supporting Literature, timeline, budget Look at previous UF Art Education research Discussion and refine pilot study (project calendar for pilot study) | Journal Entry #2: Statement of Purpose: The Stories WE TELL |
| Week 7 | 10.2 | Literature review in class draft (resources and outline) Proposal Time line: Set deadlines working backwards. UF Graduate School http://graduateschool.ufl.edu/about-us/events/3mt/ | Draft/Grant Proposal/Pilot Study/ (3-5 pages/ 750-1000 words) |
| Week 8 | 10.9 | Mapping our approaches to research Grant Proposal/Pilot Study | LITERATURE REVIEW |
| TOPIC 3: Method/Context | | | |
| Week 9 | 10.16 | DISCUSSION READING TOPIC 3 TBD Facilitator reading 3 Abstracts in class reading | READING TOPIC 3: Method/Context |
| Week 10 | 10.23 | Art And Architecture Library with Ann Lindell Look at previous UF SAAH research projects (LIBRARY) | My Colleagues Before Me |
| Week 11 | 10.30 | Read and critique abstracts in class (to use with finding committee members) How to approach committee members | Journal Entry #3: Proposal Draft |

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|--|-------|--|--|
| | | TBD Facilitator journal entry 3 | |
| TOPIC 4: Ethics of Research | | | |
| Week 12 | 11.6 | DISCUSSION READING TOPIC 4 TBD Facilitator reading 4 Presentation on Ethics and Research at UF MA Proposal in process How to approach committee members update Peer reading and feedback | <u>READING TOPIC 4: Ethics of Research</u> |
| Week 13 | 11.13 | TBD Facilitator journal entry Create presentation schedule (research title, and one sentence description) | <u>JOURNAL ENTRY 4: Studio Reflection</u> |
| Week 14 | 11.20 | Create presentation schedule (research title, and one sentence description) Peer reading and feedback | PERSONAL RESEARCH & WRITING |
| TOPIC 5: Full Circle: Your Research | | | |
| Week 15 | 11.27 | Presentations (15 minutes/5 min questions/ 3 Minute thesis TBD) Invited guests Final Project Proposal | PERSONAL RESEARCH & WRITING |
| Week 16 | 12.4 | Final Project Proposal Presentations (15 minutes/5 min questions/ 3 Minute thesis TBD) Invited guests Final Project Proposal | Final Project Proposal (10-20 pages/2000-5000 words) Complete online evaluations |

UF Fall 2019 Breaks September 2: Labor Day; October 4 - 5: Homecoming; November 11: Veterans Day; November 27 - 30: Thanksgiving break
Classes End December 5; Finals Week December 7 - 13