

ARE 6746: METHODS OF RESEARCH

INSTRUCTOR: Michelle Tillander

CLASS MEETING TIMES: Fall 2014, 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 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 Sakai site <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>. These include **Studies in Art Education** and **Visual Arts Research**. The **Journal of Aesthetic Education** is housed in the Fine Arts Library. Students may also want to purchase a copy of the APA Writing Manual.

ONLINE RESOURCES:

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

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

UF IRB <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 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 Template and *proposal timeline* APA style (40%) (10-20 pages)
- ✓ Grant Proposal/Pilot Study/ (10%)(3-5 pages)
- ✓ Readings Reflections (20%);
- ✓ Annotated Bibliography APA style (10)(10%)
- ✓ Weekly Journal Entry Research Practice Reflections (10%)
- ✓ Final Research 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)

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. Anyone with more than 3 unexcused absences will lose 5% of their semester grade for each further unexcused absence. 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 2 weeks 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>

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

COURSE EVALUATIONS: “Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. 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> .”

***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
Proposal Questions/Map	WEEK #4
Grant/Pilot/Case Study	Week 6
Annotated Bibliography APA style (10)(10%)	Week 12
Final Proposal (template)	WEEK 13
Final Proposal Presentation	WEEK 14 & 15

DATE	IN CLASS ACTIVITIES & TOPICS	DEADLINES: READINGS & ASSIGNMENTS
WEEK #1 W 8.27	<ul style="list-style-type: none"> - INTRODUCTION - Discussion - Review syllabus course objectives, assignments, - Look at Sakai Web cite/ARES - Share research interests (icebreaker) 	look at Sakai cites, ARES etc... review syllabus Post Response (generate 2 questions) from syllabus Set three goals that you would like to accomplish in this class with your research. INVENTORY SHEET
WEEK #2 W 9.3	INTRODUCTION TO RESEARCH Discussion TOPIC 1 READINGS <ul style="list-style-type: none"> - Look at Proposal Format Handout - Grant Resources - Mapping our ideas: Research Topic - Look at previous UF SAAH research projects (LIBRARY) 	Reading response online due by class TOPIC 1: WHAT IS RESEARCH?
WEEK #3 W 9.10	RESEARCH QUESTIONS AND GOALS Discussion TOPIC 2 READINGS <ul style="list-style-type: none"> - Mapping our ideas: Research Questions - Begin ideas for a small pilot study/questions/goals - Pilot study format discussion - The Art of Writing a Proposal 	Post Response online due by class for TOPIC 2: RESEARCH QUESTIONS AND GOALS
WEEK #4 W 9.17	<ul style="list-style-type: none"> - 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 A Concept Map and Research Questions
WEEK #5 W 9.24	<ul style="list-style-type: none"> - Discuss TOPIC 3: RESEARCH AS KNOWING 	Post Response online due by class for TOPIC 3: RESEARCH AS KNOWING
WEEK #6 W 10.1	Proposal Time line: Set deadlines working backwards. http://gradschool.ufl.edu/catalog/current-catalog/catalog-academic-calendar.html Thesis & Dissertation deadlines 2011-2012 thesis and dissertation deadlines, at this link: http://gradschool.ufl.edu/pdf-files/deadlines-editorial.pdf	Journal Entry #2 Statement of Purpose Grant/Pilot/Case Study due
FAEA CONFERENCE October 2-5, 2014 Daytona		
WEEK #7 W 10.8	<ul style="list-style-type: none"> - NO FORMAL CLASS - LIBRARY RESEARCH (TOPIC 5 READING MFA RESEARCH METHOD READINGS) - SECAC CONFERENCE 	Post Response online due by class for TOPIC 4: RESEARCH METHODS AS A DESIGN DILEMMA

SECAC CONFERENCE OCTOBER 8-12, 2014

WEEK #8 W 10.15	<ul style="list-style-type: none"> - Discussion TOPIC 4: RESEARCH METHODS AS A DESIGN DILEMMA - Annotated Bibliography share (3 slide presentation of annotated bibliography ideas and discoveries) 	Journal Entry #3 Library visit (3 projects) method and what stands out....MFA Thesis
WEEK #9 W 10.22	Discuss TOPIC 5: MFA RESEARCH METHOD READINGS <i>Read and critique abstracts in class (to use with finding committee members)</i> Sign up for group meetings Week #11	Post Response online due by class for TOPIC 5: MFA RESEARCH METHOD READINGS
WEEK #10 W 10.29	<ul style="list-style-type: none"> - MA Proposal in process - Approaching committee members update IN CLASS COLLABORATIVE IRB (TOPIC 7: ETHICS/IRB)	Journal Entry #4 Summary of a total of 3 (artist/philosophers/theorist) that you admire. What is their research about. Please cite resource

Imagination Station November 8 & 9, 2014

WEEK #11 W 11.5	<ul style="list-style-type: none"> - NO formal class. - Group meetings with michelle as needed - WORK ON COLLABORATIVE IRB (TOPIC 7: ETHICS/IRB) - FAEA CONFERENCE 	Post Response online due by class for TOPIC 6: CHOICE RESEARCH READINGS
WEEK #12 W 11.12	<ul style="list-style-type: none"> - MA Proposal in process 	Journal Entry #5 Studio Reflection Method (technical/conceptual/ process) Annotated Bibliography due

IMAGINATION STATION DOWNTOWN FESTIVAL NOVEMBER 8-9 2014

http://www.gvlculturalaffairs.org/webcite/programs_events/DFAS/downtown_art_fest.html

WEEK #13 W 11.19	Create presentation schedule (research title, and one sentence description)	Post Response online due by class for TOPIC 7: ETHICS/IRBS Final MA Proposal due
THANKSGIVING HOLIDAY W(26-29, 2014)		
WEEK #14 W 12.3	<ul style="list-style-type: none"> - Presentations (15 minutes/5 min questions) - Invited guests 	Post Response online due by class for TOPIC 8: MY RESEARCH METHOD 2 READINGS Presentations (10 minutes 10 slides)
WEEK #15 W 12.10	<ul style="list-style-type: none"> - Presentations (15 minutes/5 min questions) - Invited guests 	MA Proposal DUE with corrections Presentations

W (12.10) All Fall classes end
Reading days (11-12)
December 13, 15-19, 2014

READINGS, RESPONSE AND DISCUSSIONS

The purpose of these reading assignments is provide you with an opportunity to: (1) become familiar with some of the literature in the field of research in art; (2) further your understanding of issues related to art research; and (3) critically reflect upon the meaning of these writings to you and with your peers. See response guidelines and rubric. All quote and paraphrasing must follow APA citation unless your committee/discipline uses another style guide, in that case just let me know. If none of the recommended readings are exciting you may substitute from these online journals or books:

- Art and Research <http://www.artandresearch.org.uk/v2n2/backissues.html>
- e-flux <http://www.e-flux.com/journals/>
- Journal of Artistic Research <http://www.jar-online.net/>
- Working Papers in Art and Design http://sitem.herts.ac.uk/artdes_research/papers/wpades/index.html
- *Studies in Material Thinking* (Journal) <http://www.materialthinking.org/current>
- *Visual Arts Research* (journal) *UF journals*
- Art Thesis, MFA (UF) <http://uf.catalog.fcla.edu/uf.jsp?st=Art+Thesis%2C+MFA&ix=su&S=1301408359016157&fl=bo>

Response Guidelines: (300-1000 words eLearning discussion) <ul style="list-style-type: none">• What is the authors argument/theme/topic? (1-2 paragraphs)• Select ideas or a “quote” from each author that resonate with you and briefly explain. (1-3 paragraphs)• Raise at least on question (?) from the readings. (1-2 sentences/questions)• Respond to 2 peers	Evaluation Criteria/Rubric: <ul style="list-style-type: none">• Clarity of writing (idea flow)• Use of APA (citation in text and reference)• Personal insights (challenges thinking and/or makes connections)• Developed a question and response to 2 peers
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DUE DATES: Check the class syllabus for Topic due dates. Reading can be found on the COURSE RESERVE ([ARES](#)) link. The reading responses are to be posted in elearning before class, I recommend bring a copy or notes for discussion. Before accessing course reserve materials from any NON-UF network, you must log into the UF VPN client. An instructional video can be found at <http://education.ufl.edu/distance-learning/access-vpn/> The class eLearning container is located at <https://lss.at.ufl.edu/>. Late reading responses will loose 10% of their value.

TOPICS AND READING SELECTIONS

TOPIC 1: WHAT IS RESEARCH? (SELECT 2 eLearning discussion board 500-1000WC)

Eisner, E. (1981) On the differences between scientific and artistic approaches to Qualitative Research, *Educational Researcher*, 10(4), 5-9

Erik Andersson, Erik. (2009). Fine Science and Social Arts – on common grounds and necessary boundaries of two ways to produce meaning. *Art and Research: A Journal of Ideas, Contexts, and Methods*, 2(2) 1-12. Retrieved from <http://www.artandresearch.org.uk/v2n2/andersson.html>

Jeffers, C. (1993). Research as art and art as research: A living relationship. *Art Education*, 46(5), 12-17.

Sullivan, G. (2008) Methodological Dilemmas and the Possibility of Interpretation. *Working Papers in Art and Design* 5, 1-10. Retrieved from http://sitem.herts.ac.uk/artdes_research/papers/wpades/vol5/gsabs.html

Vaughan, K. (2008) The Importance of Asking the 'Right' Questions: considering issues of interpretation in art-as-research. *Working Papers in Art and Design* 5, 1-10. Retrieved from http://sitem.herts.ac.uk/artdes_research/papers/wpades/vol5/kvabs.html

Wilson, B. (1994). Reflections on the relationships among art, life, and research. *Studies Art Education*, 35(4), 197-208.

<http://www.jstor.org/discover/10.2307/1320528?uid=3739600&uid=2129&uid=2&uid=70&uid=4&uid=3739256&sid=21104596551303>

TOPIC 2: RESEARCH QUESTIONS AND GOALS (SELECT 2 eLearning discussion board 500-1000WC)

Bodenhamer, V. (1997). Three perspectives on teachers as researchers: a triple dose of reality. *Art Education*, 50(5), 63-8.

Bolin, Paul (1996) We are what we ask, *Art Education*, 49(5) p. 6-10.

Chapman, L. H. (1979). Research means "Searching Again". *Studies Art Education*, 32(4), 6-10.

Fox, T. G., & Geichman, J. (2001). Creating research questions from strategies and perspectives of contemporary art. *Curriculum Inquiry*, 31(1), 33-49 .

Vaughan, K. (2008) The Importance of Asking the 'Right' Questions: considering issues of interpretation in art-as-research. *Working Papers in Art and Design* 5, 1-10.

Retrieved from http://sitem.herts.ac.uk/artdes_research/papers/wpades/vol5/kvabs.html

TOPIC 3: RESEARCH AS KNOWING (SELECT 2 eLearning discussion board 500-1000WC)

Andersson, E.(2009).Fine Science and Social Arts – on common grounds and necessary boundaries of two ways to produce meaning. *Art and Research* 2(2), 1-12. Retrieved from <http://www.artandresearch.org.uk/v2n2/pdfs/andersson.pdf>

Biggs , M & Buchler, D. (2008). Eight criteria for practice-based research in the creative and cultural industries. *Art, Design and Communication in Higher Education* , 7(1), 1-18.

Biggs, M. R., & Büchler, D. (2007). Rigor and practice-based research. *Design Issues*, 23(3), 62-69

Bishop, C. (2007). The new masters of liberal arts: Artists rewrite the rules of pedagogy. *Modern Painters*, 19(7), 86-89. Retrieved from <https://search.ebscohost-com.lp.hscl.ufl.edu/login.aspx?direct=true&db=aft&AN=505227848&site=ehost-live>

Büchler, D. & Lima, A. (2008) Drawing about images: textual and non-textual interpretation. *Working Papers in Art and Design* 5, 1-10. Retrieved from http://sitem.herts.ac.uk/artdes_research/papers/wpades/vol5/dbalabs.html

Busch, K. (2009). Artistic research and the poetics of knowledge. *Art and Research*, 2(2), 1-10. Retrieved form <http://www.artandresearch.org.uk/v2n2/busch.html>

Holert, T. (2009). Art in the knowledge-based Polis. Retrieved from <http://www.e-flux.com/journal/art-in-the-knowledge-based-polis/>

Jacob, M. J., & Baas, J. (2009). *Learning mind: Experience into art*. Chicago, Ill: School of the Art Institute of Chicago.

Moen, T. (2006). Reflections on the narrative research approach. *International Journal of Qualitative Methodology*, 5(4), 1-11. Retrieved from http://www.ualberta.ca/~iiqm/backissues/5_4/html/moen.htm

TOPIC 4: RESEARCH METHODS AS A DESIGN DILEMMA (SELECT 2 eLearning discussion board 500-1000WC)

Bell, D. (2006). Creative film and media practice as research: In pursuit of that obscure object of knowledge. *Journal of Media Practice*, 7(2), 85-100. Retrieved from <https://search.ebscohost-com.lp.hscl.ufl.edu/login.aspx?direct=true&db=aft&AN=505194615&site=ehost-live>

Birrell, R. (2009) A Gathering of artistic research: From new science to nameless science. *Art and Research*, 2(2), 1-2. Retrieved from <http://www.artandresearch.org.uk/v2n2/v2n2editorial.html>

Doloughan, F. J. (2002). The Language of Reflective Practice in Art and Design. *Design Issues*, 18(2), 57-64.

Goett, S. (2008) The more art, the more science: Narrative interpretations of art (and life). *Working Papers in Art and Design* 5, 1-10. Retrieved from http://sitem.herts.ac.uk/artdes_research/papers/wpades/vol5/sgabs.html

O'Donoghue, D. (2008) Can arts-researchers go where artists go? Questions of interpretation and practice as played out in, and through the work of the Canadian artist, Rebecca Belmore. *Working Papers in Art and Design* 5, 1-8. Retrieved from https://www.herts.ac.uk/_data/assets/pdf_file/0015/12426/WPIAAD_vol5_odonoghue.pdf

Sullivan, G. (1996). Critical interpretive inquiry: A qualitative study of five contemporary artists' ways of seeing. *Studies in Art Education*, 37(4), 210-225.

<http://www.jstor.org/discover/10.2307/1320855?uid=3739600&uid=2129&uid=2&uid=70&uid=4&uid=3739256&sid=21104596551303>

Svenungsson, J. (2009) The Writing Artist. *Art and Research*, 2(2)1-5. Retrieved from <http://www.artandresearch.org.uk/v2n2/svenungsson.html>

TOPIC 5: MY RESEARCH METHOD READINGS (SELECT 2 eLearning discussion board 500-1000WC)

Read and share **2 readings from MFA Thesis (UF or other educational institutions)**. Provide proper citation and a very short synopsis notes of the authors argument(s), what resonates with you, and what question(s) you raise, so that your peers will see the authors ideas clearly provide insights on how this paper is organized.

TOPIC 6: CHOICE RESEARCH READINGS (SELECT 2 CHAPTER AND OR ARTICLES eLearning discussion board 500-1000WC)

Balkema, A. W., & Slager, H. (2004). *Artistic research*. Amsterdam: Rodopi. E-book

Bayles, D., & Orland, T. (1993). *Art & fear: Observations on the perils (and rewards) of artmaking*. Santa Barbara, CA: Capra.

Bennett, A. (2006). *Design studies: Theory and research in graphic design*. New York, NY: Princeton Architectural Press.

Carrier, D. (2003). *Writing about visual art*. Cleveland, OH: School of Visual Arts.

Hickman, R. D. (2008). *Research in art & design education: Issues and exemplars*. Bristol, UK: Intellect.

Holly, M. A., Smith, M., & Sterling and Francine Clark Art Institute. (2008). *What is research in the visual arts?: Obsession, archive, encounter*. Williamstown, MA: Sterling and Francine Clark Art Institute.

Jacob, M. J., & Baas, J. (2009). *Learning mind: Experience into art*. Chicago, Ill: School of the Art Institute of Chicago.

Laurel, B. (2003). *Design research: Methods and perspectives*. Cambridge, Mass: MIT Press. (chapter, book on hold Art and Architecture Library)

Leavy, P. (2009). *Method meets art: Arts-based research practice*. New York, NY: Guilford Press.

McNiff, S. (1998). *Art-based research*. Philadelphia: Jessica Kingsley.

Orland, T. (2006). *The view from the studio door: How artists find their way in an uncertain world*. Santa Cruz, CA: Image Continuum Press.

Sayre, H. M. (1999). *Writing about art*. Upper Saddle River, N.J: Prentice Hall.

Schneider, A., & Wright, C. (2013). *Anthropology and art practice*. London : Bloomsbury Academic.

Studies in Material Thinking (Journal) <http://www.materialthinking.org/current>

Sullivan, G. (2005). *Art practice as research: Inquiry in the visual arts*. Thousand Oaks, CA: Sage Publications.

Visual Arts Research (journal) UF journals

TOPIC 7: ETHICS/IRBS (Post in Assignments ETHICS and IRB) COLLAB TEAMS

Read 1 to collaborate (make sure all names are on these forms) **an infographic and IRB Form** that you could use to teach a mini workshop on the topic of ethics and/or validity. Some question to consider. What is ethical and responsible research? How do these authors protect or suggest how to protect the rights and anonymity of any research participants? How do you assure validity of the research?

Required

Zeni J., (2001). A guide to ethical decision making for insider research (Epilogue) In J. Zeni *Ethical issues in practioner research* (pp.153-165). NY, NY: Teachers college Press.

Retrieved from <http://www.nwp.org/cs/public/print/resource/309>

Complete (4 things) FOR IRB Hypothetical research; Using our class you are interested in interview(3 questions) class members about their art research interests.

1. IRB 2 Protocol Submission Form <http://irb.ufl.edu/irb02/irb-02-forms/new-protocol-submission-form.html>
2. Complete and Informed Consent samples at <http://irb.ufl.edu/irb02/informed-consent-instructions-procedures/samples.html> and check list <http://irb.ufl.edu/irb02/informed-consent-instructions-procedures/chklist.html>
3. Create and Info Graphic about ethical research and/or the IRB process

Consider the following:

Ethical and Responsible Research: How are you practicing ethical and responsible research? Are there parts of your research design/process that will present ethical or validity issues.

Validity: How might you be wrong about what you expect to find? What are plausible alternative explanations and validity threats to the potential conclusion of your study and how will you deal with these? How will the data that you have , or that you could collect, support or challenge your ideas about what is going on?

Are you conducting socially and ethically responsible Research?

- about "voice" yours and participants
- requires research protocols to protect participants
- participation + commitment to the world around you
- personally important (creating own content)
- strengthens perception around you: structures, critical thinking, debate, meaning making,
- clarification through critique
- think conceptually and critically
- considering contextual knowledge
- aesthetically responsible (never sacrifices the recognizability and understandability of what is being portrayed/communicated/designed)

TOPIC 8: MY RESEARCH METHOD 2 READINGS

Read and share **2 readings from your research**. Provide proper citation and a very short synopsis notes of the authors argument(s), what resonates with you and your research method, and what question(s) you raise, so that your peers will see the authors ideas clearly and what insights these reading added to your research efforts.

Journal Entry 200-500 words and images

Journal Entry #1 A Concept Map and Research Questions

Construct a concept map of the one topic/wondering that you would like to begin researching. The concept map should demonstrate the relationship(s) you see between your topic, the research question/wondering, and the scholarship you are exploring. Convert your Concept Map to a PDF file. (If you don't know how to do this, Google how to convert a file to PDF format.) Attach the PDF-formatted concept map to your post. **Note: Sakai doesn't 'like' attachments with spaces in the file name title, so please do NOT include spaces when naming your files.**

Then, in the body of your post, address the following:

- Generate three research questions that derive from your Topic and Concept Map (these research questions should be answerable!)
- Describe the process you used to begin research for your scholarship review.
- What new understandings do you have about your topic as a result of the readings that you chose?
- What assumptions and biases are you seeing from the scholarship (or might you bring) to your topic?

<i>What do I need to know?</i>	<i>Why do I need to know this?</i>	<i>What kind of data will answer the questions?</i>	<i>Where can I find the data?</i>	<i>Whom do I contact for access?</i>	<i>Timelines for acquisition?</i>
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Journal Entry #2 Statement of Purpose

Statement of Purpose is a sentence that you write, which states, in some detail, what you want to learn about in your research project. The statement guides you as you work so that you will read and take notes only on what's needed for your project.

Journal Entry #3

Library visit (3 projects) method and what stands out....MFA Thesis

Journal Entry #4

Summary of a total of 3 (artist/philosophers/theorist) that you admire. What is their research about. Please cite resource

Journal Entry #5

Studio Reflection Method (technical/conceptual/ process)