

## Term Information

Effective Term Autumn 2022  
*Previous Value* Spring 2018

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Seeking full approval to offer course at 100% distance learning. Updating course learning outcomes

**What is the rationale for the proposed change(s)?**

n/a

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

<b>Course Bulletin Listing/Subject Area</b>	Art Education
<b>Fiscal Unit/Academic Org</b>	Arts Admin, Education & Policy - D0225
<b>College/Academic Group</b>	Arts and Sciences
<b>Level/Career</b>	Graduate
<b>Course Number/Catalog</b>	7200.30
<b>Course Title</b>	Overview of Research for Arts Educators
<b>Transcript Abbreviation</b>	Ovrvw Rsch ArtEd
<b>Course Description</b>	Introduction to a broad range of qualitative educational research methodologies in the field of art education, mainly in an art teacher's classroom, a museum setting, or community arts space. Includes research terminology and methodologies, data collection methods, and discusses the power of teachers as researchers in their own classrooms. Practices collecting and analyzing data.
<b>Semester Credit Hours/Units</b>	Fixed: 3

## Offering Information

<b>Length Of Course</b>	14 Week
<b>Flexibly Scheduled Course</b>	Never
<b>Does any section of this course have a distance education component?</b>	Yes
<b>Is any section of the course offered</b>	100% at a distance
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Seminar
<b>Grade Roster Component</b>	Seminar
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus

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## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Electronically Enforced Yes

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 13.1302  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Describe the background, epistemology/philosophy and function of various research methodologies in arts education.
- Describe positionality and researcher voice.
- Identify an area of research, collect and analyze raw data related to a research interest, and present the outcomes.
- Read, synthesize, and discuss selected readings focused on research in arts education.
- *Describe the background, philosophy and function of various research methodologies in arts education, describe positionality and researcher voice, analyze a research presentation by a graduate student in art education.*
- *Collect and analyze raw data related to a research interest. Identify the area of research, interview students and analyze the data, present the outcomes of the interviews.*
- *Read, synthesize, and discuss selected readings focused on research in arts education.*
- *Examine and coalesce literature in the field of arts education into a short literature review.*
- *Discuss how research can improve teaching practice and empower educators.*

### *Previous Value*

### Content Topic List

- Research methodologies
- Data collection methods
- Data analysis
- Educational Research
- Qualitative research

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
7200.30 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/07/2022

**Attachments**

- 7200.30 approval.pdf: ASC ODE cover sheet and approval  
*(Other Supporting Documentation. Owner: Pace, Lauren Kate)*
- 7200.30 syllabus.pdf  
*(Syllabus. Owner: Pace, Lauren Kate)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Pace, Lauren Kate	01/25/2022 12:59 PM	Submitted for Approval
Approved	Savage, Shari L	01/25/2022 01:20 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/07/2022 10:38 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/07/2022 10:38 AM	ASCCAO Approval



# SYLLABUS: ARTED 7200.3 RESEARCH METHODS IN ART EDUCATION (ONLINE MASTER'S) SPRING 2022

## Course overview

### Instructor

Instructor: Ruth M Smith, PhD

Email address: [smith.7768@osu.edu](mailto:smith.7768@osu.edu)

Phone number: 419-706-8506 (personal)

Office location and hours: By request through Canvas, email or cell phone

### Course description

This is an introductory course on research methodologies in Art Education. The primary goal of the course is to introduce art education graduate students to a broad range of (mostly) qualitative educational research methodologies in the field of art education, particularly methods for conducting research in an art teacher's classroom, a museum setting, or a community arts space. As part of that introduction, students will be exposed to research terminology and definitions, a variety of research methodologies, data collection methods, and examples of research studies, and discuss the power of teachers as researchers in their own classrooms. Students will practice collecting and analyzing data in their classrooms/museums based on their own goals for exploring teaching practices.

### Course goals and learning outcomes

The goals for this course are to provide an understanding of:

- 1) Qualitative methodologies commonly utilized in the field of art education and their epistemological, theoretical, and philosophical underpinnings.
- 2) researcher positionality, paradigms, and how they inform choice of question, topic, methodology, and data.
- 3) the importance of developing working research questions and knowing where one's research focus fits within the contemporary research agenda in the field.
- 4) the interconnection between epistemology, methodology, methods, and analysis.
- 5) the responsibilities involved in ethical, moral inquiry with human participants.

In this course, students will:

1. Complete assigned readings and viewings
2. Participate in and lead class discussion
3. Complete writing assignments and a mini-research project

By the end of this course, you should be able to:

- Describe the background, epistemology/philosophy and function of various research methodologies in arts education.
- Describe positionality and researcher voice
- Identify an area of research, collect and analyze raw data related to a research interest, and present the outcomes
- Read, synthesize, and discuss selected readings focused on research in arts education.

## Course materials

### Required

Buffington, M. L. & Wilson McKay, S. (2013). *Practice Theory: Seeing the Power of Art Teacher Researchers*. Reston, VA: National Art Education Association.

### Recommended/Optional

Ely, M., Vinz, R. Downing, M. & Anzul, M. (1997). *On Writing Qualitative Research: Living by Words*. London and New York: RoutledgeFalmer.

### Additional Resources

#### General Qualitative Research Books

- <http://methods.sagepub.com/>: Qualitative Research Methods Little Blue Book Series has a number of great resources on specific methods and methodologies.
- Marshall, C. & Rossman, G. (2011). *Designing Qualitative Research*. Thousand Oaks, CA: Sage.
- Yin, R. (2011). *Qualitative Research: From Start to Finish*. New York, London: Guilford Press.
- Knowles, J. G. & Cole, A. L. (2008). *Handbook of the Arts in Qualitative Research*. Thousand Oaks, CA: Sage.

#### Survey Research

- Nardi, P. (2015). *Doing Survey Research*, 3<sup>rd</sup> Ed. Routledge.

#### Quasi-Experimental Research

- Reichardt, C. S. (2019). *Quasi-Experimentation: A guide to design and analysis*. Guilford Press.

#### Arts-Based Research

- Leavey, P. (2009). *Method Meets Art*. New York & London: The Guilford Press.
- Irwin, R. L. & de Cosson, A. (2004). *Ar/tography: Rendering self through arts-based living inquiry*. Vancouver, Canada: Pacific Educational Press.
- jagodzinski, j. & Wallin, J. (2013). *Arts-Based Research: A Critique and a Proposal*. Sense Publishers.
- Sullivan, G. (2005). *Art Practice as Research: Inquiry in the Visual Arts*. Thousand Oaks, CA: Sage.

#### Mixed Methods

- Creswell, J. W. (2015). *A concise introduction to mixed methods research*. Thousand Oaks, CA: Sage.

### **Ethnographic Research**

- Goodall, H. L. (2000). *Writing the New Ethnography*. Rowman & Littlefield.
- Madison, S. (2005). *Cultural Ethnography: Methods, Ethics, and Performance*. Thousand Oaks, CA: Sage.
- Thomas, J. (2012). *Critical ethnography: Method, ethics and performance*. Thousand Oaks, CA: Sage.

### **Autoethnographic Research**

- Reed-Donahay, D. E. (Ed). (1997). *Auto/Ethnography: Rewriting the Self and the Social*. Oxford, England: Berg.
- Hughes, S. A. & Pennington, J. L. (2017). *Autoethnography: Process, produce and possibility for critical social research*. Thousand Oak, CA: Sage.

### **Historical Research**

- Williams, R. C. (2007). *The historian's toolbox: A student's guide to the theory and craft of history*. Armonk, NY: M. E. Sharp.
- Munslow, A. (2006). *Deconstructing history*. New York, NY: Routledge.
- Smith, P. & La Pierre, S. D. (1995). *Art education historical methodology: An insider's guide to doing and using*. Pasadena, CA: Open Door Publishers/Seminar for Research in Art Education.

### **Portraiture**

- Lawrence-Lightfoot, S. (1983). *The Good High School: Portraits of Culture and Character*. New York, NY: Basic Books.
- Qualitative Inquiry journal, Volume 11, Issue 1, February 2005, special edition on Portraiture.

### **Narrative Inquiry**

- Richardson, L. & St. Pierre, E. (2005) Writing: A Method of Inquiry. In N. Denzin & Y. Lincoln (Eds) *The Handbook of Qualitative Research* (3<sup>rd</sup> Ed.) (pp. 959-978). Thousand Oaks, CA: Sage.
- Clandinin, D. J. & Connelly, M. F. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research*. San Francisco, CA: Jossey-Bass.

### **Theoretical Research**

- Youngblood Jackson, A., & Mazzei, L. A. (2012). *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. New York, NY: Routledge
- Olsson, L. (2009). *Movement and Experiment in Young Children's Learning: Deleuze and Guattari in Early Childhood Education*. Routledge.
- Lather, P. (2007). *Getting Lost: Feminist Efforts toward a Double(d) Science*. Albany, NY: State University of New York Press.
- Sprague, J. (2016). *Feminist Methodologies for Critical Researchers*. London: Rowman & Littlefield.

### **Visual Culture Research / Semiotics**

- Rose, G. (2016). *Visual methodologies: An introduction to researching with visual materials*. Sage.
- Smith-Shank, D. L. (2004). *Semiotics and Visual Culture: Sights, Signs, and Significance*. Reston, VA: NAEA.

### **Case Study**

- Yin, R. (2018). *Case Study Research*. Thousand Oaks, CA: Sage.
- Hamilton, L. & Corbett-Whittier, C. (2013). *Using Case Study in Education Research*. Sage.

- Hancock, D. (2011). *Doing Case Study Research: A Practical Guide for Beginning Researchers*. Teachers College Press.

### Action Research

- Stringer, E. (2008). *Action Research in Education*. Upper Saddle River, NJ: Pearson.
- Stringer, E. (2021). *Action Research* (5<sup>th</sup> ed.). Sage. (e-book)
- McNiff, J. (2017). *Action Research: All you need to know*. Sage

### Participatory Action Research

- Kindon, S., Pain, R., & Kesby, M. (2010). *Participatory Action Research Approaches and Methods*. London and New York: Routledge.
- McIntyre, A. (2008). *Participatory Action Research*. Thousand Oaks, CA: Sage.
- hunter, I., emerald, e., & Martin, G. (2013). *Participatory activist research in the globalized world: Social change through the cultural professions*. Dordrecht: Springer.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Canvas:
  - Canvas, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Canvas, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Canvas can be found at <https://resourcecenter.odee.osu.edu/canvas>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Canvas

## Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration (i.e. post to discussion and have students respond)
- Recording, editing, and uploading video

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Required Software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>

# Grading and faculty response

## How your grade is calculated

Assignment or category	Points
Voice of Researcher Paper	10 points
Methodology Resource Paper	10 points
Research Analysis Paper	10 points
Discussions	20 points
Mini-Research Project	40 points
Short Literature Review	10 points
<b>Total</b>	<b>100 points</b>

See course schedule, below, for due dates

## Late assignments

Late submissions incur a 10% deduction in grade per day it is late. Please refer to the course calendar for due dates. Any changes in due dates will be made via email and Carmen Announcement.

## Grading scale

93-100: A  
 90-92.9: A-  
 87-89.9: B+  
 83-86.9: B  
 80-82.9: B-  
 77-79.9: C+  
 73-76.9: C  
 70-72.9: C-  
 67-69.9: D+  
 60-66.9: D  
 Below 60: E



## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **48 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **48 hours on school days**.

## Attendance, participation, and discussions

### Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Canvas each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As participation each week you can expect to post at least twice as part of our substantive class discussion on the week's topic. Additional response guidelines are provided in the discussion prompts each week.

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) Utilize the

APA Style Guidelines (see [www.owl.english.purdue.edu](http://www.owl.english.purdue.edu) for a comprehensive overview of APA Style Guidelines, including references and in-text citations).

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into your blog or Canvas discussions.

## Other course policies

### Student Academic Services

Arts and Sciences Advising and Academic Services' website provides multiple support such as advising. The site is:

<http://artsandsciences.osu.edu/about/college/contacts/advising>

### Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

### Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

### Academic integrity policy

#### Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [APA style](#) to cite the ideas and words of your research sources. You are

encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

Please review the following for more details:

<http://ada.osu.edu/resources/Links.htm>

The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; ods@osu.edu; <http://ods.osu.edu/>

## **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

### **Carmen (Desire2Learn) accessibility**

# Assignments

## Discussions (30% of your grade, 10 discussions total)

- **Week 1: Introduction, questions about research, research questions.** Tell us about yourself, your research interests (and possible research questions), and your experiences with research. What ideas and questions do you have about research? Then, write a reading response based on your understandings and reflections of the assigned reading. Read the assigned reading first (chapters 1-3 in the book), and then tell us how you made sense of what you read, what it meant to you, and what questions you are asking. Please respond to at least one other classmate's response in addition to your own posting.
- **Week 2: Paradigm and Research Questions.** This week, we focus on paradigms and how these paradigms inform your research choices. After completing the assigned readings and viewings, spend some time thinking about where you fit within the paradigms you read about in Chapter 4. Do the following activities to prepare for your discussion response:
  1. Review the Paradigm Chart on page 31, "What's for Supper? Research Paradigms!" (pp. 33-34), and the attached paradigm chart from Patti Lather. Then, watch the [TedX video on visualizing data](#) by Manuel Lima (12 minutes). These are all different ways to conceptualize the relationship between different worldviews, or paradigms. How do these compare? How do you understand the relationship between these different worldviews? Where do you fit?
  2. Lisa Hochtritt provides an activity to get you thinking about your research topic and guiding research question on pages 44-45 in your textbook. Review this section, and complete the activity described. This includes, writing a paragraph about something you are interested in finding out more about, looking to see who else is exploring this area and what questions these authors explored in their studies. Look up 3-5 articles relevant to your topic and identify the questions that the authors are asking. Then, try your hand at writing your own research question.

Then, submit a short reading response based on your understandings of the assigned reading and video. **Reflect on how you made meaning of what was discussed, where you might fit yourself within the paradigms described, and what this might mean for your own research.** Reflect on your own understanding of research in general, as well as of conducting research in your teaching space. Tell us how the reading this week helped you to rethink your research topic and questions. Share your working research questions.

- **Week 3: Positionality.** This week, we are focusing on researcher positionality and voice. The semester started out wide and we are slowly narrowing in on how your paradigm and experiences inform the way you do research. For this week's discussion, **set the stage for your research by telling a story about a significant experience you have had that has ignited your interest in your topic.** This is what Thompson (2013) calls a "representational anecdote," an

incident that stands out in your mind as an example of concerns embodied in your research, as a concrete instance of the theory you are attempting to construct and share. Consider your positionality as a teacher and researcher, the context in which you are practicing and researching, and how the story fits into your wider practice and the field of art education as you understand it. What did you learn about your positionality as a researcher as well as an educator in working on the writing assignment for this week (Voice of the Researcher)? How does this alter the way you are thinking about your research topic?

- **Week 4: Methodology.** Watch all posted presentations and comment at least once on each thread. Discussion leaders are required to comment on all posts in their thread.
- **Week 5: Methodology.** Watch all posted presentations and comment at least once on each thread. Discussion leaders are required to comment on all posts in their thread.
- **Week 6: Methodology.** Watch all posted presentations and comment at least once on each thread. Discussion leaders are required to comment on all posts in their thread.
- **Week 7: Methodology.** Watch all posted presentations and comment at least once on each thread. Discussion leaders are required to comment on all posts in their thread.
- **Week 8: Methodological possibilities.** Now that we've covered lots of different approaches to research, revisit your research topic. What research methodology is most appropriate for your topic, setting, positionality and goals for the research? The goal of this week's discussion is to get you thinking about the possibilities and limitations of the methodologies we have been exploring for your own research. Using the research question(s) you have been working on, choose one methodology that you could employ to investigate these questions. Define the methodology and describe how you would carry it out to explore the topic you identified and answer the question(s) you asked. Think about not only the methods used, but also the way you are coming to knowledge, how you think about and work with participants, what ethical issues may arise, how the conceptual frameworks may differ, how you approach analysis, what format your presentation would take, how the research could be used (implications), and what the limitations of your study may be. This post should include three sections: 1. Introduction of research topic. 2. Methodology described and defined (citing sources) and 3. How you would carry out this methodology and why this is the best choice. Please cite sources according to APA.
- **Week 13: Annotations for Literature Review.** Post a list of your annotations for the readings you will include in your literature review. Review the guidelines for annotated bibliographies for further guidelines. In your response, provide feedback on the annotations as well as suggestions for further reading. Online MA students should post their annotated bibliography to their blogs and submit the URL on the discussion board.
- **Week 15: Closing Discussion.** For this post, reflect on what you've learned this semester. Let us know what you have learned about collecting and analyzing data; about reviewing other's research; and about how this fits into the bigger picture of

methodologies and epistemologies we discussed early in the semester. Some questions to think about:

- How does the nitty-gritty of data collection and analysis fit with your earlier thoughts on how knowledge is constructed?
- Have you changed your perspective on your own epistemologies?
- Think back to your Voice of the Researcher paper: How has your positionality impacted your own data collection and analysis?
- What methodology have you decided to utilize as you continue to research your topic?
- What lingering questions do you have about research?

## Papers and Projects

### 1. Voice of the Researcher Paper (10% of your grade)

The goal for this paper is to get you thinking about the way that your personal stance informs your research stance. How do your views on the world impact your role as a researcher in relationship to your topic, setting, and participants? Construct your positionality, and further reflect on and analyze how your cultural identifiers influences how you view and construct knowledge via the research process. You will do this in two steps:

1. First, consider your personal stance: What are your personal, social, cultural and professional values and beliefs? What motivates you to get up each morning? What compels your choices in education? Who are the people and what are those life experiences that underlie your motivations in life? Who are you? How do you understand truth and knowledge (your epistemology)?
2. Then, consider your research stance: How did you come to your commitment to your discipline, research topic, questions, and strategies? How about your theoretical position as a researcher, the paradigm/methodology, pioneers whom you admire and follow? Why? How?

Meld these two stances together into one paper. You may experiment with your writing, your way of telling this complex, messy story, using quotes, examples, incidents, ponderings. Stretch your sentence structure, your vocabulary, using words appealing to the senses, asides that reach into the pockets of experience. Consider your class peers as your audience. Create a revealing title for your paper. Use formal referencing for citations (APA). double spacing, 4-5 pages.

\*\*Online MA students, draw from your Multicultural Art Education course and 6998 Identity Blog Post to construct your positionality.

**2. Methodology Resource Paper (10% of your grade).** The goal for this assignment is to go deep into a methodology to understand its foundations and uses.

Choose a methodology from the list below. You will be working in groups of 2-3 people. Your group will write a resource paper including: 1) an overview of the methodology, 2) the underpinning theories, philosophies, and epistemologies, 3) its purposes and values, particularly in art education, 4) major questions, 5) frequently used methods (thinking about why these methods fit the underlying values and beliefs about knowledge and the world), and 6) a list of 5-7 resources (books and/or articles). The **paper** should be no more than 2 pages single spaced and can include bullet points and/or charts. Formally reference all citations (APA)

To do this, each group member will read one book in its entirety on the methodology. You may choose from the list of suggested resources or propose to me an alternative text for approval. You will need to do additional research to identify exemplar studies, articles, and other books in order to provide a list of helpful resources (bibliography).

The week that your Methodology Resource Paper is due, you will post a short (7-10 minute) video presentation, your resource paper and 2-3 discussion questions *to the discussion board*. Your **presentation** should cover the underpinnings, major questions, ethical issues, and how this methodology could be used as well as how it fits within the issues we have been discussing in class. You can use PowerPoint with voiceover, Prezi, Zoom recording, iMovie, or whatever platform you are comfortable using. You will be responsible for responding to all comments on your discussion thread that week. You will not be required to post on any other groups' threads the week of your discussion. Those not presenting should view all presentations, read all resource papers, and choose at least one question for each thread to respond to thoughtfully.

Choose from:

**Methodologies: Knowing Practices**

Survey Research  
Arts-Based Research  
Mixed Methods  
Quasi-Experimental

**Methodologies: Understanding People**

Ethnographic Research / Autoethnographic Research  
Historical Research  
Portraiture

**Methodologies: Making Meaning**

Narrative Inquiry  
Theoretical Research  
Visual & Material Culture Research / Semiotics  
Case Study

**Methodologies: Changing Our Practices**

Action Research  
Participatory Action Research

**3. Research Analysis Paper (10% of your grade).** The goal of this assignment is to read and analyze an example of methodological possibilities within the field of art education. You have three options:

- **Choose a thesis or dissertation** related to your research interests in the field of Art Education to read and analyze. This does not need to be from Ohio State. Submit a synopsis of the research presented, including the Methodology; Researcher Positionality; Methods of Collecting Data; Data Analysis Methods; Research Outcomes; and Other Major Themes. 3-5 pages, double spaced, APA style.
- **Choose a video presentation from GRAE** to view and analyze. Search the AAEP YouTube Channel for the 2015 or 2019 GRAE conference presentations (<https://www.youtube.com/channel/UC0JLDw-JAeKYchWK8VU1M-Q>). Submit a synopsis of the research presented, including the Methodology; Researcher Positionality; Methods of Collecting Data; Data Analysis Methods; Research Outcomes; and Other Major Themes. Even if they are not clearly identified, use the information



you've learned in class so far to make an educated guess and provide rationale for your choice. 3-5 pages, double spaced, APA style.

- **Alternative for those attending NAEA:** attend a research presentation and then meet with the presenter to discuss their research further. Investigate any publications connected to their presentation and read them. Consider the body of their research in your analysis. Submit a synopsis of the research presented, including the Methodology; Researcher Positionality; Methods of Collecting Data; Data Analysis Methods; Research Outcomes; and Other Major Themes. 3-5 pages, double spaced, APA style.

**4. Short Literature Review (10% of your grade).** Choose *at least* 10 articles or books that directly pertain to your topic. Some can be from the annotated bibliography in 6998, however you will need to do additional research to address the specific themes and topics in your research. Remember that you should rely on peer-reviewed sources (marked with a peer-reviewed symbol on the library website). The literature review provides the scholarly context for your research.

Start by creating an **annotated bibliography** of your readings (to be posted to the discussion board for feedback and additional reading suggestions from peers). Online MA Students should **post their annotated bibliography to their blog** and submit the URL to the discussion board. Annotated bibliographies are an important research tool and practice to keep track of what you read so that it is easy to reference. Review the Annotated Bibliography resource page for guidelines on keeping an annotated bibliography.

Then, pull these annotations into a **literature review**. Identify and describe your area of interest in an introduction paragraph. This is followed by an analysis and presentation of the literature that you are including in your review. **This is not simply a list of annotations.** These should be grouped according to major themes. Use these themes as subheadings. Define important terms. Connect the readings. What do they say as a group? Identify gaps in the research (if present). What ideas, concepts, and questions are relevant to your research? Finish with a clear, concluding paragraph of your interest in exploring the issue(s) raised in the literature in your practice and research. 5-7 pages, double spaced, APA.

**5. Mini-Research Project (30% of your grade).** The goal of this assignment is to practice research methods common to the field of art education by designing your own mini-research project. This project is broken into 4 steps.

1. Present your plan, including guiding research questions, methodology, and interview questions.
2. Collect Data through two observations and 3-5 interviews.
3. Analyze Data through two analysis exercises.
4. Present Findings

More details about each step are provided in the assignment guidelines.

# Course schedule

Week	Topics, Readings, Assignments, Deadlines <b>**Work due by Sunday night at 11:59 pm unless otherwise noted.</b>
1	<b>What is Research?</b> <b>Read:</b> Buffington & McKay: Chapters 1-3 (pages 1-24) <b>Watch:</b> What is Educational Research? <b>Discuss:</b> Introduction and Reading Response
2	<b>Paradigms, Ontologies and Epistemologies: Worldviews and Ways of Knowing</b> <b>Read:</b> Buffington & McKay Chapters 4-5 (pages 25-49) <b>Watch:</b> Research Paradigms and Searching for Sources <b>Discuss:</b> Reading Response <b>**Methodology Resource Paper Sign Ups</b>
3	Epistemology, Methodology and Positionality <b>Read:</b> Writing the New Ethnography: Chapter 4 “Voice, Reflexivity and Character” (on Carmen) and Ely, Vinz, Downing & Anzul excerpt from Chapter 2, pp. 31-50 (on Carmen) <b>Watch:</b> Researcher Positionality Statements <b>Assignment:</b> Voice of the Researcher
4	<b>Methodologies: Knowing Practices</b> <b>Read:</b> Buffington & McKay: Section 2 (pp. 71-134; read Introduction and choose one methodology to read all chapters) <b>Discuss:</b> Methodology
5	<b>Methodologies: Understanding People</b> <b>Read:</b> Buffington & McKay: Section 3 (pp. 135-172; read Introduction and choose one methodology to read all chapters) <b>Discuss:</b> Methodology
6	<b>Methodologies: Making Meaning</b> <b>Read:</b> Buffington & McKay: Section 4 (pp. 173-242; read Introduction and choose one methodology to read all chapters) Optional: St. Pierre, E. A. (2018). Writing Post Qualitative Inquiry. <i>Qualitative Inquiry</i> , 24(9) 603–628. <b>Discuss:</b> Methodology
7	<b>Methodologies: Changing Our Practices</b> <b>Read:</b> Buffington & McKay: Section 5 (pp. 243-279; read Introduction and choose one methodology to read all chapters) <b>Discuss:</b> Methodology
8	<b>Methodology Wrap Up and Research Analysis Paper</b> <b>Optional Read:</b> Marshall & Rossman Chapter 3: Trustworthiness and Ethics (on Carmen)

	<p><b>Watch:</b> How to analyze a scholarly article (apply these strategies to watching a research presentation).</p> <p><b>Assignment:</b> Research Analysis Paper.</p> <p><b>Discuss:</b> Methodological Possibilities</p>
9	<p><b>Planning a Research Study</b></p> <p><b>Read:</b> Buffington &amp; McKay: Chapter 6, pages 50-70 and Agee, J. (2009) Developing qualitative research questions: a reflective process, <i>International Journal of Qualitative Studies in Education</i>, 22(4), 431-447.</p> <p><b>Assignment and Discuss:</b> Mini-Research Project Step 1</p>
10	<p><b>Data: What is it and how do you get it?</b></p> <p><b>Read:</b> Ely, Vinz, Downing &amp; Anzul: pp. 340-346 (on Carmen) Khared, D. (2015). Visual ethnography, thick description, and cultural representation. <i>Journal of Sociology and Anthropology</i>, 9, 147-160. (on Carmen)</p> <p><b>Assignment:</b> Mini-Research Paper Step 2</p>
11	<p><b>Data: What is it and how do you get it...continued</b></p> <p><b>Assignment and Discuss:</b> Mini-Research Paper Step 2</p>
12	<p><b>Data: Now that you have it, what do you do with it?</b></p> <p><b>Read:</b> Ely, Vinz, Downing &amp; Anzul: Chapters 4 and 5 (pp. 160-273) (on Carmen)</p> <p><b>Optional:</b> Chapter 7: Finding your story (provides concise overview of data analysis, on Carmen)</p> <p><b>Watch:</b> How to Analyze Interview Data</p> <p><b>Assignment and Discuss:</b> Mini-Research Paper Step 3a</p>
13	<p><b>Literature Review</b></p> <p><b>Read:</b> Review Library Link, Annotated Bibliography Guidelines, and Writing a Literature Review on Owl.Purdue.edu</p> <p><b>Watch:</b> How to write a literature review</p> <p><b>Assignment:</b> Short Literature Review (Paper due week 15)</p> <p><b>Discuss:</b> Annotated Bibliography</p>
14	<p><b>Data Analysis Continued...</b></p> <p><b>Assignment and Discuss:</b> Mini-Research Paper Step 3b</p>
15	<p><b>Data: Wrapping It All Up</b></p> <p><b>Read:</b> Chapter 8: Writing your story (on Carmen)</p> <p><b>Assignment:</b> Mini-Research Paper Final Report with Reflections</p> <p><b>Discuss:</b> Conclusions</p> <p><b>Course Evaluations</b></p>

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.



- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.