ARE 6933: Methodology Deep Dive Action and Arts-Based Research

SEMESTER AND YEAR: SPRING 2024

CREDIT HOURS: 3

Faculty Contact Information:

Name: Dr. Kendall Crabbe

Email: kendall.crabbe@ufl.edu

Office hours: By appointment

Notes:

- Use Chrome or Firefox to access Canvas.
- All email communication should be through Canvas mail. After the course ends, you may email your instructor via regular email.
- I will add important Announcements throughout the course. You should log in to the

course site regularly and read the Announcements.

- Microsoft Word and PowerPoint are both required for this course for submitting writing assignments and creating class presentations. See information below about how to get MS Office if you don't already have it.
- **This course officially begins on January 8th, 2024 and ends on March 1st, 2024.** Plan ahead for due dates for final assignments.

DESCRIPTION:

This course explores two popular art education research methodologies: Action and Arts-Based Research. Students will engage in weekly readings, discussions and practice applying these research methodologies to their individual research projects. As a group, we will learn how to analyze the most common types of data and practice on several

data sets, including those collected by students and their peers. Students will practice critiquing the work of others and revising their approach to action and arts-based research. Substantial time will be devoted to one-on-one mentorship, allowing students to envision, craft, and gain confidence practicing the research process. Each course assignment will contribute to the final mock research design using action or arts-based research. This process is meant to help students gain confidence enacting and receive feedback on HOW they "try on" and practice one of these two methodologies.

Purpose and Objectives:

This course is an opportunity for you to practice and "try-out" two distinct research methodologies with a short research idea. At the completion of this course, successful students will be able to demonstrate:

1. a deepened and broadened understanding of education research, specifically action and arts-based research,
2. increased understanding of analyses of different kinds of research data,
3. increased understanding of presenting research results,
4. practice reporting research results,
5. an increased understanding of one's teaching practice,
6. confidence conducting research in your classroom or wherever you teach,
7. and confidence and experience producing a research design (action or arts-based research) that best showcases your proposed study.

Course Requirements:

To achieve course objectives, students will:

- Read, synthesize, and prepare critical reflections on selected readings.
- Creatively and critically analyze and utilize available resources as they inform and extend upon one's professional practices.
- Contribute constructively and regularly through active engagement in all course activities (readings, discussions, meetings, research, and presentations) with the intent of expressing one's views honestly while respecting diverse viewpoints.
- Participate professionally in the course online learning community through supportive and informative responses to peers and through thoughtful presentations of personal research.
- Produce a comprehensive research design (action or arts-based research) based on a proposed independent research project that extends the course content while honoring personal interests.

Textbook and Materials:

ARE 6933 relies heavily on selected readings from current literature from the fields of art,

education, and art education. Readings are uploaded for each week of the course. In a few cases, you will need to access the course text online through UF library. I have indicated on Canvas, when this will be necessary. Websites, articles, videos, and other materials will also be assigned and available to you throughout the course (listed within each lesson).

Let me know by Canvas-mail if you have problems accessing the course reading materials. If it's a computer access issue, contact the UF Helpdesk immediately for technical assistance. Call them at 352-392-4357. Although I cannot solve technical issues you might have, I will stay with you on the problem until you get it resolved.

Note: If you haven't yet verified that you can access the UF Library System remotely, make sure that you are able to do so. Get your VPN installed and working if you have not already done so.

There are no required textbooks for this course. However, all students are required to have and use the Publication Manual of the American Psychological Association (APA), Seventh Edition (7th ed) published by the American Psychological Association. This book is available both on the APA Website http://www.apastyle.org/manual/index.aspxLinks to an external site and on Amazon (where you might find an inexpensive used copy).

If you already own the 6th edition of the APA manual, you are still required to purchase the 7th edition. The 7th edition is much improved, and it provides over 100 new examples of how to cite and reference digital and social media sources.

In addition, all students must have a USB headset with a microphone. This piece of equipment is crucial for fully accessing the live, synchronous sessions we have via Zoom Conferences.

Learning Activities:

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. The primary instructional methods of this course include assigned readings and practice activities for each lesson, short visual journal entries (reading reviews), online group discussions relating to the course topics, student presentations, work with peers, research, and independent creative and scholarly project work. Extensive reading, writing, interaction with peers, and independent research will be required to help students achieve the course objectives.

Note: Due dates for all learning activities are provided in the Course Schedule.

The Course Schedule is located on the Home page and organized by modules. You can access individual assignments with descriptions and additional resources that may be useful under the "assignments" tab on the left navigation menu of our course site.

Weekly Readings:

In this course, students must read and take notes on the articles, chapters, websites, and resources posted for each weekly module/lesson.

Discussion Forums:

In this course, students encounter one type of Discussion Forum: Visual Journal Posts and Discussion – total of 5, all graded

Visual Journal Posts: Our readings and the content you derive from these readings form the core of this course. Throughout the semester, you are asked to read various articles, chapters, explore websites, videos and artwork. Then, you are asked to summarize some of the big ideas of the readings and reflect on those readings and other materials, and engage in dialogue with classmates via discussion forums. The point of these discussions is not to merely recount, author-by-author, what each author said, or to achieve one particular understanding of an assigned author's point of view. Instead, the goal is to consider new insights and perspectives, to share your understandings of these new insights and perspectives, and to critically engage with the readings as they relate to your own professional experiences, practices, and beliefs.

Since we are art educators, I ask that your Weekly Visual Journal Posts take a visual form. What are your thoughts on the readings? How do these readings connect to your proposed research or not? Do any artists or artworks come to mind? Can you begin brainstorming and drafting parts of your research design in either an action research or arts-based research format?

Your initial Visual Journal posts should be about 350 words long + images.

Your participation in each of the five Weekly Visual Journal Posts on the course readings will be evaluated and graded. Taken together, your grades earned on the eight Weekly Visual Journal Posts over the course readings will comprise 40% of your final grade in this course.

Specific directions and writing prompts (instructions) for each weekly Visual Journal Post is provided. You are expected to read the assigned and supplementary material and then consider the writing prompts for each forum before submitting your initial post to a forum.

Participation and Responses to Visual Journal Posts:

Visual Journal Posts are open for the duration of each lesson. Each lesson and weekly discussion forum begins on Monday and ends at midnight the following Sunday.

Each student is expected to submit their initial reading-response post within the first three days of the lesson. This will allow time to reflect and post thoughtful replies to your classmates throughout the remainder of the lesson that week. **In addition to posting your own Visual Journal entry, you are expected to respond in a meaningful way to a minimum of 2 other initial postings from your class members. In addition, if a**

classmate responds to your initial post, you should reply to them before Sunday at midnight.

NOTE: These forums replace in-person discussions that typically occur in a face-to-face class. Your participation is important.

Meeting the minimum expectations for participation in Thematic Discussion Forums over the readings (at least 5 on time, substantive posts and replies) "Meets Expectations" and will earn up to 3 to 3.5 points. More participation "Exceeds Expectations" and earns higher points, up to a total of 5 points. Comments like "I agree" or "thanks for your ideas" are nice, but insufficient to receive credit. **Your posts and replies should elaborate, probe, extend, and add additional insights and resources (images, readings, websites, etc.) to these discussions**.

You should login to the weekly Discussion Forums (and/or other discussion forums) several times each week to follow the ideas of your peers. Your critical approach to the content is very much welcome. For more information, download the Discussion Participation Guidelines and Grading Rubric for more details. The Discussion Participation Guidelines and Grading Rubric is located in Course Assignments.

Putting it into Practice Posts:

There are two (2) major projects due in this course that build to the final project.

The first Putting it into Practice Post (PPP) will be due during week 4 and will be your chance to "try on" action research as a methodology. You will envision, craft, and share a "mock/practice" research design with the components listed below.

The second PPP will be due during week 6 and will be similar, but you will apply arts-based research as your methodology.

Components of Putting it into Practice: Draft of all sections below...

- Introduction to research design
    - Brief overview of proposed study
    - Timeline of events
- Description of Methodology and rationale for using it (Action or Arts-based research)
    - Research methods
        - Context (geographic, institutional, etc)
        - Participants
            - Recruitment process
            - Sampling strategy
            - Sample of participants

- Research design
  - Data sources, generation, and collection
  - Data analysis (describe plan for analysis)

*PLEASE NOTE: You are NOT creating a capstone research proposal, you are practicing your ability to write the aforementioned sections with a specific methodology, one you MIGHT plan to use in future research.

FINAL MOCK RESEARCH DESIGN:

Paper = 50 points

Presentation = 50 points

Combined total = 100 points, taken as 50% of total grade in this course

The purpose of the Final Mock Research Design is to provide students with an opportunity to a) select arts-based research or action research, b) incorporate feedback from the PPP discussion forum, and c) present and submit final mock research design. In addition to sharing your work with peers, you will present your research during the last week of class in a live, real-time Zoom Conferences session.

*PLEASE NOTE: You are NOT being asked to write a full or even partial research proposal for your future capstone study, as you will in your Research Methods course. Rather, I am asking you to "try on" and practice crafting one part of the research process, the research design with the components listed below. You will be proposing a brief idea for research and how this idea could be approached through one of two methodological lenses.

See the Course Schedule for time and date of our Zoom session.

Components of Final Mock Research Design:

- Introduction to research design
  - Brief overview of proposed study
  - Timeline of events
- Description of Methodology and rationale for using it (Action or Arts-based research)
  - Brief description of researcher positionality
  - Research methods
    - Context (geographic, institutional, etc)
    - Participants
      - Recruitment process
      - Sampling strategy
      - Sample of participants
    - Research design
      - Data sources, generation, and collection
      - Data analysis (describe plan for analysis)

- Limitations

Note: If you cannot attend the live session, make arrangements with your instructor ASAP. You will be required to record your presentation as a movie file with voiceover, post your movie to YouTube, make it public, and submit your YouTube link to the Presentation Assignment Dropbox by the due date. There are many ways to make a PowerPoint presentation into a movie with voiceover. Google a "how to" question.

Grading Policy:

Final grades will be calculated according to the following criteria:

- Visual Journal Posts and Discussion (5 total): 20%
- Putting it into Practice Posts (2 total): 30%
- Final Mock Research Design: 50%

Final grades will be calculated according to the following criteria:

Visual Journal Posts and Discussion (5 total): Due weekly. Worth 10 points each, and taken together, calculated at 20% of the final grade.

Putting it into Practice Posts (2 total): Due Week 4 and 6. Worth 20 points each, and taken together, calculated at 30% of final grade.

Final Mock Research Design: worth 100 points, calculated at 50% of final grade.

Specific requirements and evaluation criteria used in each of these areas is provided on the specific Assignment handouts for each.

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.

Late Policy for Assignments:

In order to earn an 'A' in this class, all assignments must be completed and on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late. Course work should demonstrate an ongoing process of self-reflective synthesis and critical analysis of course topics including individual research interests and evidence of transformative thinking and learning.

Course Incomplete Policy:

School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official online calendar in ART ED CENTRAL for the last day to withdraw from a class.

See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspxLinks to an external site. For additional information on UF grading policies. Please Note: A grade of C- or below will not count toward major requirements.

Other Course Policies

Professionalism:

Educator professionalism contains three essential characteristics: competence, performance, and conduct, all of which directly impact a teacher's effectiveness.

Participation:

Successful online learning requires active participation in each course. Thus, it is essential that students login to course components several times each week so that one does not miss anything or fall behind. Regular, active, and meaningful participation is expected of all students, and frequency and quality of participation may affect your grades.

Students should plan to login to the course several times throughout the week. On average, you should expect to be on one of the course sites (e.g., Canvas or ZOOM) several hours per week. As for time spent on outside study (e.g., reading, writing papers, doing online research and so on), you should expect to spend approximately six to nine hours per week (or for some people more).

This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule. In addition, live, two hour synchronous sessions are planned during the semester on Zoom (refer to the course schedule for session dates and times). During these sessions, your instructor will be able to talk with students about the course content in real time, and vice versa. Expectations for the course assignments will be explained, and students will be able to ask questions. Students unable to attend a live session will be able to watch a recorded (archived) video through ZOOM of the synchronous meetings.

Academic Honesty:

All 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." All students are required to abide by the UF Academic Honesty Guidelines, which have been accepted by the University. In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. Additionally, students may also refer to the UF Student Guide that includes students' rights and responsibilities, UF's standard of ethical conduct, honor code and academic guidelines. In addition to providing feedback to students, to encourage proper citations and to check for potential plagiarism issues, the instructor will utilize a Turnitin function to check for proper citations and reference practices.

Network Etiquette:

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The 'Core Rules of Netiquette' (Virginia Shea, 1994) are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

Student Support:

As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please

contact the UF Computing Help Desk at 352-392-HELP (4357), or visit http://helpdesk.ufl.eduLinks to an external site.

Students with Disabilities:

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found on the Web at http://www.dso.ufl.edu/drcLinks to an external site.; reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

Complaints:

Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaintsLinks to an external site to submit a complaint.

Changes to the Syllabus:

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through UF email.

Outline of the 8 weeks:

Week 1: General introduction to Action and Arts-based Research

Week 2: Deep Dive – Action Research

Week 3: Deep Dive – Action Research

Week 4: Putting it into practice -- One-on-one consultations.

Week 5: Deep Dive – Arts-based Research

Week 6: Putting it into practice -- One-on-one consultations.

Week 7: Deep Dive – Arts-based Research

Week 8: Final project presentations