

## Methods of Research

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**INSTRUCTOR:** Dr. Michelle Tillander

**SEMESTER AND YEAR:** TBD **CREDIT HOURS:** 3

**INSTRUCTOR CONTACT INFORMATION:** 352-392-9977. **E-MAIL:** [mtilland@ufl.edu](mailto:mtilland@ufl.edu)

**MEETING TIMES AND LOCATION:** Monday 11E2 (6:15-9:10PM). **LOCATION:** Norman 10

**INSTRUCTOR OFFICE LOCATION AND HOURS:** Norman 12D/ M 6:00-7:00PM or email for additional times & appointment.

**DESCRIPTION OF COURSE:** This course provides an overview of study of qualitative and quantitative research methods. Additionally it explores the research literature in visual arts and the field of art education. Research design, data collection, analysis, validity, and report writing will all be covered. This course is in part a seminar and in part regular lecture. Thus, it will be based on a variety of formats. Sometimes you will make presentations to the class, other times we will have open discussions, and sometimes I will lecture. In addition, whereas we will guide ourselves by the schedule in this syllabus, we will also be *flexible* to address topics and questions, as they become important.

*The aim of research in the visual arts, as in other similar forms of exploratory inquiry, is to provoke, challenge, and illuminate rather than confirm and consolidate. Making informed choices about creative ends and means involves selecting, adapting, and constructing ways of working and ways of seeing. (Sullivan, G. 2005, p.174)*

**PURPOSE AND OBJECTIVES OF THE COURSE:** This course is structured to assist graduate students in understanding research processes and practices and, subsequently, to prepare students' for executing scholarly research and writing. Another objective is for students to learn to critically read 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/>. The course has an E-Learning in Sakai cite <https://lss.at.ufl.edu> for posting of all assignments and written reading responses.

Most of the professional journals covering research related to art education are online and also physically housed in the Norman Hall Education Library. 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:

UF IRB <http://irb.ufl.edu/>

The Theory Into Practice Database <http://tip.psychology.org/>

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

Funding for Graduates and Undergraduates (international included)

[http://www.uflib.ufl.edu/funding/documents/Masterlistoffellowships\\_05-12-2011.pdf](http://www.uflib.ufl.edu/funding/documents/Masterlistoffellowships_05-12-2011.pdf)

UF Funding Alerts <http://www.uflib.ufl.edu/funding/>

The Theories <http://tip.psychology.org/theories.html>

Encyclopedia of Psychology <http://www.psychology.org/links/>

APA Style <http://www.apastyle.org/eleceref.html>, The Owl (Purdue University) <http://owl.english.purdue.edu/owl/section/2/10/>  
 Journal of Social Theory in Art Education <http://www.bluedoublewide.com/openJournal/index.php/jstae/index>  
 The Art of Writing a Proposal [http://www.ssrc.org/fellowships/art\\_of\\_writing\\_proposals.page](http://www.ssrc.org/fellowships/art_of_writing_proposals.page)  
 Annotated Literature <http://www.museumlearning.org/Annotatedlit.htm>  
 FAEA <http://www.faea.org/conference/2007conf.htm>  
 NAEA <http://www.naea-reston.org/> & [NAEA Grant opportunities](#)

**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. E-Learning (LMS- SAKAI) Internet-based systems will be used as an extension of this course. I use minimal paper and never collect assignment in class.

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

- read and synthesize selected readings in art educational research
- construct an annotated bibliography on a subject of research in the field of art education,
- conduct a pilot-study based on a researchable question(s) of personal interest,
- complete a written proposal for an independent research project, and
- short presentation of semesters research proposal.

**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/grant Proposal and <i>proposal timeline</i> APA style | (40%)                        |
| ✓ Pilot/Case Study  | (10%)( <i>mini project</i> ) |
| ✓ Readings Reflections (9)  | (20%);                       |
| ✓ Annotated Bibliography APA style  | (10%)                        |
| ✓ Class Participation/activities  | (10%)                        |
| ✓ Presentation  | (10%)(15 minutes)            |
|   | 100%                         |

**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)
- (b) what evidence supports the author's argument
- (c) reflections on the relation of the ideas in the readings to your life, teaching, research, and/or art.
- (d) place a question raised by the reading at the bottom.

*“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. Anyone with more than three 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. The university recognizes the right of the individual professor to make attendance mandatory. Please see university regulations for excused absences. See UF Attendance Policy. <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**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

**\*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