

ARTS BASED RESEARCH

Fall 2016 On-Campus

Course Number: EARED 7102

Time: 7:00-9:30 PM Tuesdays

University Hall, Room 3-089

Professor:

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“ABR practices are a set of methodological tools used by researchers across the disciplines during all phases of social research, including data generation, analysis, interpretation, and representation.” (p. ix, Method Meets Art: Arts Based Research Practice)

“Art is produced within socio-historical contexts. There is an institutional context to the production of art, as well as market forces, which together create the value system in which art is legitimized, judged, consumed, and traded.” (p. 291, Method Meets Art: Arts Based Research Practice)

COURSE DESCRIPTION

Arts based research allows artistic representation and interpretation of research data. This course will review the methods for exploring art as a tool for inquiry, for data collection, management and analysis using the arts as expression and communication of understanding.

The arts contribute directly to possibilities for teaching and learning because they offer us multiple modes of expression and communication. In the study of research methods we learn that there are many ways to construct knowledge. The arts allow us to engage with the imaginative ambiguities and complexities of inquiry as our senses awaken to the richness of the world around us. Through an exploration of the arts in learning and research we develop an appreciation of the unique qualities that each of us, and each of our students, contribute to democratic learning communities.

COURSE OBJECTIVES

In this course, we will:

- engage in a discourse of arts-based research practice based in qualitative inquiry methods.
- explore collaborative research strategies through our work as transformative and artistic educational leaders.
- deepen understandings of art as epistemology
- locate epistemological relations of art, teaching, and research
- consider the relations of form and content in art and in arts-based research
- analyze the purposes, audiences, and effects of arts-based research processes and products
- explore the potential of arts-based research for generating empathy and understanding across lines of difference
- determine contexts in which arts-based research has potential for bringing added value to research work explore criteria by which the quality of arts-based research may be determined
- assess your own research in relation to its potential for enhancement by arts-based methodologies
- apply one or more arts modalities to your own research strategies reflect upon their encounters with arts-based research

Student Roles and Responsibilities:

- To attend all scheduled classes on time and fully-prepared
- To complete all course assignments and online work on or before due dates
- To submit all assignments according to guidelines given here
- To keep back-up files of all assignments
- To work cooperatively with partners and groups
- To bring an attitude of creativity, risk-taking, sense of humor, collegiality and positivity to all class meetings

If you miss class, it is your responsibility to obtain missed classroom discussion and presentation information from your peers

Class Etiquette

- Please consume food only during breaks. We will be on our feet a lot and will need mobility. Beverages in class are ok.
- Please do not check your iphone or device during class unless you have an emergency.
- Please come to class on time. If you are not going to be in class, email me ahead of time. If it is an emergency, let me know via email after the emergency.
- In the arts, there is a shared vulnerability as we enter the classroom creative space. Please respect the creative risks that we are all taking in this class.

Thank you for sharing this creative and learning space with me.

Books: (to be purchased). Other readings will be handed out or provided online.

Leavy, P. (2015). Method meets art : arts-based research practice. New York: Guilford Press.

NOTE: Make sure you get the most recent edition! (2015) You will need to purchase it. It should be available in the school bookstore, and you can get ePub and Kindle versions of it. Since it just came out, it's not cheap, around 30-35.00

Saldaña, J. & Leavy P. (2011). Fundamentals of qualitative research. New York: Oxford University Press.

NOTE: Good news! this is available to you for free in one of my favorite parts of the Lesley Library, eBrary. Go to the main page/Finding Books/eBrary.

PDF file and handbook (Free)

Qualitative Research Methods: A Data Collector's Field Guide

By Natasha Mack, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest, and Emily Namey

http://www.fhi360.org/resource/qualitative-research-methods-data-collectors-field-guidewww.fhi.org/en/RH/Pubs/booksReports/QRM_datacoll.htm

----- COURSE SCHEDULE -----

Sept 13 [Blackboard Collaborate. Class online. 7:00 PM]

TOPIC: What is Research? Ethics, research, and the Arts.

Sept 20 [IN person]

TOPIC: In person introductions. Arts Based Research Overview. What is Autoethnography?

Sept 27 [IN person]

TOPIC: Autoethnography and Narrative Inquiry

October 4 [Blackboard Collaborate. Class online. 7:00 PM]

TOPIC: Visual Inquiry

October 11 [IN person]

TOPIC: Sound and Music as Method

October 18: [IN person]

TOPIC: Dance and Movement as Inquiry

Field Observation Due. This will be used in class.

October 25: [IN person]

TOPIC: Poetic Inquiry

November 1: [IN person]

TOPIC: Dramatic Inquiry and Performance Studies

November 8 [Blackboard Collaborate. Class online. 7PM]

TOPIC: Group work and organizing.

Paragraph summary of interview due.

November 15: [IN person]

Group Presentations due.

November 22 [Blackboard Collaborate. Class online. 7PM]

TOPIC: Key assignment. Literature review. Intro to Coding.

Last date of journal due.

November 29 [IN person]

Transcribed interview due. Bring two hard copies to class.

In Class CODING barn-raising

December 6: Prospectus Proposal

December 13: TBA. Class in person.

December 20: [Blackboard Collaborate 7pm. Class online.]

[Small online group review of annotated bibliography and mini lit review]

Course Assignments

The course will consider Research as Artistic Process and the Artistic Process as Research. In the first half of the course we will explore various qualitative research methods and the ways that their processes have engaged, and might engage, with the creative arts. In the second half of the course, you will consider applications to your own work. The following are your assignments that you will have completed by the end of the semester

1. (Throughout Class) Create an online journal with which you will track your research journey. You should have one weekly entry and it should be between 300-400 words. Include references to readings, assignments, and experiences you have in class. Your final entry can be by **Sunday November 27**.
2. (Throughout Class) Read and respond to texts via Blackboard throughout the course of the semester.
3. **DUE Oct 18** Gather data through a field observation
4. **DUE November 8** Gather data through an interview. (**Hard Copy Transcription Due Nov 29**)
5. **DUE Nov 15:** Group Project: Seminar on Selected ABR Methodology. Create and lead a group presentation which will guide your classmates and invited guests in an arts based research exploration in one of the following methodologies: poetic inquiry, music inquiry, dramatic inquiry, visual inquiry, dramatic inquiry, inquiry through dance and movement. Groups will be assigned in late October, ideally based on your first or second choice of methodology.
6. **DUE in class Dec 6** (bring 2 hard copies to class). Create a 2 page document which summarizes the first 4 elements of the rubric. This includes your Research Topic & Statement of Purpose, Participant and Site Selection, and Timeline and Feasibility. If you are ready to think about this, you can also include what art forms you will be using in your research process.
7. **DUE Dec 20 online in small groups:**
Create your preliminary annotated bibliography. The annotations can be informal at this time. In addition, include 2-3 paragraphs of a mini lit review that rationalizes your research source choices. How did you pick your sources? Why are they important to you? Do you need more resources or help? This is a chance to get some feedback from your peers and possible suggestions.

Feedback to your peers will be due Dec 22.

8. DUE Dec 30 FINAL PAPER

Conduct a review of relevant arts based research literature incorporating 8-10 citations which address your area of inquiry, and write an annotated bibliography of the various arts-based methodologies which have been used to explore this area. Students will select between 8-10 resources that will support the understanding of the question selected. These should move more specifically into emerging areas of focus and will supplement the readings identified as relevant to the study.

- 4-5 of these readings should be on arts based research
- 4-5 of these should focus on your topic

For each annotation, write a paragraph that synthesizes your understanding of text, or video. Relate the reading/viewing to your question. Discuss the aspects are most relevant for your work.

Write a final (7-10 page) research design paper that fleshes out a potential methodology and process for data collection and analysis using arts based research methods. Include what you have learned from your data collection, coding and analysis process, and describe in addition how this research might be disseminated into the public, whether through traditional journals or through the arts, or both.

Criteria for Evaluation

The assignments will be evaluated based in the qualitative criteria of trustworthiness, cohesiveness, coherence, as well as creative engagement. Comments on the assignments will be focused on the continued improvement of students' academic and artistic endeavors, and on fostering original contributions to the knowledge in the field of arts-based research.

- Evidence of understanding and utilization of material presented in class and from the readings;
- Evidence of good planning and preparation;
- Quality of ideas and use of imagination, i.e., original projects, authentic inquiry and active learning;
- Overall effectiveness of projects and lesson plans;
- Use of research, observations, and person experience to support concepts;
- Organization and clarity of presentations.
- Full, attentive participation in class activities;
- Evidence of thoughtful engagement with class readings;
- Evidence of thoughtful engagement with the work of others as well as with one's own;
- Willingness to tolerate ambiguity and take creative risks;
- Production of a work of arts-based research that incorporates the principles of art as epistemology that we have explored in the course;
- Thoughtful, exploratory reflections upon the experience of encountering and engaging with arts-based research processes and products

GRADING

Class participation (online and in person)	20%
Research Process Online Journal	10%
Field Observation	5%
Interview, and Analysis	15%
Group ABR methodology presentations	15%
Prospectus Outline Dec 6 and online presentation Dec 20	15%
Final Paper and Annotated Bibliography	20%

94-100	A
90-93	A-
87.89	B+
83.86	B
80.82	B-

Lesley University
Graduate School of Education and College of Liberal Arts and Sciences Education Division
Policy Statements and Library Services

Academic Integrity Policy

Academic honesty and integrity are essential to the existence and growth of an academic community. Each member of the Lesley community is charged with honoring and upholding the University's policy. Students are full members of the academic community and, as such, are obligated to uphold the University's standards for academic integrity. Students should take an active role in encouraging others to respect these standards and should become familiar with Lesley's policy. The policy details students' roles and responsibilities, and provides examples of violations, which include information about failing to document sources, plagiarism, cheating, fabrication or falsification of data, multiple submissions of work, abuse of academic materials, complicity/unauthorized assistance, and lying/tampering/theft. The complete policy can be found in the 2015-2016 Graduate Academic Catalog.

My Assessment Portfolio (MAP) Development

Graduate School of Education Master's degree and licensure candidates* are required to develop a program portfolio, comprised of the key assignment from each course in their programs. Through these identified key assignments, students will demonstrate acquisition of both knowledge and skills and will demonstrate professional growth over time. The portfolios will be used for institutional and teacher self-evaluation as well as for review by accrediting agencies. They will also provide evidence that students are meeting required state and professional standards, and will confirm that Lesley's programs are meeting their stated outcomes.

Technical issues related to the use of MAP can be directed to map@lesley.edu or by calling 617.349.8632.

**Students enrolled in the following programs are exempt from the portfolio requirement at this time:*

M.Ed. Individually Designed Program for Educators

M.Ed. in Moderate or Severe Disabilities: Individually Designed

Disability Services for Students

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided.

If you are a student with a documented disability, or feel that you may have a disability, please contact the appropriate disability administrator:

Physical, Sensory, Psychiatric, and Medical Conditions

G. Ruth Kukiela Bork, Director of Disability and Access Services

11 Mellen

Phone: 617.349.8194 Fax: 617.349.8558 TTY: 617.349.8544

rbork@lesley.edu

Learning Disabilities, Attention Disorders, and Asperger Syndrome for On-Campus Students

Kimberly Johnson, Director LD/ADD Academic Support Program

Doble Hall 214

Phone: 617-349-8462 Fax: 617.349.8324

kjohnso7@lesley.edu

All Off-Campus Students

Daniel Newman, Lesley University ADA/504 Coordinator

Doble Hall 208

Phone: 617.349.8572 Fax: 617.349.8324

dnewman@lesley.edu

Equal Opportunity and Inclusion Policy

Lesley University does not discriminate on the basis of race, ethnicity, color, religion, sex, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws in admission to, access to, treatment in, or employment in its programs and activities. For more information, visit <http://www.lesley.edu/diversity/office-equal-opportunity-and-inclusion/>, or contact Dr. Barbara J. Addison Reid, Director of Equal Opportunity and Inclusion and Title IX Coordinator,

617-349-8507 and baddison@lesley.edu.

Attendance Policy

The academic integrity of our programs depends on students attending all scheduled class meetings. Students should discuss with faculty, in advance, any portion of a class meeting they cannot attend. Absence from class may be reflected in the student's grade. The complete attendance policy may be viewed at www.lesley.edu/graduate-school-of-education/policies/.

Incomplete Policy

Students who have successfully completed a **majority** of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of "I" (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed.

An incomplete grade request must be 1) initiated by the student before the end of the semester/ term in which the course is taken or by a date set by the instructor in the course syllabus, 2) agreed to by the instructor, and 3) committed to in writing by completing, signing, and filing a Contract for Completion of Incomplete Coursework (Incomplete Contract). Students should be prepared to provide documentation of their circumstances when submitting a request. Incomplete Contracts are available through the Office of the University Registrar (all students) or assistant director for academic advising (graduate students) and must be completed by the student and instructor. Completed contracts will be disseminated by the student to the relevant offices as indicated on the Incomplete Contract.

Remaining course requirements must be completed in accordance with the Incomplete Contract. Course instructors will set deadlines for the completion and submission of outstanding course requirements. It is the student's responsibility to ensure that all work is completed and submitted within the established deadlines.

In all cases, the incomplete grade must be changed no later than the grading deadline for the subsequent semester/term (e.g., fall 2013 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for spring 2014 courses; fall term 1 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for fall term 2 courses.) The changing of an "I" to an academic grade is relayed from the instructor to the Office of the University Registrar via a paper grade change form.

An "I" grade that is not resolved within the timeframes indicated above will automatically become a grade of "F" (Failing). If the course is a requirement and a passing grade was not earned, the student must repeat the course at the current tuition rate to earn a passing grade. The policy regarding incomplete grades remains in effect regardless of the student's withdrawal or leave of absence status. No grade changes are accepted after graduation. Students who receive two or more successive incomplete grades will be subject to an academic review to determine eligibility for continued enrollment.

In those exceptional cases in which a student wishes to request an extension of the incomplete course contract beyond the original time frame, the student must submit a written request to the faculty member and the program/division director. The extension request must be submitted before the due date on the original incomplete course contract. Extensions are not guaranteed and extension requests submitted after the original deadline will not be reviewed. Further extensions will not be considered.

Official Format for Student Work

The Lesley University Graduate School of Education has adopted the Publication Manual of the American Psychological Association, 6th Edition as the official format for student papers, citations, and bibliographies. The Graduate School of Education will not accept other publication guidelines, such as the Modern Language Association. The Sherrill Library [APA page](#) also provides helpful information on APA guidelines.

Lesley University Library Services

Students and faculty are encouraged to use the Lesley University Library for high-quality academic information for their assignments. The myLibrary tab on [Blackboard](#) offers access to multiple services and resources for academic research: The [FLO library catalog](#) provides information on books, tests, videos, and teaching resources. To find articles, e-books images and streaming videos, consult the library [databases](#). Find help with library research through our [Ask-A-Librarian](#) service, as well as online guides to [APA](#) and [MLA](#) citation formats. Visit our two libraries: [hours /directions](#) /[reserve study rooms](#)

PARTIAL BIBLIOGRAPHY

NOTE: Titles in bold are available through Ebrary on myLesley

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WEB SITES AND RESOURCES

Wikipedia's definition of Qualitative Research
(not bad, really. Probably will be changed by the time you see it)
http://en.wikipedia.org/wiki/Qualitative_research

<http://research.lesley.edu/abr>

Lesley University's Ludke library has outlined a number of key resources for arts based research including journals, books and articles.

<http://www.lesley.edu/journals/jppp/9/index.html>

Journal of Pedagogy Pluralism and Practice. This issue is dedicated to arts based research.

<http://www.artsusa.org/>
Americans for the Arts.

<http://promo.net/pg/>

Project Gutenberg makes classic texts available for you on the Web. Project Gutenberg is the Internet's oldest producer of FREE electronic books (eBooks or eTexts).

Arts-Based Research Studio http://arts-basedresearchstudio.ning.com/?xg_source=msg_mes_network

Artography website at the University of British Columbia:

<http://m1.cust.educ.ubc.ca:16080/Artography/>

Arts-based Educational Research [AERA-SIG]: <http://www.abersig.com/>

Centre for Arts-informed Research at the University of Toronto:

<http://www.utoronto.ca/CAIR/airhome3.html>

Creative Approaches to Research online Australian journal:

<http://search.informit.com.au/browseJournalTitle;res=E-LIBRARY;issn=1835-9434>

Educational Insights online journal from UBC: <http://www.educationalinsights.ca>

International Journal of Education and the Arts from University of Illinois at Urbana-Champaign:

<http://www.ijea.org>

Qualitative Research Methods: A Data Collector's Field Guide

http://www.fhi.org/en/RH/Pubs/booksReports/QRM_datacoll.htm

National Institute of Health Human Research Subject Certificate:

<http://phrp.nihtraining.com/>

The Qualitative Report (free journal on innovative methods in qualitative research)

<http://nsuworks.nova.edu/tqr/>