

# Research Methodologies Seminar

## Course Description

This course is intended to equip students of the arts with the skills and tools necessary to conduct academic research at the masters, doctoral, and professional levels.

## Prerequisites

Graduate standing in an arts-related field such as art and design, music, theatre and dance.

## Overview of Course

The purpose of this course is to prepare students to conduct research in and through the arts. Students will learn about different research methodologies and the theoretical and philosophical models for research. Over the duration of the course they will engage in an original research project, completing this step by step and culminating in a final presentation to the class. Similarities and differences between artistic practice and research will be explored, leading students to an operational understanding of how these two fields are interrelated.

## Required Texts:

Glesne, Corinne. (2006). *Becoming Qualitative Researchers*. Pearson Education: New York.

Gray, Carole and Malins, Julian (2004). *Visualizing Research: A guide to the research process in art and design*. MPG Books, Ltd: Bodmin, Cornwall, England.

Leavy, Patricia. (2009). *Method meets art*. The Guilford Press: New York

Mackh, B (2013). *Research and the arts: the value of the arts in the research university*. Publication pending.

Madison, D. Soyini (2005). *Critical ethnography: method, ethics, and performance*. Chapel Hill, NC: SAGE.

## Course Outcomes, Objectives, and Assessments

Course Outcome	Course Objective	Assessment	Weight
Develop a theoretical basis for art and design practice	Read, write, and understand materials pertaining to research methodologies and the arts.	Written assignments (other than course project) and quizzes.	25%

Develop a practical basis for art and design practice	Gain an understanding of the importance of research in, to, and through the arts.	Presentations	25%
Develop an intellectual community	Establish creative and productive rapport with peers, instructors, and those involved in the research project.	Class participation	25%
Prepare for professional research, development, and distribution	Create a well-written, well-researched paper that represents an original contribution to knowledge. Gain an operational understanding of research methodologies, techniques, strategies, and processes that will equip the student to participate in the professional community of researchers.	Course project	25%

**Assessment and Grading Criteria**

A = Excellent (100-90%)

B = Above Average (89-80%)

C = Average (79-70%)

D = Inferior (69-60%)

F = Failure (59% or below)

## Lesson Schedule

<b>Week--Topic</b>	<b>Lesson</b>	<b>Assignment</b>
1. What is research? How does it apply to the arts?	Lecture	Introduce course project. Students will prepare three ideas for possible research paper topics in line with their creative interests and expertise.
2. Quantitative and Historical research	Multiple-choice quiz on research methodologies.  Lecture	Students will generate possible pairings for Quantitative and Historical research in the arts. If appropriate, these may relate to their potential research topics for this course and for their professional interests.
3. Qualitative research	Lecture	Students will generate possible pairings for Qualitative research in the arts. If appropriate, these may relate to their potential research topics.
4. Finding research methods that work for you; mixed methodological approaches	Multiple-choice quiz on research methodologies.  Short lecture followed by small group brainstorming and discussion.	Students will finalize their choice of research questions and will begin to investigate specific methodological approaches.
5. Writing a proposal: the question, the hypothesis, and the plan	Multiple-choice quiz on research methodologies. Short lecture followed by small group discussion and sharing of final topics.	Students will prepare their question, hypothesis, and plan.
6. Presentation of research paper proposals	As students make their presentations, peers fill out an evaluation and feedback form. These are given directly to the student following each presentation	Refine plans based on critique and input from class.
7. The Library—using resources other than Google	Presentation by library faculty member—focus on databases specific to the arts.	Students will generate a list of at least ten sources located through the Library, either texts, print journals, or using specific online databases.
8. How to do a literature review	Lecture with emphasis on what to do and what NOT to do.	Students begin their literature review.
9. Data analysis in the arts	Multiple-choice quiz on research methodologies. Lecture	Using the literature review, students analyze sources gathered, attempting to generate new insights based on

		existing data.
10. IRB—what it is and how to meet the requirements	Guest speaker—IRB director or member of IRB staff.	Continue working on the research paper.
11. Writing to communicate with people who are not artists	Multiple-choice quiz on research methodologies. Instructor presents examples of good and bad writing by artists.	Continue working on the research paper.
12. Presentation of research paper drafts (general outline or overview)	As students make their presentations, peers fill out an evaluation and feedback form. These are given directly to the student following each presentation	Refine draft based on critique and input from class.
13. Formatting, refining, and preparing your paper for publication	Guest speaker from English department or writing center. Emphasis on formatting required by relevant professional journals.	Refine and edit draft of paper.
14. Professional collaboration—how to expand your opportunities for research	Presentation by researcher team(s) on the benefits and challenges of collaborative research.	Continue and finalize draft, preparing it for possible publication. Prepare PowerPoint presentation of paper's contents for presentation to classmates.
15. Presentation of final research papers (2 weeks)	As students make their presentations, peers fill out an evaluation and feedback form. These are given to the instructor, who will evaluate them before giving them to the student.	Write 1-page reflection paper on how the things you learned in this course will be of benefit to you in your future studies and career.

## Policies and Procedures

### Late Work Policy

Work must be submitted on the stated due date. Assignments may be subject to a 10% reduction in grade per day the assignment is turned in after the day it is due. It is therefore in your best interests to turn in your work on time. If you know that your work will be delayed due to a reasonable mitigating circumstance for which you have documentation, please contact me prior to the due date so that we may discuss your options. Mitigating circumstances would include the death or serious illness of an immediate family member (parent, spouse, or child), your own serious mental or physical illness, a major weather emergency, or your own military deployment. Malfunctioning computer equipment, software, or lack of an internet connection will not count as mitigating circumstances. For further information please contact me directly.

### Guidelines for Written Work

All written materials and assignments must be typewritten or word-processed utilizing the following format. Except for the active reading notes, NO handwritten papers will be accepted.

- 1-inch margins
- Times New Roman, size 12, black
- Double spaced
- Heading: your full name, the date, and the assignment title at the top of the first page
- Correct use of citations, if applicable
- Included illustrations, if any, must be located at the end of the document (not in line with text), accompanied by correct citations, and DO NOT count towards total page length of the assignment.

EVERYTHING that is not the student's own work, words, or ideas must be CITED correctly including all images used in written work and presentations.

APA format for citing works of art:

Format: Artist (last name, first name), artist's role (in parentheses i.e. Artist, Architect), title, the work type, in brackets [Painting, Cathedral, Chair], country/city/state of origin, and repository. Include URL or other identifying material about source, if needed.

Example: Cattelan, Maurizio. (Artist). (1997). *Novecento (Twentieth Century)*. [mixed media]. Sydney: Museum of Contemporary Art. Retrieved May 2, 2009 from <http://www.bos2008.com/app/biennale/artist/61>

To find the correct way of citing other materials according to APA format, see <http://owl.english.purdue.edu/owl/resource/560/01/>

Wikipedia is NOT an acceptable source in scholarly research or writing. Do not use it. Do not cite it.