

2ND EDITION



ART PRACTICE AS RESEARCH

INQUIRY IN THE VISUAL ARTS

GRAEME SULLIVAN



Art Practice As Research Inquiry In Visual Arts2nd Second Edition

Robert K. Yin



Art Practice As Research Inquiry In Visual Arts 2nd Second Edition:

Art Practice as Research Graeme Sullivan, 2010 Art Practice as Research Second Edition continues to present a compelling argument that the creative and cultural inquiry undertaken by artists is a form of research. The text explores themes, practices, and contexts of artistic inquiry and positions them within the discourse of research. Sullivan argues that legitimate research goals can be achieved by choosing different methods than those offered by the social sciences. The common denominator in both approaches is the attention given to rigor and systematic inquiry. Artists emphasize the role of the imaginative intellect in creating, criticizing, and constructing knowledge that is not only new but also has the capacity to transform human understanding. *Qualitative Research from Start to Finish, Second Edition* Robert K. Yin, 2015-07-06 This book will help readers understand the practice of qualitative research whether they want to do it, teach it, or just learn about it. All the major research phases are encompassed: startup, design, data collection, analysis, and composing, including newly emerging trends. Numerous easy-to-read vignettes show how other scholars have successfully implemented specific procedures. Equally distinctive, the book presents qualitative research as an adaptive craft. The array of choices among different procedures and methods enables readers to customize their own studies and to accommodate different worldviews and genres. New to This Edition: Stronger discussion of different worldviews, e.g., constructivism, postpositivism, and pragmatism, and how they relate to different methodological choices. Clearer emphasis on doing a generalized qualitative study while acknowledging 12 specialized genres, e.g., action-based research, arts-based research, autoethnography, grounded theory, phenomenology, and others. Expanded discussions of different kinds of qualitative study samples and of mixed methods. New ideas on how to avoid getting stalled when analyzing qualitative data. Consideration of an additional way of concluding a qualitative study by taking action. Pedagogical Features: Chapters start with an abstract and end with a suggested exercise. Key terms and concepts appear in boldface throughout the text and are listed in end-of-chapter recaps as well as in the book's glossary. Sections within each chapter start with a preview box: What you should learn from this section. An appendix presents a semester or yearlong field-based project. [Handbook of Arts-Based Research](#) Patricia Leavy, 2025-01-31 Bringing together interdisciplinary leaders in methodology and arts-based research, ABR: this comprehensive handbook explores the synergies between artistic and research practices and addresses issues in designing, implementing, evaluating, and publishing ABR studies. Coverage includes the full range of ABR genres, including those based in literature such as narrative and poetic inquiry, performance, music, dance, playbuilding, visual arts, drawing and painting, collage, installation art, comics, and audiovisual and multimethod approaches. Each genre is described in detail and brought to life with robust research examples. Team approaches, ethics, and public scholarship are discussed, as are innovative ways that ABR is used within creative arts, therapies, psychology, education, sociology, health sciences, business, and other disciplines. The companion website includes selected figures from the book in full color, additional online-only figures, and links to online videos of

performance pieces **Arts-Based Educational Research Trajectories** Barbara Bickel, Rita L. Irwin, Richard Siegesmund, 2023-03-17 This book offers reflections from Arts Based Educational Research ABER scholars who since 2005 were awarded the American Educational Research Association ABER Special Interest Group's Outstanding Dissertation Award. The book includes essays from ten awardees who across diverse artistic disciplines share how their ABER careers evolve and succeed, inspiring insights into the possibilities of ABER. It also examines the essential role of mentorship in the academy that supports and expands ABER scholarship. Drawing from dissertation exemplars in the field, this book allows readers to look at how ABER scholars learn with the world while creatively researching and teaching in innovative ways.

A Practical Guide to Arts-related Research Maggi Savin Baden, Katherine Wimpenny, 2014-11-27 This book outlines the principles and practices of arts-related inquiry and provides both suggestions about conducting research in the field as well as case study examples. The ideas presented here have emerged from the authors' own experiences of undertaking arts-related research and the challenges of implementing these approaches. The book therefore draws on personal research practice and experience to address the concerns academics increasingly appear to be voicing about developing the scholarship and practice of arts-related research. There is a need for greater attention to and clarity on issues of theoretical positioning, methodology and methods when conducting robust and reputable arts-related research, which this book provides.

International Colloquium of Art and Design Education Research (i-CADER 2014) Oskar Hasdinor Hassan, Shahrman Zainal Abidin, Rafeah Legino, Rusmadiyah Anwar, Muhamad Fairus Kamaruzaman, 2015-10-02 This book focuses on Art and Design Education Research. Gathering 72 papers illustrated with diagrams and tables, they provide state-of-the-art information on infrastructure and sustainable issues in Art and Design, focusing on Design, Industrial Applications, Visual Communication, and New Media Art Education Research, Cultural Studies, and the Social Implications of Art. They also offer detailed information on innovative research trends in Design, Technology, and Multimedia Design, as well as a compilation of interdisciplinary findings combining the Humanities and Quality of Life in Art and Design. **Making Connections in and Through Arts-Based Educational Research** Hala Mreiwed, Mindy R. Carter, Sara Hashem, Candace H.

Blake-Amarante, 2023-02-18 This book explores the connections made in and through arts-based educational research through four themes: socially engaged connections, cultural connections, personal and pedagogical connections, and making connections during the COVID-19 pandemic. It emerges from the 3rd bi-annual 2020 Artful Inquiry Research Group symposium on the theme of connections. The symposium brought together artists, community members, teachers, students, and researchers through a virtual platform to examine the ways in which the arts can help connect people, ideas, and spaces in a pandemic reality. Art plays a predominant role in each chapter as authors weave their research and art-based understandings together. This book is a valuable teaching resource for undergraduate and postgraduate courses in teaching, anthropology, digital ethnography, autoethnography, cultural studies, and communications. It is of interest to higher education.

students academic researchers and teachers exploring arts based methodologies in the fields of creative practice and creativity studies communications critical studies sociology sciences teacher education and the arts Drawing as a Way of Knowing in Art and Science Gemma Anderson-Tempini,2017-10-01 In recent history the arts and sciences have often been considered opposing fields of study but a growing trend in drawing research is beginning to bridge this divide Gemma Anderson s Drawing as a Way of Knowing in Art and Science introduces tested ways in which drawing as a research practice can enhance morphological insight specifically within the natural sciences mathematics and art Inspired and informed by collaboration with contemporary scientists and Goethe s studies of morphology as well as the work of artist Paul Klee this book presents drawing as a means of developing and disseminating knowledge and of understanding and engaging with the diversity of natural and theoretical forms such as animal vegetable mineral and four dimensional shapes Anderson shows that drawing can offer a means of scientific discovery and can be integral to the creation of new knowledge in science as well as in the arts Artistic Mentoring as a Decolonizing Methodology Kryssi Staikidis,2020-07-20 To expand the possibilities of doing arts thinking from a non Eurocentric view Artistic Mentoring as a Decolonizing Methodology An Evolving Collaborative Painting Ethnography with Maya Artists Pedro Rafael Gonz lez Chavajay and Paula Nicho C mez is grounded in Indigenous perspectives on arts practice arts research and art education Mentored in painting for eighteen years by two Guatemalan Maya artists Kryssi Staikidis a North American painter and art education professor uses both Indigenous and decolonizing methodologies which involve respectful collaboration and continuously reexamines her positions as student artist and ethnographer searching to redefine and transform the roles of the artist as mentor historian activist ethnographer and teacher The primary purpose of the book is to illuminate the Maya artists as mentors the collaborative and holistic processes underlying their painting and the teaching and insights from their studios These include Imagined Realism a process excluding rendering from observation and the fusion of pedagogy and curriculum into a holistic paradigm of decentralized teaching negotiated curriculum personal and cultural narrative as thematic content and the surrounding visual culture and community as text The Maya artist as cultural historian creates paintings as platforms of protest and vehicles of cultural transmission for example genocide witnessed in paintings as historical evidence The mentored artist as ethnographer cedes the traditional ethnographic authority of the colonizing stance to the Indigenous expert as partner and mentor and under this mentorship analyzes its possibilities as decolonizing arts based qualitative inquiry For the teacher Maya world views broaden and integrate arts practice and arts research inaugurating possibilities to transform arts education **Material and Digital A/r/tographic Explorations** Nicole Y.S. Lee,Marzieh Mosavarzadeh,Joanne M. Ursino,Rita L. Irwin,2024-09-05 This book considers the generative tension between the materiality and virtuality of walking methodologies in a r tography and arts based educational research It explores the materiality of practice manifestations manipulations residues and traces of both real and imagined experiences and events Authors present artistic representations renderings artifacts and documentations

that allow for various forms of return and re visitation of places spaces and temporal moments The book also investigates the digital and virtual including video images media work and emergent technologies that allow one to literally metaphorically affectively and conceptually go somewhere that might be previously impossible to reach Authors consider curricular and pedagogical implications of digital virtual walking in relation to desire agency autonomy freedom and other issues around ethics The book brings together entanglements of the corporeal and incorporeal addressing the questions How does the immateriality of bodies characters in motion in a cartographic practices shape understandings of place space and the self in relation How do issues and particularities come to matter through one's entanglements with in the incorporeal

The Oxford Handbook of Qualitative Research Patricia Leavy, 2020 The Oxford Handbook of Qualitative Research Second Edition presents a comprehensive interdisciplinary overview of the field of qualitative research Divided into eight parts the forty chapters address key topics in the field such as approaches to qualitative research philosophical perspectives narrative inquiry field research and interview methods text arts based and internet methods analysis and interpretation of findings and representation and evaluation The handbook is intended for students of all levels faculty and researchers across the disciplines and the contributors represent some of the most influential and innovative researchers as well as emerging scholars This handbook provides a broad introduction to the field of qualitative research to those with little to no background in the subject while providing substantive contributions to the field that will be of interest to even the most experienced researchers It serves as a user friendly teaching tool suitable for a range of undergraduate or graduate courses as well as individuals working on their thesis or other research projects With a focus on methodological instruction the incorporation of real world examples and practical applications and ample coverage of writing and representation this volume offers everything readers need to undertake their own qualitative studies

The Palgrave Handbook of Screen Production Craig Batty, Marsha Berry, Kath Dooley, Bettina Frankham, Susan Kerrigan, 2019-11-15 This handbook is an essential creative critical and practical guide for students and educators of screen production internationally It covers all aspects of screen production from conceptualizing ideas and developing them to realizing and then distributing them across all forms and formats including fiction and non fiction for cinema television gallery spaces and the web With chapters by practitioners scholars and educators from around the world the book provides a comprehensive collection of approaches for those studying and teaching the development and production of screen content With college and university students in mind the volume purposely combines theory and practice to offer a critically informed and intellectually rich guide to screen production shaped by the needs of those working in education environments where doing and thinking must co exist The Palgrave Handbook of Screen Production fills an important gap in creative critical knowledge of screen production while also providing practical tools and approaches for future practitioners

The New Spirit of Creativity Saara Liinamaa, 2022-06-29 The New Spirit of Creativity examines creativity as an embedded institutional value and priority within

public art institutions and higher education The book unpacks the everyday work organization and administration of artistic creativity and its clashes with a new spirit of creativity that has widely taken hold Based on fieldwork conducted at three art and design universities in Canada Saara Liinamaa tackles the fraught landscape of contemporary higher education the uncertainties of cultural work and ongoing concerns around austerity in Canada This book traces how creativity is not simply practiced within the art school but also inequitably recognized and rewarded Liinamaa identifies the many compromises required between artistic creativity and the new spirit while demonstrating how not all compromises are created equally compromise can support or erode creative diversity Drawing on a range of original sources including interviews participant observation policy and planning and media this work makes a compelling case as to why art and design schools are worthy of sustained attention By connecting shared interests across sociology education cultural studies art history and cultural theory The New Spirit of Creativity makes a novel and agenda setting contribution to our understanding of artistic creativity compromise and cultural work Walking with A/r/tography Alexandra Lasczik,Rita L. Irwin,Amy

Cutter-Mackenzie-Knowles,David Rousell,Nicole Lee,2022-03-09 This book focuses on critical walking and mapping practices through the research methodology of a r tography Initially establishing seven global sites for employing movement based research practices within culturally conceived a r tographic perspectives the book builds upon and extends an international community of practice The editors and contributors apply public pedagogy through a r tographic and critical walking inquiry and explore how these forms may be engaged understood and expanded globally The chapters examine how a r tography and walking inquiry can be practiced theorised experienced extended and conceptualised The cartographic perspectives theoretical positions and conceptual investigations included in this collection respond to the fundamental contemporary need for new and fresh models of teaching learning and scholarship regarding global and local educational and social challenges They offer tangible aesthetic and rigorous examples for researchers educators community practitioners and research students to engage with a r tography and critical walking inquiry **Narratives and Reflections in Music Education**

Tawnya D. Smith,Karin S. Hendricks,2020-02-03 This volume offers chapters written by some of the most respected narrative and qualitative inquiry writers in the field of music education The authorship and scope are international and the chapters advance the philosophical theoretical and methodological bases of narrative inquiry in music education and the arts The book contains two sections each with a specific aim The first is to continue and expand upon dialogue regarding narrative inquiry in music education emphasizing how narrative involves the art of listening to and hearing others whose voices are often unheard The chapters invite music teachers and scholars to experience and confront music education stories from multiple perspectives and worldviews inviting an international readership to engage in critical dialogue with and about marginalized voices in music The second section focuses on ways in which narrative might be represented beyond the printed page such as with music film photography and performative pieces This section includes philosophical discussions about arts based and

aesthetic inquiry as well as examples of such work [An Introduction to Art Therapy Research](#) Lynn Kapitan, 2011-01-11
This book fulfills the need for a pragmatic text that is grounded in art therapy research literature and surrounding contexts providing guidance to students and practitioners in research design via a broad survey of appropriate questions methods and ethical values [Resources in Education](#) ,2001-10 **LASU Journal of Humanities** ,2016 **Art-Centered Learning Across the Curriculum** Julia Marshall, David M. Donahue, 2015-04-28 This handbook provides teachers with a framework for implementing inquiry based substantive art integration across the curriculum along with the background knowledge and models needed to do this Drawing on ideas from Harvard Project Zero the authors make a clear and compelling argument for how contemporary art supports student learning The text features subject specific chapters co written by teaching scholars from that discipline Each chapter includes examples of contemporary art with explanations of how these works explore the fundamental concepts of the academic discipline The book concludes with a chapter on an integrated inquiry based curriculum inspired by contemporary art including guidelines for developing art projects teachers can adapt to their students interests and needs This resource is appropriate for art teachers as well as subject area teachers who are not familiar with using contemporary art in the classroom I am so excited about this book The visuals alone are enough to clue teachers in on ways that Contemporary Art can blow their curriculums open to become engaging relevant vehicles for their students to ride across the 21st century From the first scan readers cannot help but see the power of Contemporary Art in transforming classrooms and learning From the Foreword by Lois Hetland professor and chair of art education at Massachusetts College of Art and Design and co author of Studio Thinking 2 Art Centered Learning Across the Curriculum well surpasses its goal to demystify contemporary art for K 12 teachers In this important text the authors present a direct challenge to educators and public education reformers of all stripes to embrace the arts and design practices across disciplines as a potent means for building beautiful minds not merely as a tool for beautifying dingy school corridors This new book serves as a primer for fashioning the kinds of integrated curriculum frameworks required for success in today s global knowledge economy James Haywood Rolling Jr chair of art education and a dual professor in art education and teaching and leadership Syracuse University [Creating Vibrant Art Lesson Plans](#) Kristin Baxter, 2019-04-05 Writing lesson plans is often considered busywork but it can be a useful path for discovering what s important about artmaking and teaching This book shows teachers how to slow down breathe and linger over the process of unit and lesson plan writing to uncover how much this process can support them professionally creatively and personally The user friendly text offers guidance for selecting an art project for the unit and then zooms into the nitty gritty of specific lesson plans including how to identify materials for a project and how to construct classroom dialogue to help students develop ideas for their artwork The text also considers standards assessments and extensions to other subject areas Featuring accessible language clear definitions practical examples and self reflection prompts this unique resource will help pre and inservice teachers create lesson plans that are

useful to their specific contexts and methods of teaching If you happen to be feeling weary frustrated or uninspired this book sparks imagination fuels hope and gives you theories to support what you know needs to be done From the Foreword by P Bruce Uhrmacher Christy McConnell Moroye and Bradley Conrad educational researchers Baxter invites us to slow down and consider the lesson plan as a creative catalyst to inspire our own artmaking as well as a space to examine why and what we teach Lisa Hochtritt Maryland Institute College of Art An inspiring and playful resource that is much more rewarding than typical lesson planning It will surely spark your imagination with every flip of the page Hailey Adlard art educator Parkland School District PA

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