Instructor: Dr. Beth Link
Pronouns: she/her/hers
Office: 218
Office Hours: Thursdays 10-11:00am or by appointment
Email: Beth.Link@unt.edu
*Artwork: Sarah Sense, Cowgirl, Custer, and Young Impressions

**Required Texts**
- Donna Merten’s *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* 4th Edition
- All other readings available on Canvas

**Course Description:**
Study of research techniques and their applications in the field of art education; preparation of a prospectus.

**Goals and Objectives:**
This course is designed to provide graduate art education students with a basic understanding of research to develop their own individual research projects. The focus of the course is on exploring methodologies and developing research questions. Over the course of the semester students will explore the rationale, tensions, and processes for various methodologies and work towards building their own IRB pilot proposal. By the end of the course students will:
1. Understand the purpose and structure of various art/education methodologies.
2. Analyze the organization and form of research studies and design their own IRB Proposal around research questions relevant to their interests in art/education.
3. Gather and review literature pertaining to their study from the field of art/education to explain their research problem.
4. Practice designing various forms of data collection and learn the basics of data analysis.
5. Reflect on their identity as researchers and explore how to mitigate biases and assumptions in their work, and how to protect the anonymity of their participants.

**Land Acknowledgement:**
I would like to acknowledge that the University of North Texas sits on the occupied/unceded/seized territory of the Wichita, Caddo, Comanche, and Cherokee Nations. These tribes have stewarded the land for generations, and I pay respects to their elders, past and present. Land acknowledgements are one way to make the ongoing effects of colonialism visible and show our gratitude and appreciation for those whose land we live and learn on. (Adapted from UNT’s Land Acknowledgement)
**How to succeed in this course:**
Communicate with me if you have questions, are confused about the assignments/my expectations, or are struggling in the course. My goal is to support you to be a thoughtful, critical, and grounded researcher and if you are having trouble let’s discuss how we can work together for your success. Feel free to email me or stop by my office hours for a chat and a cup of tea. I will do my best to address all emails within two business days.

**Teaching Philosophy:**
I believe that learning is a process. To truly learn we must be open to taking risks, moving towards discomfort, and questioning what we think we know. Listening and patiently considering the views of others moves us beyond arriving at the “right” answer towards a more complex and nuanced understanding of the world. I believe that to really grow we must not only take in new information, but we must also reflect on how it fits with what we previously knew and understood. Your schemas and preconceptions about art/education may be challenged in this course. While you may not agree with everything we read/discuss it is important to understand vital discourse in the field, and learn from experts with a range of viewpoints. We are all involved in a process of continual learning and unlearning. As learners we may make mistakes along the way- and that is part of the process too! As your instructor I value taking ambitious risks and reflecting on mistakes as opportunities for new directions.

I believe that teaching is a big responsibility. There is no job more important. Therefore, it is imperative that we engage with critical issues effecting art education to be ethical practitioners confronting injustices for our students and for ourselves. As your teacher and fellow learner, I am dedicated to listening to you, holding space for you, and helping you engage in the process of learning/unlearning. I believe in the growth and potential of all students and will do my best to cultivate an environment where everyone’s voice can be heard and understood.

To make this a space for important conversations about sensitive topics I ask that we approach our work together with a grounding of respect for the humanity of your peers. I welcome friendly debates and disagreements in the spirit of trying to understand one another or an issue more deeply - the class is much less interesting if we all think the same! However, personal, aggressive, or antagonistic comments that do not further the dialogue will not be tolerated. I expect you to be civil and mindful of how your words and actions affect others and the historical/cultural weight language carries. I invite you to give one another (and me!) grace as we are all learning. I expect you to come prepared to be reflective, engaged, critical, and curious. Together we can create a thoughtful and supportive community that everyone can contribute to. If you feel like this is not the case, please stop by my office to discuss.

**Participation:**
Participation makes up 10% of your final course grade. Your grade will reflect how engaged and present you were in class discussions, activities, and group work. To receive full participation arrive on time, come prepared, contribute to class discussions and group work, and stay engaged in discussions and lectures. I understand that some folks might identify as shy (I do too!) but I would challenge everyone to be present and share their thoughts at least once each day. Your opinions, critiques, and reflections matter. In order to participate fully you will need to read and reflect prior to our meetings. If you are having trouble understanding the material or if life circumstances are getting in the way of your full participation communicate with me so we can make a plan for your success. I expect each of you to be prepared to share your thoughts and may call on you to do so.

**Canvas:**
I will be in touch with you over Canvas so be sure you have set it up to receive alerts and notifications. You might also check to make sure it forwards correspondence to your email. You are responsible for checking your email often during this course to receive updates and announcements.

**Tips on engaging with the texts:**
• Skim the text first and look for the organization of main ideas
• Closely read and underline/highlight passages you find interesting or important
• Circle words you want to look up or people who seem important- take a look at the citations to find folks researching similar topics
• Write thoughts or questions in the margins (unless it’s a library book 😊)
• After reading look through again to reflect on the case the author made
  o What was their central argument or idea? How did they organize it?
  o Do you agree/disagree?
  o What questions do you still have?
  o How does this connect to other ideas?
  o Write down some thoughts while they are still fresh in your mind

Attendance:
This course depends on your presence and engagement with your peers and with the course readings. Therefore, it is important that you arrive on time, are mentally present in class, and prepared to discuss the material assigned. I know we all have lives outside of class and things tend to come up. Balancing life, work, and school is a lot! If you run into a challenge that might make you late to class or absent please contact me to let me know.
• Being present means you are engaged in discussion, have electronic devices put away and have your video on (if virtual)
• You may miss 1 class for any reason (unless you are presenting)
• Each additional unexcused absence will result in 2 points deducted from your final grade
• 3 or more absences will result in a failing grade
• Two late arrivals/early departures equal one absence. If you know you'll be late, let me know ahead of time. It is important that you are here and on time out of respect for our community.
• A late arrival is more than 5 minutes late (unless you communicate with me), and an absence is counted after 45 minutes

What counts as an excused absence?
• Illness with doctor’s note provided
• Religious holiday with a note 2 weeks in advance
• If something else comes up that you think should count come talk to me

*Please note that Canvas automatically gives you an attendance grade throughout the semester, this will be adjusted manually as I calculate grades to be in accordance with my attendance policy.

Names and Personal Pronouns:
I am happy to refer to you by the name and pronoun you identify most with. Let me know what name and pronoun you use (She / He / They / Ze / Etc) and I will change it in my records.

Academic Integrity:
All the work you turn in should be your own. If you are referring to other sources or quoting an author, you must cite it both in text and in a work cited page. This course uses APA and I recommend visiting Purdue Owl’s online citation guide to answer any questions about specific citations. Plagiarized work is unacceptable. You will receive a zero for the assignment and will be reported possibly resulting in a loss of course credit. Citations are needed when...
• You use 3 or more words from a source (physical or on the internet)
• You copy and paste words that are not your own (including lesson plans)
• You paraphrase an idea from someone else
• You take inspiration from a lesson or someone else’s published idea
• You use an image
Talk to me if you are unsure of how to cite something or have questions.

Late Work:
Late reading responses are not accepted. All other written assignments decrease in value by 25% every additional day they are late.

- Worth 75% of points if turned in later on the same due date
- Worth 50% of points if turned in the following day
- Worth 25% of points if turned in 2 days late
- 3 or more days late will result in no points for that assignment

Policy on Children in Class/on Zoom:
I support parents and guardians attending school and want to help you succeed in this course. While UNT does not have an official policy on children in the classroom, I detail my personal policy below:

- All babies exclusively breastfeeding are welcome in class as often as you need to support the breastfeeding relationship. Please feel free to nurse anytime during our virtual classes.
- For older children and babies, I understand that illness and unforeseen circumstances come up that may result in lapses of childcare. I know this can put caregivers in a difficult position of having to miss class or arrange for alternate childcare. While this is not meant to be a long-term solution, you are welcome to bring your child to class to cover any unforeseen gaps in childcare coverage.

Media and Technology
Making connections with our class community happens best when we are mentally present with each other in a shared space. Therefore, I encourage you to only reference your electronic devices when necessary. Printing out the readings ahead of time or referencing physical notes rather than electronic copies is encouraged. Multi-tasking or frequent texting during our course meetings may result in a loss of participation points.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Acceptable Student Behavior
Student behavior interfering with an instructor’s ability to conduct a class or another students’ opportunity to learn is unacceptable and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found here.

Course Risk Factor
According to University Policy, this course is classified as a category two course. Course Safety Procedures: This course has been assigned a course risk factor of two (2). Students in this class are exposed to some significant hazards but are not likely to suffer serious bodily injury. The hazards to which you may be exposed in this class include chemical hazards (paints and glazes), injury from cutting instruments (scissors and paper cutters, for example), and electrical hazards (from tools and kilns, for example.) Always be safety conscious and watch out for yourself and for others. MSD Sheets describing the components of each substance used in this class are located in the UNT Student Health Center. In case of emergency alarm will sound. Please follow the building evacuation plans posted on each floor of the building and proceed to the nearest parking lot. In case of tornado or other weather-related threat campus sirens will sound. Please go to the nearest hallway or room on your floor without exterior windows and remain there until an all-clear signal is sounded.
Services for Students with Disabilities:
This course welcomes students of all backgrounds, identities, and abilities. If you have circumstances that might make our learning environment or activities challenging let me know how I can best support you. If you have accommodations or medical information you need to share with me, please let me know. I am committed to making this an effective learning environment for all students, but I can only do that if you communicate your needs early on in the semester. I promise to keep our discussions confidential. If you have a documented disability please contact the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Writing Center:
Writing can be challenging. The folks over at the writing center are here to support you. The writing center that can help you generate ideas, organize your thoughts, and tell a compelling story. They also can help with editing and citations.

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. I am a mandatory reporter under Title IX so be aware that disclosing information to me about recent or ongoing harassment, abuse, or assault will be reported.

Food/Housing Insecurity
Any student who has difficulty affording groceries or accessing sufficient food to eat, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource. Please visit the website for more details, or feel free to come see me: https://deanofstudents.unt.edu/resources/foodpantry

Mental Health Resources
We all could benefit from some extra support during tough times, especially with the effects of the pandemic. You are not alone. The University has resources that can help and learning how to ask for help is an important part of the college experience. If you or anyone you know is experiencing feelings of being overwhelmed, dealing with difficult life events, or feeling anxiety or depression please get the support you need by utilizing one of the resources below. Services are free, confidential, and none of your information will be shared without your written consent.

- Student Health and Wellness Center, 1800 Chestnut St. (940) 565-2333
- Counseling and Testing Services, 801 N. Texas Blvd Suite 140, (940) 565-2741
- UNT CARE Team, (940) 565-2648, careteam@unt.edu,
- Psychiatric Services, (940) 565-2333,
- Individual Counseling, (940) 369-8773,
- Feel free to see me for more support on this and/or refer to this website for more information

If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:

- NATL Suicide Hotline: 800-273-8255
- Denton County MHMR Crisis Line: 800-762-0157
- Denton County Friends of the Family Crisis Line: (940)-382-7273
- UNT Mental Health Emergency Contacts:
  o During Office Hours (M-F 8am-5pm): (940)-565-2741
  o After Hour Calls: (940)-565-2741
  o Crisis Text Line: Text CONNECT to 741741
Live Chat: [http://www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

Other Resources and Communities to Connect with
- UNT Multicultural Center
- Pride Alliance
- Spanish Language Registry, Translation, and Support
- Non-traditional student guide
- Arab Student Association, BIPOC Artists Association, Asian Student Association, India Students Association, Native American Student Association, Nigerian Student Organization, Vietnamese Student Association
- find so many more groups here!
- Black Student Union
- Lists of Spiritual Community groups

### COURSE ASSIGNMENTS

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<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>Points Possible</th>
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<tr>
<td>Weekly</td>
<td>Reading Response and Questions</td>
<td>80 (10 each)</td>
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<tr>
<td>Ongoing</td>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>9/13</td>
<td>Research Map</td>
<td>150</td>
</tr>
<tr>
<td>Sign Up for a Slot</td>
<td>Methodology Presentation</td>
<td>150</td>
</tr>
<tr>
<td>9/27</td>
<td>Citi Training</td>
<td>50</td>
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<tr>
<td>10/11</td>
<td>IRB 1: Research questions and problem</td>
<td>100</td>
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<tr>
<td>11/1</td>
<td>IRB 2: Methodology and Procedures</td>
<td>100</td>
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<tr>
<td>12/6</td>
<td>Final IRB Proposal</td>
<td>270</td>
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<td><strong>Total: 1,000 points</strong></td>
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#### Weekly Reading Responses

Every week on Canvas (unless otherwise noted) you should expect to turn in a critical response to the readings. These critical responses are **due the day before class** (on Tuesday by 11:59pm) on Canvas. Your responses should include:

- **Minimum 2 paragraphs** (350-400 words) with specific quotes or text references (with APA citations in text)
  - A strong response might contain...
    - Connections to SPECIFIC course texts/ideas/discussions-give details
    - Reflections on how this pertains to your own experience with teaching and research, what new thoughts does this bring up?
    - A well-reasoned argument using evidence to support why you agree or disagree with the author’s stance
- **1 question** you are wondering about
  - A strong question is...
    - Open ended and specific, can't be answered with yes/no
    - Shows that you are engaging deeply with the text as a researcher

Examples of strong questions:
- Yosso gives us a roadmap to move beyond deficit thinking, but I wonder what training teachers could receive to help them recognize “resistant capital” (p. 80), which is so often seen as a problem?
- The Efland piece makes me wonder how the art education would be different if it were not always seen as therapy or a brain break. How can art teachers maintain funding and advocacy if they take a more nuanced/abstract response to art education?

This response should reflect a deep and critical engagement with the texts and ideas. You will lose points if your reflection does not demonstrate a deep engagement with the texts. Submit a text entry on Canvas. **No late assignments will be accepted.**

Research Map  

150 points
Option 1: Chose a thesis or dissertation of interest from the database and create a map that illustrates how each individual heading or idea connects. You might choose to begin with a traditional outline and then find ways to connect, weave, relate, or dissect ideas across the text visually. I do not expect you to carefully read the entire document, but I do expect you to skim the whole thing and read closely chapters 1-3 to understand the structure of the piece. This map could take the form of a painting, graphic image, sculpture, mobile, fiber art etc. You may approach this literally (ie: with a sequential timeline or map) or more metaphorically (ie: the dissertation as a tree or ecosystem). Include labels on the piece or in a map legend so I can understand how you translated the outline into visual form. Be prepared to give a 5-minute overview of the dissertation you chose and your map in class.

Option 2: Choose a research problem you are interested in learning more about and read 3-5 studies addressing that problem/question using different methodologies. Create a layered map illustrating how the methodology shaped each study and consider how it impacted the design of the research question, data collection and analysis, and the relationship with participants/community. What similarities did you see across the studies and what differences emerged? How might you illustrate this in a layered map where the connections and divergences can be seen? Maps can be constructed in any material, but ideas might include paintings on glass, weavings, printmaking using different colors, altered books, or stacking sculptures. Be prepared to give a 5-minute overview of the studies you chose and your map in class.

Methodology Presentation 150 points
This course gives an overview of a variety of different research methodologies and how they have been used in art education. You will sign up for a methodology to spend additional time researching and prepare a 7-10 minute overview answering the following questions:
- How would you define this methodology?
- What are 2-3 key terms associated with it?
- Why might a researcher select this methodology? What are the limitations/tensions?
- How does it differ/overlap with other methodologies?
- Explain how it is used in the research process- what forms of data collection and research questions are researchers interested in?
- What questions do you still have about it?

Progress Towards IRB Proposal 520 points
During this course you will develop an IRB proposal for a research project. At 3 points during the semester you will turn in your writing on canvas. The goal is to understand and practice writing about research questions and methodologies to develop components you may include in your future thesis or dissertation, and to workshop ideas with your class community. Even if you do not yet know what your thesis/dissertation will address (no pressure 😊) this project gives you a chance to follow a research thread you are interested in and imagine how it might turn into a future study.
- IRB Certification: Complete the Citi Certification online (50 points)
- IRB #1: Research Problem and Questions (100 points)
- IRB #2: Methodology and Procedures (100 points)
- Final IRB containing selections from progress assignments in text or appendices and supplemental materials such as consent/assent forms, interviews, surveys, etc (270 points)

Extra Credit Opportunities (worth 20 points)
Attend the Texas Art Education Association conference in Dallas on November 16th-18th and compose a 3-page reflection connecting the event to ideas from the course. Attach 1-3 photos taken at the event.

Grade Scale
93-100 points: A
90-92.9 points: A-
87-89.9 points: B+
83-86.9 points: B
80-82.9 points: B-
77-79.9 points: C+
73-76.9 points: C
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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<tr>
<td>8/23</td>
<td>Welcome!</td>
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| 8/30 | Why research? | Crotty: Intro  
Mertens: Chapter 1  
Selections from Lincoln, Lynham, and Guba’s Paradigmatic Controversies, Contradictions, and Emerging Confluences Revisited (Read from pp. 97-109) | RR #1  
Visit from Rebecca Barham |
| 9/6 | Building blocks of research | Saldaña Chapter 7  
Mertens Chapters 8-9 | RR #2 |
| 9/13 | Designing a Study and asking good questions | Craft of Research pp. 31-67  
Kraehe and Acuff’s Theoretical Considerations for Art Education Research With and About “Underserved Populations” | RR #3 |
| 9/20 | Ethics and Power 1: Researching Responsibly | Saldaña Chapter 8  
Tuck and Yang: R-Words: Refusing Research | Map Due |
| 9/27 | Data 1: Approaches to Investigating | Mertens Ch 11-12 | IRB representative Daniel Bassett  
Bring first draft of RQs |

**Unit 2: RESEARCH METHODOLOGIES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Methodologies 1: Scale: Researching Art Teachers’ Experiences</th>
<th>Case Studies: Mertens Ch 7</th>
<th>Due</th>
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</table>
| 10/4 | | Pick 2: Narrative: Bailey’s Anti-racism Approaches through an Outsider within Positionality: Making Black Women’s Lives Matter in Art Education | RR #4  
Visit to Annette Bennett in the TFC |
<table>
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<tr>
<th>Unit 3: Data Collection an Analysis</th>
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<td><strong>16</strong></td>
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<td>2/6</td>
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Please note: I will do my very best to stick to the syllabus, but reserve the right to change things as needed. I will let you know ahead of time about any changes.
SIGN AND RETURN TO DR. LINK, BY SEPTEMBER 1st

STUDENT ACKNOWLEDGEMENT

ARTE 5787
Fall 2023

I ____________________________ (print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies, as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

ARTE 5787:001

Course number and section

TWO

Risk Rating

________________________
Student full name (print)

________________________
Student e-mail address (print)

________________________
Student phone #s

________________________
Signature

________________________
Date

________________________
Home Address