



Naea INTERACTIVE WEBINAR

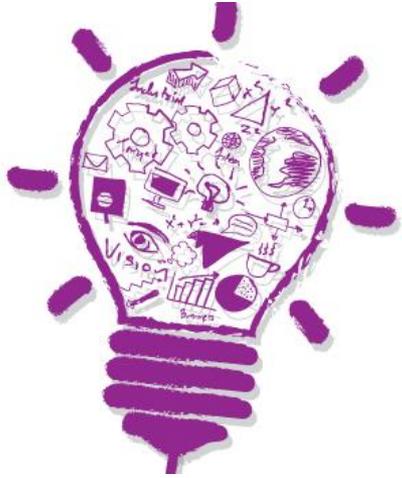
RESEARCH IN THE ART ROOM

STORIES FROM TEACHERS

Moderators

Rebecca A. Stone-Danahy

Debra Pylypiw



Naea

INTERACTIVE WEBINAR

RESEARCH IN THE ART ROOM

STORIES FROM TEACHERS

Share Your Thoughts and ideas!



#artsed



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INTERACTIVE WEBINAR

RESEARCH IN THE ART ROOM

STORIES FROM TEACHERS

Get connected!

If you have technical difficulties during the webinar,

e-mail arteducators@commpartners.com





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INTERACTIVE WEBINAR

RESEARCH IN THE ART ROOM

STORIES FROM TEACHERS

Important Information for the best webinar experience:

- Make sure all other applications are turned off.
- Make sure your volume is turned up.
- You can type your questions and comments in the chat boxes on the left hand side of your screen.
- Technical issues are often solved by logging out and back in again.
- The PDF file of the presentation is available on the NAEA webpage.
- This session will be recorded and will be made available on the NAEA website within 48 hours.

A hand holding a glowing lightbulb with other lightbulbs in the background. The background is a dark chalkboard with several white chalk-drawn lightbulbs. One lightbulb in the center-right is filled with a yellowish-green color and has short lines radiating from it, indicating it is lit. A hand is shown from the bottom right, holding this glowing lightbulb. The hand is wearing a light blue sleeve.

Presenters

Amy Pfeiler-Wunder

Chair of Professional Learning Through Research Working Group
Associate Professor of Art Education, Kutztown University

Kathy Miraglia

Research Commission Liaison
Associate Professor of Art Education, University of Massachusetts, Dartmouth

Samantha Melvin

MAAE, Art Educator, CEDFA Visual Arts Training Cadre

Kristi Oliver

Assistant Professor of Art Education, University of Massachusetts Dartmouth
President, Massachusetts Art Education Association

Betsy Murphy

MAE, High School Art Educator, Cedar Park High School, Suburban Austin, TX



National Art Education Association

RESEARCH COMMISSION

- The mission of the Commission is to promote a vibrant culture of research.
- Encourages NAEA members and the broader educational community to understand, utilize, and value research as a means for improving art education practice, advocacy, and policy.
- The NAEA Research Commission is working to meet the ongoing research needs of the visual arts education field.
- The Commission will coordinate, and communicate about research that relates to the needs of practitioners and additional stakeholders concerned with understanding critical questions of importance to the field.
- Research Agenda (Assessment, Social Justice, Technology and Demographics)
- Interactive Cafe



Our Mission

The PLR provides opportunities for continued professional growth in support of conducting, using and sharing **research** that promotes teaching for learning in the visual arts.



Our Goals

Through Professional Development Focusing on Research, PLR Will:

- Build and cultivate professional growth communities committed to diverse research needs (**COMMUNITY**).
- Promote the visibility and values of art education research through increased communication to stakeholders (**ADVOCACY**).
- Develop knowledge about, skills in, and dispositions towards research as a means to advance visual arts teaching and learning (**LEARNING**).
- Facilitate understanding of ways to create and utilize art education research in multiple settings (**RESEARCH & KNOWLEDGE**).
- Grow a robust and vital research culture (**ORGANIZATIONAL VIBRANCY**).

Survey Snippets

- A total of 622 NAEA members completed the survey.
- 84.5% of respondents are currently collecting data.
- 82.5% of respondents have some interest or a high interest in research.

More Survey Snippets...

Participants were able to mark multiple responses for the following questions, hence the answers total more than 100%...

The top five publications that respondents read are:

- 83.67 % *Art Education*
- 60.2 % *SchoolArts*
- 42.35% *Arts and Activities*
- 39.8% *Studies in Art Education*
- 4.59 % *Visual Arts Research*

More Survey Snippets....

Respondents indicated their preferred formats of professional development related to research as:

- 66.15 % State conference research workshops
- 49.74 % NAEA Webinars
- 41.54% Online sessions about using NAEA journals
- 35.9% Mentor programs

Doing Action Research in the Art Classroom

Amy Pfeiler-Wunder and Diane Jaquith

- Login to see the article at:
- http://www.arteducators.org/research/Translations_Spring15_Pfeiler-Wunder.Jaquith.pdf

Not sure where to start?
This article can help!!

NaeA





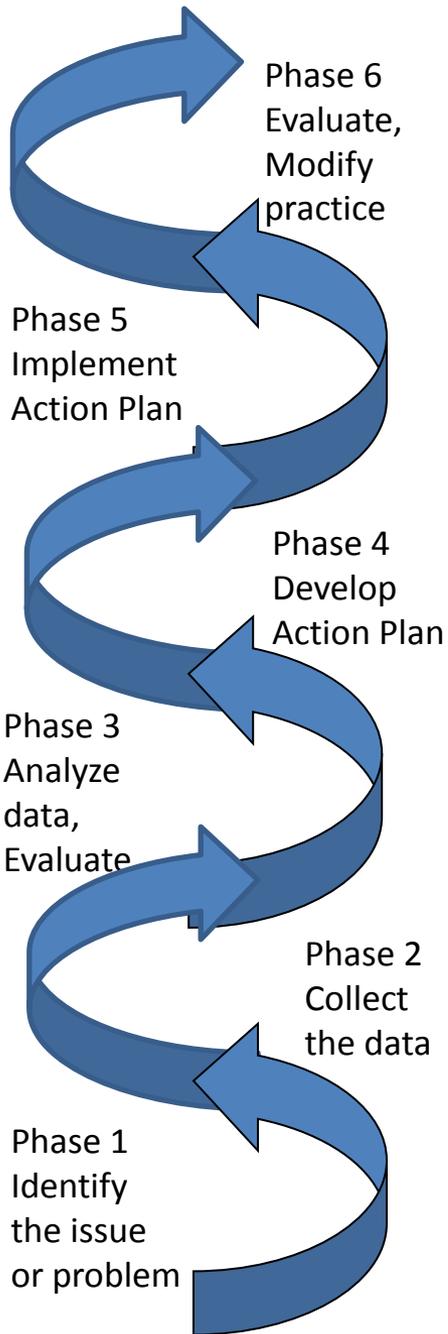
What is Action Research ?

- An investigation of your own practice(s)
- With the objective of change or improve that practice
- Requires systematic data collection, analysis, and reflection
- Results in recommendations that become your action plan
- Cyclical in nature
- “Action research can be broadly understood to describe any kind of sustained inquiry in which practitioners engage within their settings to better understand questions related to their practice” (Klein, 2014, p.44).

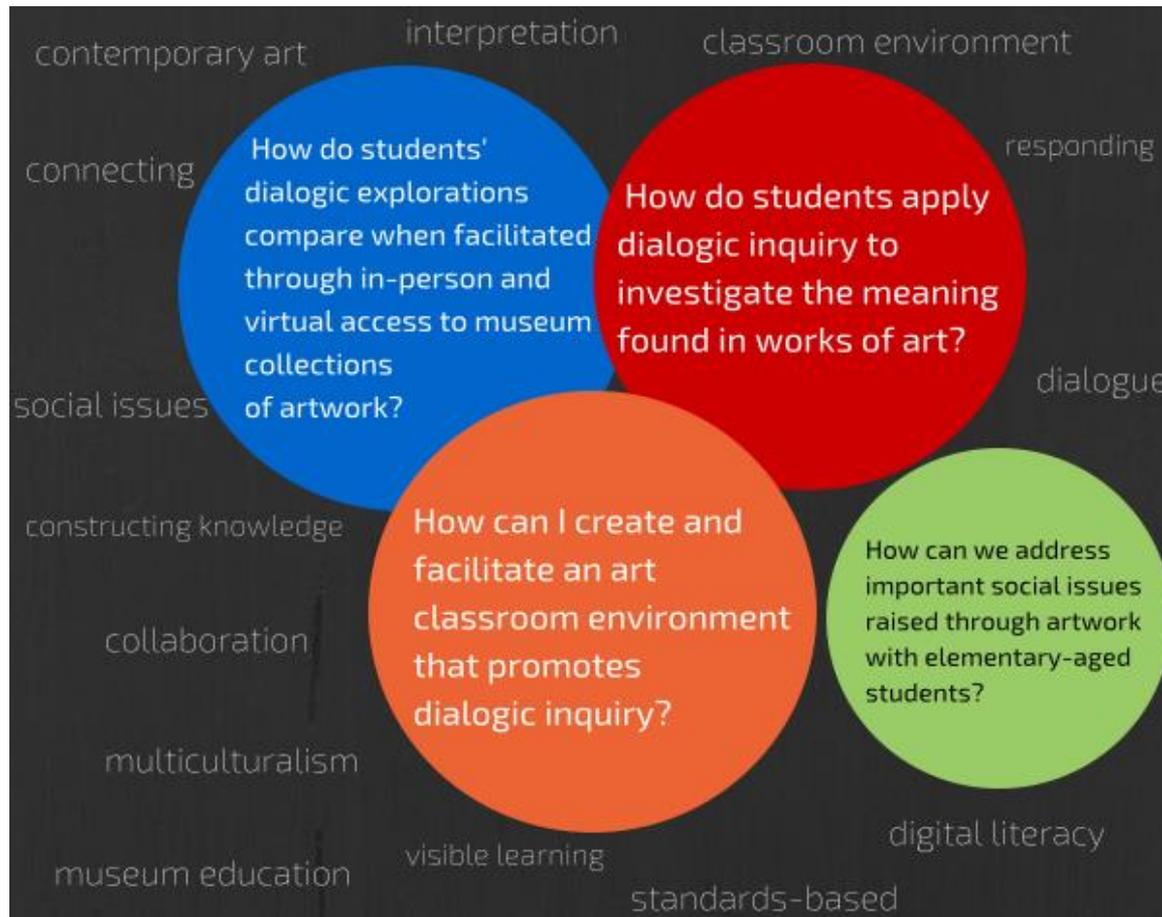
Klein, S. (2104). Action research and art education. In K. M. Miraglia & C. Smilan (Eds). *Inquiry in action: Paradigms, methodologies, and perspectives in art education research*. Reston, VA: National Art Education Association.

May, W.T. (1993). Teachers-as- researchers or action research: What is it, and what good is it for art education. *Studies in Art Education*, 34(2), 114-126.

The Spiral of Action Research

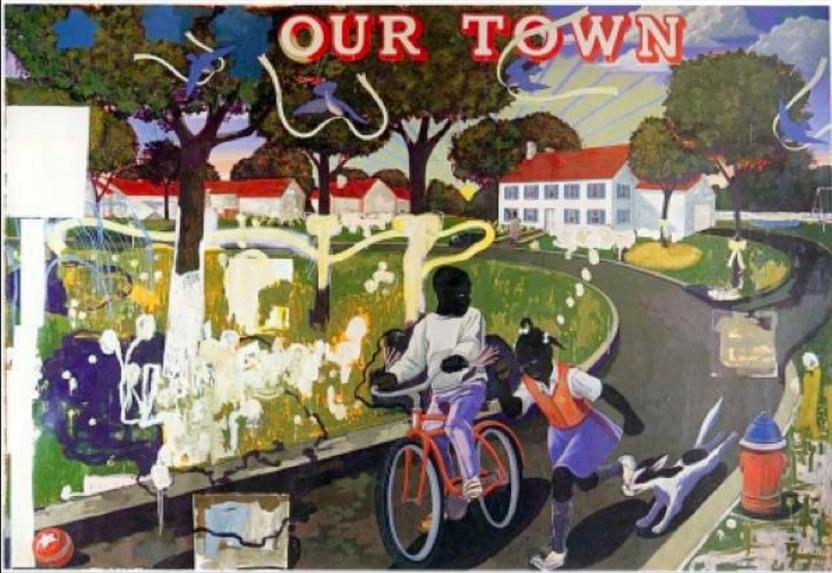


- Each part of the spiral is a phase in the process
- The spiral does not end with the first set of conclusions and recommendations.
- There can be many iterations phases as you study the results of the latest recommendations.

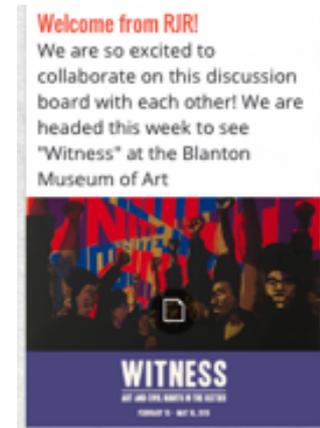
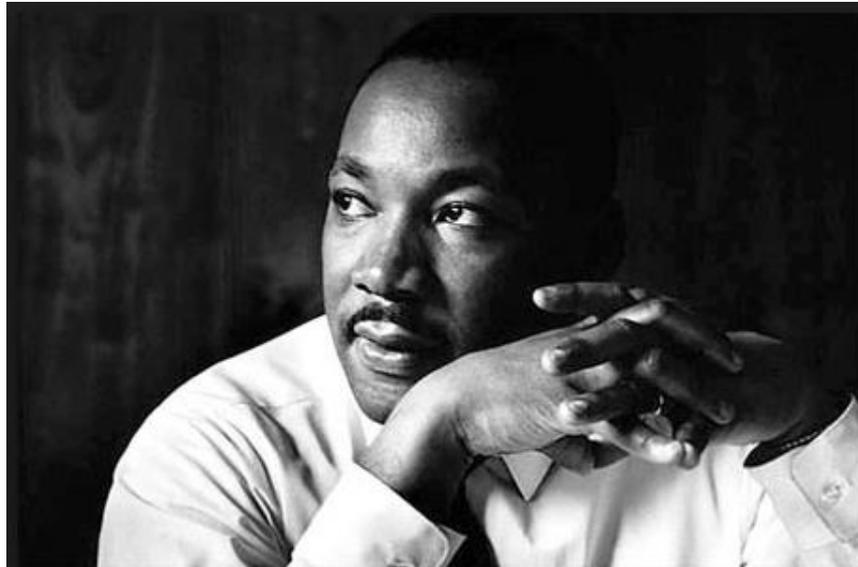


Samantha Melvin
Finding Our Voices: Dialogic Inquiry
in the Elementary Art Classroom
artteaches@hotmail.com

“Stop thinking about art works as objects, and start thinking about them as triggers for experiences.”
--Brian Eno



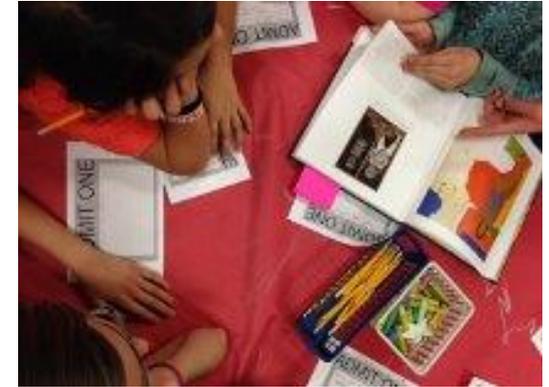
“Our Town” by Kerry James Marshall,
featured in Art21, Season 1 (2001)



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Action Research

- Methodology
- Data Collection



Finding Our Voices

A collaboration between students, using dialogue to explore social issues through art.

Welcome to our shared discussion board!

When making a post, please be sure to use a "username" instead of using your own name!

Before the visit....

Welcome from RJR!

We are so excited to collaborate on this discussion board with each other! We are headed this week to see "Witness" at the Blanton Museum of Art



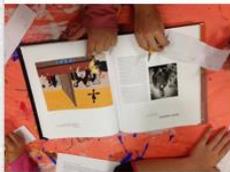
Dialogue about Art

We will post questions, comments and ideas about art. We are exploring how to ask questions, and dig deeper with better questions. We are also investigating social issues in art.

Bar and Grill

By Jacob Lawrence

Why do people put walls up?



the Problem We All Live With

By Norman Rockwell



Questions Generated:

Why did they have a wall between the black people and the white people?
Why are they not all happy?
What is the meaning of this painting?

Let's start with "Our Town"

By Kerry James Marshall

Why are there blue birds carrying ribbons?
Why does it look so patriotic?
See how they are dressed in red, white and blue?
Is it a holiday?
Why aren't there other kids playing?
Why does it look unfinished?



Road to the Promised Land series

By Jacob Lawrence

What is the Promised Land?

Comment--where we seek happiness? Isn't that what we all w



about Our Town

Looks like Cinderella, a fairytale, where everyone lives happily ever after...
Is it a holiday? Are they celebrating the USA?

Persuasion?

Marshall wants to convince you to move to his town

Data Analysis



Stage 1



Stage 2



Stage 3

Student as Individual

Student to Student

Teacher to Student (s)

Findings

Talking about art is a social process.

I am a facilitator to the process of talking about art.

Questioning is essential.



Question Everything



What do you see?

What is happening in this work of art?

What do you see that makes you say that?

Why would an artist portray this?

What is the big idea?

What questions can you find about the ideas expressed in the work?

Works featured: Dallas Chaos II by Peter Dean, Synecdoche by Byron Kim, and Border Crossing by Luis Jimenez, Blanton Museum of Art, Austin TX
<http://blantonmuseumofart.org>

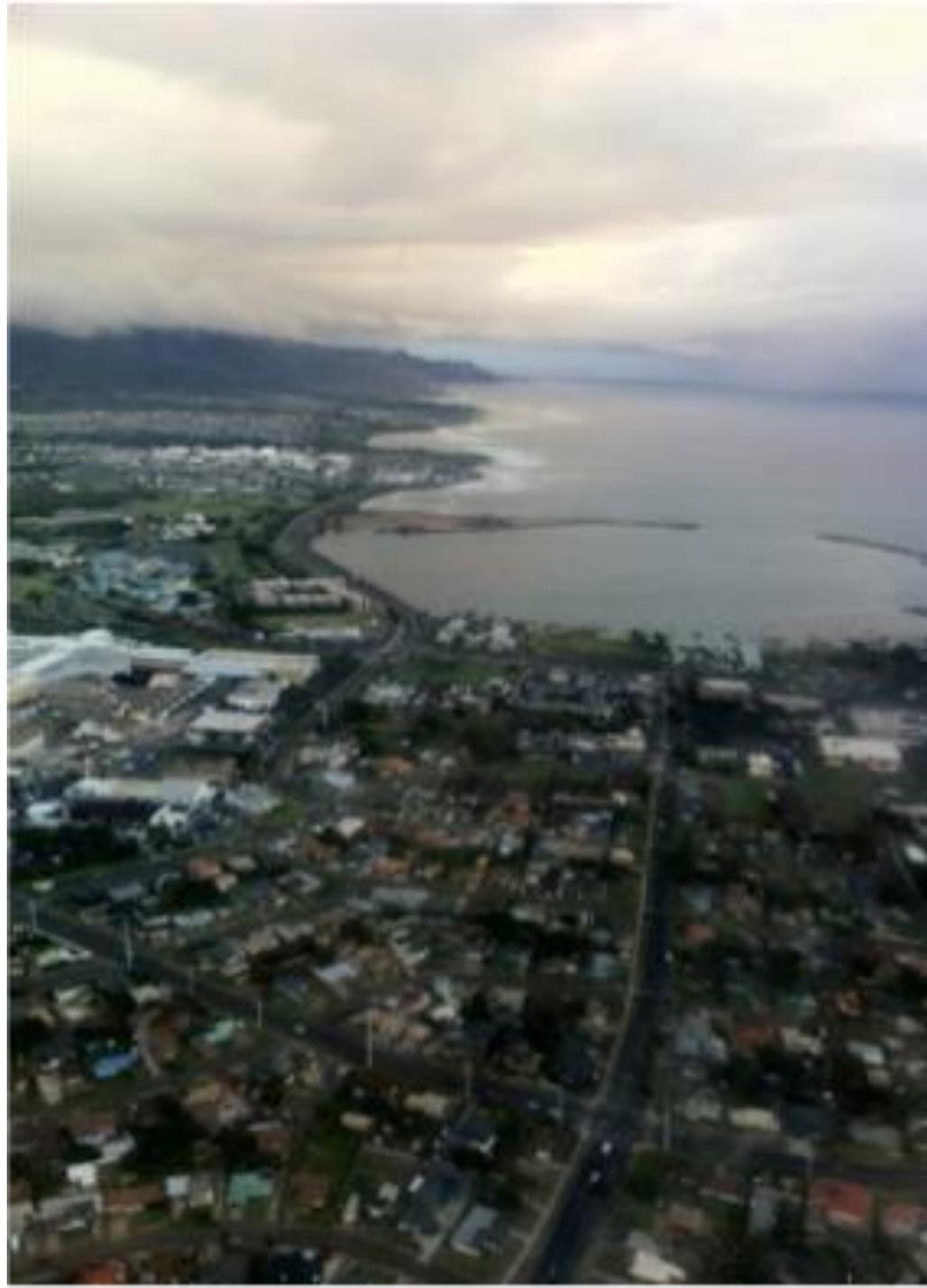


Action Research in the High School Setting-Kristi Oliver



INITIAL RESEARCH QUESTIONS

- How do three high school photography students discuss their identities as photographers?
- In what ways do they use smartphone technology in the construction and distribution of their photographs?



INTERVIEW PARTICIPANTS

- Advanced Photography Students in their senior year
- 18 years of age
- All 3 had been observed using their smartphone to take photographs during school hours (unassigned)



ACTION RESEARCH

- What are the opportunities and challenges associated with including iPhoneography in an AP Studio Art course?
- Data Collected from Student Surveys, Field Notes/ Teacher Journal, Visual Analysis of Photographs

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christeenuuh

4w



69 likes

christeenuuh Through the looking glass--
@oliveartkristi #mhsapphotoencounters

Like

Comment



CHALLENGES

- District policy on social media
- School appropriate accounts for students
- 3 images per assignment
- Descriptions that link to the concept

NaeA



christeenuuh

2w



72 likes

christeenuuh I am in a place where secrets are written on the walls, tears are shed, gossip is spread, and occasional selfies are taken. #mhsapphotowhereami?

christeenuuh 4w



87 likes
christeenuuh #mhsapphotoencounters @oliveartkristi

Like Comment

christeenuuh 3w



59 likes
christeenuuh The clothes people wear can define who they are, without even seeing or knowing their identity. #polaroid #mhsapphotowearsclotes @oliveartkristi

FUTURE STUDY

- How can social media and iPhoneography be used in teaching and learning?

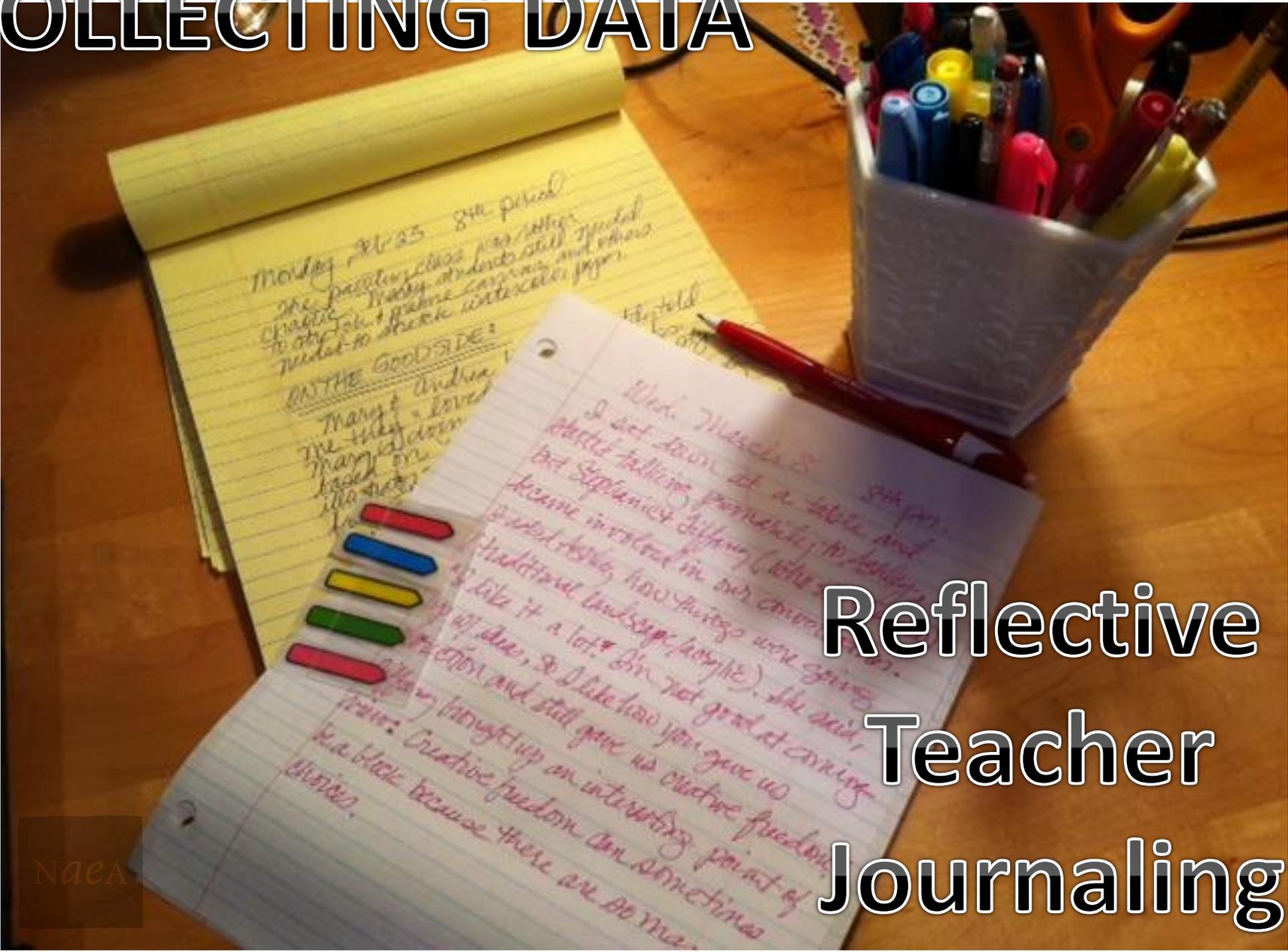


Searching for Authentic Student Engagement

Betsy Murphy



COLLECTING DATA



Monday, 11/23 8th period
the pastime class was rather
chaotic. Many students still needed
to be told to take papers and others
needed to check watercolor paper.

ON THE GOOD SIDE:
Mary & Andrea
me they loved
Mary is down
based on
the story.

Wendy, Melissa & I
I sat down at a table and
started talking for a while and
but Stephanie (the other
became involved in our conversation.
I used to be, how things were going
Additional landscape (activity). She said,
I like it a lot. She's not great at coming
up with ideas, so I like how you gave us
freedom and still gave us creative freedom.
I brought up an interesting point of
view: Creative freedom can sometimes
be a block because there are so many

Reflective Teacher Journaling

ANONYMOUS QUESTIONNAIRES

PAINTING QUESTIONNAIRE

Please circle the answer that best reflects your opinion. This survey will not be used for grading purposes.

PART ONE

1. I would like more opportunities to choose the subject matter/content of my paintings.

Agree strongly Agree Neutral Disagree Disagree strongly

2. I prefer that the teacher directs the direction of most painting assignments.

Agree strongly Agree Neutral Disagree Disagree strongly

3. I prefer to have a clear idea of the expectations before I begin a painting.

Agree strongly Agree Neutral Disagree Disagree strongly

4. I would like more opportunities to choose the media/materials for my paintings.

Agree strongly Agree Neutral Disagree Disagree strongly

5. I worry about being unsuccessful when I attempt an unfamiliar painting assignment.

Agree strongly Agree Neutral Disagree Disagree strongly

6. I think an occasional one period-long group critique is a good use of class time.

Agree strongly Agree Neutral Disagree Disagree strongly

7. I prefer to have a wide variety of painting experiences.

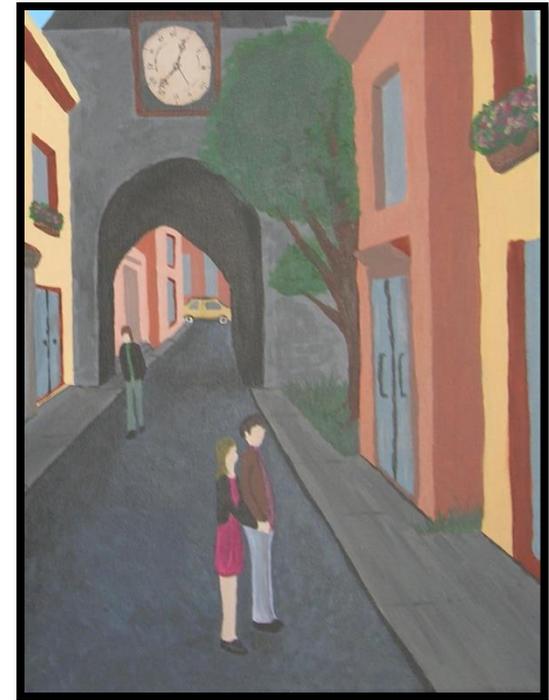
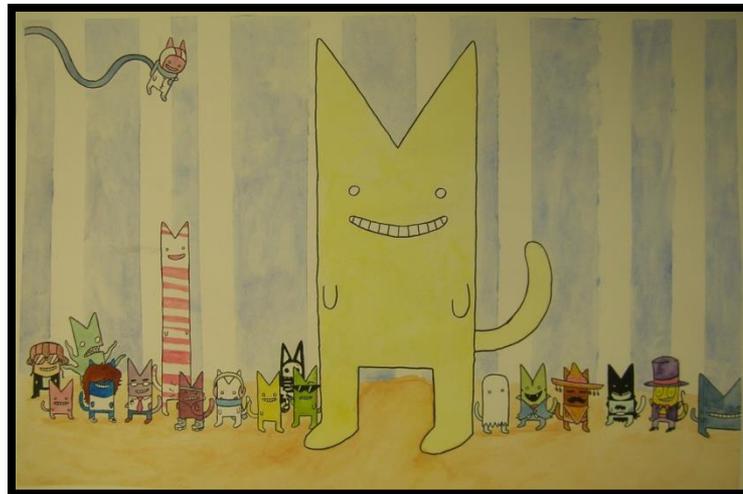
Agree strongly Agree Neutral Disagree Disagree strongly



**BUILDING TRUST ALLOWED ME
TO COLLECT DATA
THROUGH INFORMAL
CONVERSATIONS**



**STUDENTS REFLECT
ON THEIR WORK**

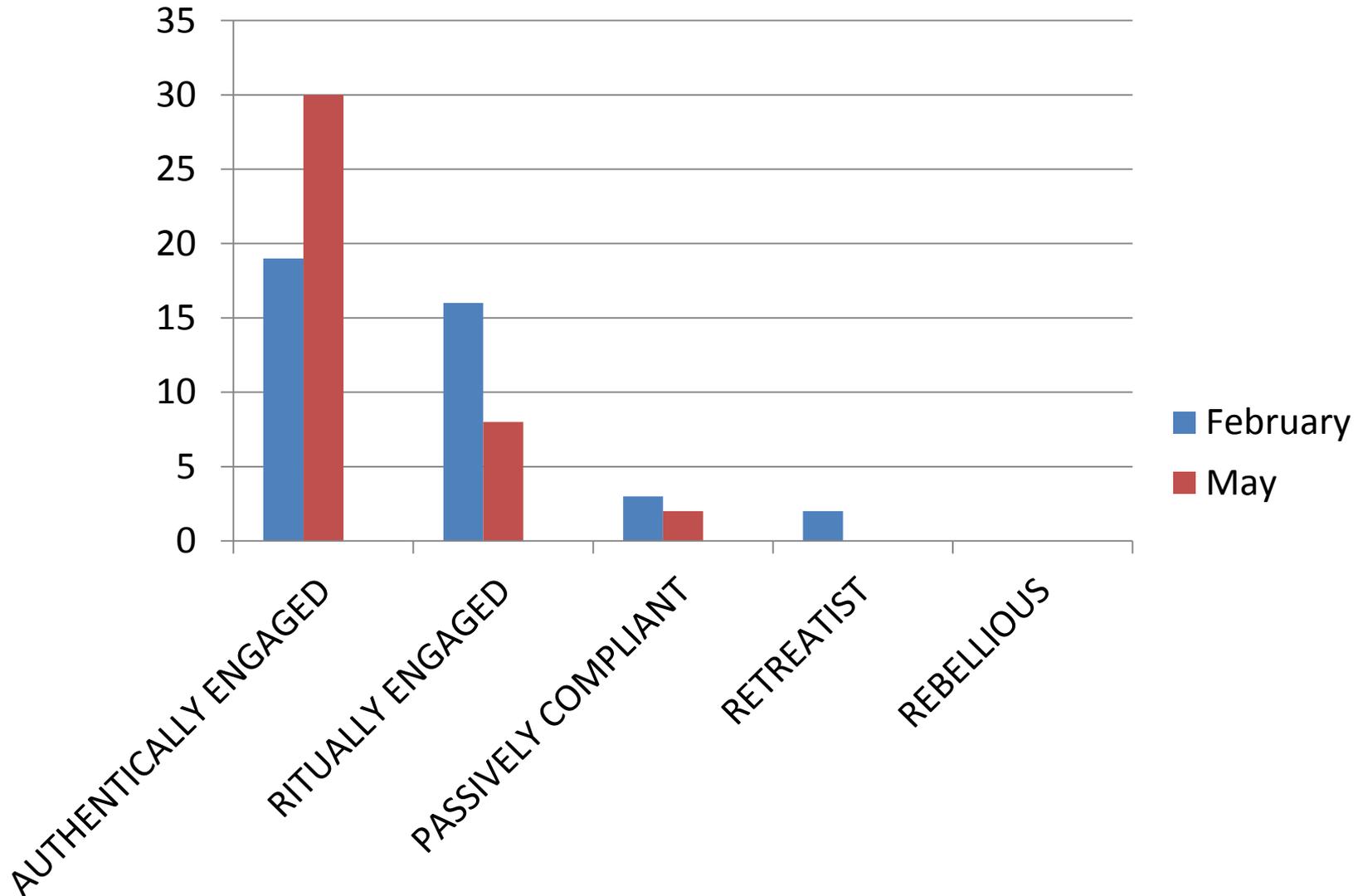


Gallery Style Critiques



LEVELS OF STUDENT ENGAGEMENT

40 Participants



Questions?



- What are the benefits of conducting research in my classroom?
- How do I find time and resources to conduct my own research or collaborate in joint research studies?
- How can I research the effectiveness of my curriculum or my own teaching practices?

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FUTURE NAEA WEBINARS

Save the Date!

October 27

Snapshot: Best Practices October 2015

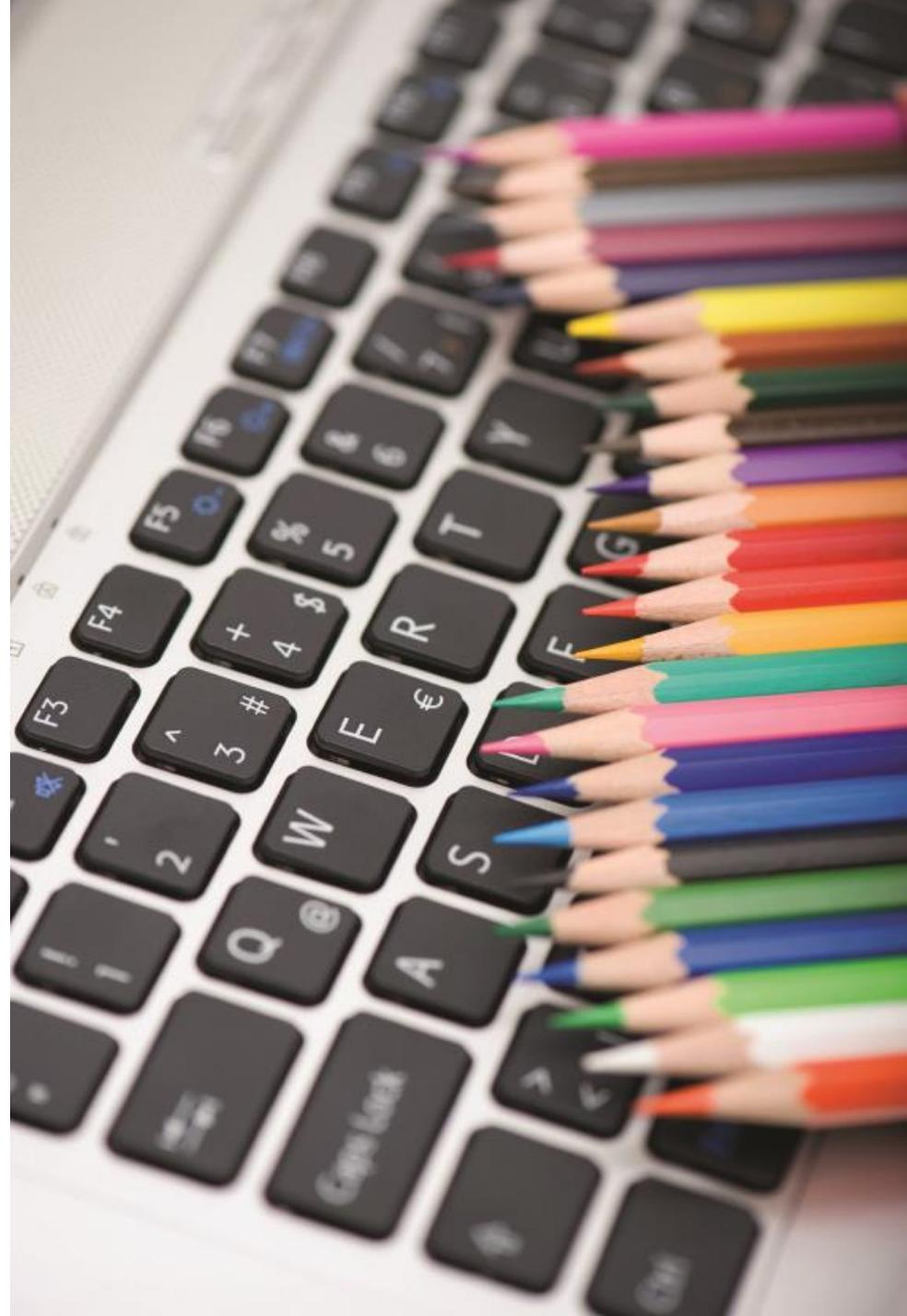
November 10

Documenting Student Growth and
Assessment

December 8

Teaching for Artistic Behavior: A TAB Primer

More webinars coming in 2016!

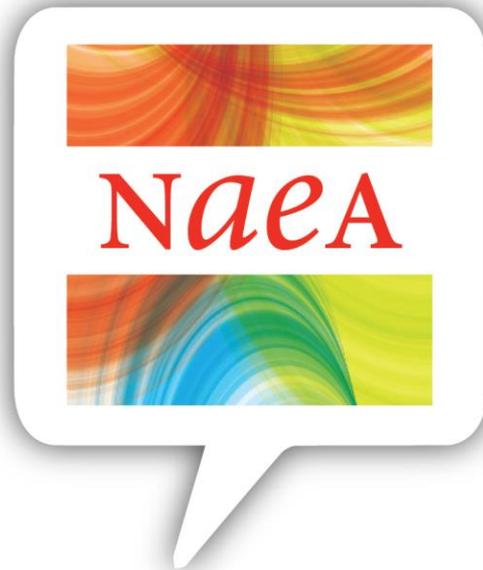


National Art Education Association

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PREMIER PROFESSIONAL LEARNING

**Access archives of all NAEA webinars
and more @ virtual.arteducators.org**





**Learn how you can participate in the
NAEA Lesson Design Challenge!**

www.arteducators.org/learning/lesson-design-challenge

EARN UNIVERSITY CREDIT

NAEA and California State University, Chico have partnered to offer university level credit for professional learning earned through NAEA and NAEA's Virtual Art Educators.



Find out more at virtual.arteducators.org



2016 NAEA NATIONAL CONVENTION

March 17-19, 2016 | Chicago, IL



**REGISTRATION
OPENS THIS MONTH!**

Keep an eye on your inbox for details!

LEAD!
SHARE YOUR VISION
FOR ART EDUCATION





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Thank you for collaborating with us through this webinar!

HOW WAS YOUR EXPERIENCE?

Tell us how we can improve our webinars and also answer any additional questions you may have.

Type the link below into your web browser to answer a few brief questions

<http://tinyurl.com/NAEA2015Webinars>