**ED 660B: Thesis II**

**Art and Design Education**

**Pratt Institute | Spring 2016**

**Instructor**: Christopher Kennedy **Phone**: (201) 981-1576

**Contact**: ckennedy@pratt.edu **Where**: South Hall 205

**Time/Date**: Wed., 5-7:50pm **Office Hours**: By Appt.

“Research is formalized curiosity. It is poking and prying with purpose.”

(Zora Neal Hurston, *Dust Tracks on a Road,* 1942)

This is the second of two courses in developing, researching and writing your Master’s Thesis. The thesis project is developed from questions raised by one or more of the following: observations, fieldwork, reading, studio practice, personal interest, and related art education coursework. The research generally is grounded in practice and allows students a critical examination of their pedagogy and teaching practice through an investigation guided by information retrieval strategies and the APA Publication Manual.

As the second stage of work on the thesis, this course will help develop a wide range of research skills and capacities. By the end of the semester all students will have completed their data collection and written their thesis. The goal is to have a draft ready by the end of spring break.

Students will deepen their understanding of the foundations of art and design education and develop an original contribution to the field, according to the following standard:

**New York State Teaching Standard VII, Professional Growth:**

**Teachers set informed goals and strive for continuous professional growth.**

**Element V11.4**

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators

1. benefit from, contribute to, or become members of appropriate professional organizations.
2. access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
3. expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

**Goals:**

* To revisit and revise research questions.
* To practice various techniques of effective data analysis and critical

 reflection.

* To contribute new and innovative research to the field of contemporary art and design education.

**Learning Outcomes:**

Upon completion of this course, students will be able to:

* Practice effective written and visual communication, successfully integrating source material, using APA style.
* Reflect on project’s relevance within the discipline of art and design education, as well as student’s own continuing teaching practice.

As evidenced by the following assignments and projects with accompanying

**Learning Outcomes Assessments:**

1. Revised **Literature Review** from Fall 2015 (Rubric)
2. Development of **Data Analysis -** research memos, findings chapter outline and final draft
3. Submission of **Thesis Abstract**
4. **Written, Oral and Visual Presentations** (Rubrics)
5. Final Thesis Document

**Required Reading**:

Most course readings available online: <http://adepratt.weebly.com/thesis-ii---syllabus.html> (password: kennedy)

Eisner, E. W. & Day, M. D. (2004). *Handbook of research and policy in art education.* Mahwah, N.J.: Lawrence Erlbaum Associations. (On reserve in the library).

Falk B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research.* Portsmouth, N.H.: Heinemann.

*Publication manual of the American Psychological Association*, 6th Edition (2010). American Psychological Association. Washington, D.C.

La Pierre, S.D. & Zimmerman, E, Eds. (1997). *Research methods and methodologies for art education.* Reston, VA: National Art Education Association. (On reserve in the faculty annex and the library)

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco, C.A.: Jossey-Bass. (On reserve in my office)

**Course Schedule | Spring 2016**

Past Thesis Examples available here: <http://ed660b.weebly.com/sample-work.html> (Password = heather)

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| --- | --- |
| **Assignment** | **Date Due** |
| Research Memo: Data collection and analysis plan including data categories, themes and process of analysis | February 10th |
| Research Memo: Findings chapter outline of major sections  | February 24th |
| Research Findings Chapter Draft (10-15 pgs.) | March 9th |
| Thesis Abstract Due (1-2 paragraph) | March 30th |
| Thesis Draft for review | April 13th |
| Thesis Exhibition + Presentation  | April 27th  |
| Submit thesis for signature of chair and advisor | May 4th |
| Final Submission Deadline | May 15th |

**January 20 Group Meeting**

Taking Stock: Data collection and levels of analysis

**Assignments:** Create a schedule for finishing data collection and analysis

Create a system for managing your data

 Identify preliminary data categories or code your field notes

**Reading:** For data collection, read: Merriam, Chapter 5, Being a Careful Observer and Chapter 4, Conducting Effective Interviews

 For data analysis: Chapter 8, Analytic Techniques and Data Management

**January 27 Individual Meetings**

Data Collection and Analysis

**Activity** Discuss data analysis- analyzing interviews

**Assignments**: Identify preliminary data categories based on your coded data

**Reading**: Merriam, Chapter 9, Levels of Analysis

**Feb 3 Individual Meetings**

Data Collection and Analysis

**Assignment:** Finish a significant degree of your data collection and continue to identify data categories

**Research Memo Due Next Week**: Develop a 1-2 page research memo detailing your data collection and analysis plan for how you will analyze your field notes, interviews, observations etc. (1-2 pgs.) Send me your memo no later than Wednesday night (Feb. 10).

**February 10 Group Meeting**

Choreographing the thesis: Identify themes in the data

**Assignment:** Write an outline of three themes that have emerged in your data

**February 17 Individual Meetings**

Writing the thesis: Test out and interpret the themes

**Assignment:** Research Memo - Write an outline for the findings chapter incorporating the themes you identified through your data analysis, due Feb. 24th. (1 page)

**February 24 Individual Meeting**

# Writing the thesis: Review and revise thematic argument

**Assignment:** Using your outline write a draft of the first part of your findings chapter, approximately 10 pages. Due March 15th

# **March** 2 **Individual Meetings**

# Writingthe thesis: Write findings chapter

**Assignment:** Continue to work on your Findings Chapter Draft

# **March** 9Group Meeting

Writing the thesis: Write findings chapter

**Assignment:** Continue to work on your Findings Chapter Draft; Submit first draft by March 9th (approximately 10-15 pages)

**SPRING BREAK**

**March 23 Individual Meetings**

**Assignment**: Write a thesis abstract, see samples at http://ed660b.weebly.com/sample-work.html

Prepare draft of Thesis based on edits from Findings Chapter.

Draft Thesis Abstract is due March 30th.

**March 30 Individual Meetings**

Writing the thesis: Contextual Analysis

**Assignment:** Revise literature review and the contextual analysis to frame your findings. Preliminary Thesis Draft, including introduction, literature review, methodology, and findings chapter due April 13.

**April 6 Group Meeting**

Writing the thesis: Introduction, Literature Review and Methodology

Thesis Draft peer review.

**Assignment**: Continue to revise the introduction, literature review and methodology.

**April 13 Individual Meetings**

Writing the thesis: Conclusion

Assignment: Revise and write your conclusion and recommendations.

**April 20 Individual Meetings**

Prepare for thesis presentation (will discuss in person)

**April 27 Thesis Presentation**

Edit and format thesis.

**May 4 Thesis Submission**

Submit thesis for signature of chair and advisor.

FINAL SUBMISSION TO GRADUATE SCHOOL: MAY 15th

**Pratt and NASAD Policies**

**Disabilities:**

Accommodations for students with disabilities Pratt Institute is committed to assisting students with documented disabilities who are otherwise qualified for admission to the institute. Students requesting accommodations must submit appropriate written documentation to Director of Disability Services and

Parent Programs : Mai MacDonald on 718 636 3711 in the office of the Vice President for Student Affairs.

**Class Workload:**

As per NASAD guidelines: “ In lecture/discussion courses requiring outside preparation, one hour of credit represents one hour each week of the term in class, and two hours of work outside class.”http://nasad.arts-accredit.org/index.jsp?page=FAQ%3A+NASAD+Standards+Review

**Plagiarism:**

“Plagiarism means presenting, as one’s own, the words, the work, information, or the opinions of someone else. It is dishonest, since the plagiarist offers, as his/her own, for credit, the language or information, or thought for which he/she deserves no credit.” (see page 68, Pratt Institute Student Online Handbook)

**Attendance and Conduct:**

“The continued registration of any student is contingent upon regular attendance, the quality of work and proper conduct. Irregular attendance, neglect of work, failure to comply with Institute rules and official notices, or conduct not consistent with general good order is regarded as sufficient reasons for dismissal. There are no unexcused absences or cuts. Students are expected to attend all classes. Any unexcused absences may affect the final grade. Three unexcused absences may result in course failure at the discretion of the instructor (see page 68, Pratt Institute Student Online Handbook). It is not permitted to hand in work for this class that was produced for other classes (Pratt Institute Student Handbook).