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Art Practice As Research Inquiry In The Visual Arts

**Gerald Bast, Elias G. Carayannis, David
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Art Practice As Research Inquiry In The Visual Arts:

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.

Art Practice as Research Graeme Sullivan, 2005 This book will publish in a new edition on December 1, 2009. We are no longer supplying instructors with complimentary review copies of this edition. If you need an urgent desk copy of the existing edition for a class this semester, please call 1 800 818 7243 and we will be pleased to process your request. In this rich and layered reflection on visual arts practice as research, Graeme Sullivan launches a passionate and convincing case that rewrites the definitions of art and research as it unapologetically claims for the visual arts the respect and admiration of the academy.

Jessica Hoffman Davis, Harvard University

Art Practice as Research Inquiry in the Visual Arts presents 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. Author Graeme 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. The book is divided into three content areas that provide a unique framework for carrying out inquiry in the visual arts.

Contexts for Visual Arts Research is a historical review that positions the visual arts as a culturally grounded and institutionally bound area of artistic and educational inquiry. Theorizing Visual Arts Practice presents the thesis that visual arts practice is a theoretically robust area of inquiry and a transformative approach to creating and critiquing knowledge. Visual Arts Research Practices describes a range of strategies and approaches to planning and carrying out visual arts research.

Visual Arts Research is a historical review that positions the visual arts as a culturally grounded and institutionally bound area of artistic and educational inquiry. Art Practice as Research is perfectly suited as a text for courses in art education, the visual arts, as well as general research methods courses in education and the humanities. This will also be an invaluable reference for anyone with an interest in interdisciplinary research in the social sciences and the role of imaginative inquiry in human understanding.

A blog by Graeme Sullivan welcoming contributors interested in discussing ideas and sharing information about art as a form of research. Praise for this text: Sullivan challenges our assumptions about what constitutes research practices and in doing so presents a ground-breaking analysis for visual arts practice as research.

This compelling image text book opens the possibilities for the construction of new forms of knowledge in our increasingly visual world Dipti Desai New York University Sullivan provides a timely and excellent introduction to the emerging field of visual cognition and educational research Pradeep A Dhillon University of Illinois Art Practice as Research is long overdue Graeme Sullivan eloquently crafts a methodology text and articulates for contemporary visual artist researchers how arts practices are in fact rich forms of research inquiry Rita L Irwin University of British Columbia Canada Sullivan s text is an important addition to the literature associated with research critical inquiry and arts education I wish that such a text would have been available at the time that I was working on my dissertation I will recommend it to my graduate students and colleagues Doug Blandy University of Oregon Art Practice moves through a description of accepted methods of research in the sciences A person interested in art research would be well served by the foundation Sullivan provides

COMMUNICATION RESEARCH TRENDS Art Practice in a Digital Culture Hazel Gardiner, Charlie Gere, 2016-04-15 Much as art history is in the process of being transformed by new information communication technologies often in ways that are either disavowed or resisted art practice is also being changed by those same technologies One of the most obvious symptoms of this change is the increasing numbers of artists working in universities and having their work facilitated and supported by the funding and infrastructural resources that such institutions offer This new paradigm of art as research is likely to have a profound effect on how we understand the role of the artist and of art practice in society In this unique book artists art historians art theorists and curators of new media reflect on the idea of art as research and how it has changed practice Intrinsic to the volume is an investigation of the advances in creative practice made possible via artists engaging directly with technology or via collaborative partnerships between practitioners and technological experts ranging through a broad spectrum of advanced methods from robotics through rapid prototyping to the biological sciences

International Handbook of Research in Arts Education Liora Bresler, 2007-03-05 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research

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 **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 Art, Research, Philosophy Clive Cazeaux,2017-04-11 Art Research Philosophy explores the emergent field of artistic research art produced as a contribution to knowledge As a new subject it raises several questions What is art as research Don t the requirements of research amount to an imposition on the artistic process that dilutes the power of art How can something subjective become objective What is the relationship between art and writing Doesn t description always miss the particularity of the artwork This is the first book length study to show how ideas in philosophy can be applied to artistic research to answer its questions and to make proposals for its future Clive Cazeaux argues that artistic research is an exciting development in the historical debate between aesthetics and the theory of knowledge The book draws upon Kant phenomenology and critical theory to show how the immediacies of art and experience are enmeshed in the structures that create knowledge The power of art to act on these structures is illustrated through a series of studies that look closely at a number of contemporary artworks This book will be ideal for postgraduate students and scholars of the visual and creative arts aesthetics and art theory The Open Access version of this book available at www.taylorandfrancis.com has been made available under a Creative Commons Attribution NonCommercial No Derivatives 4.0 license <https://www.taylorfrancis.com/books/9781315764610> 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 **Arts, Research, Innovation and Society** Gerald Bast,Elias G. Carayannis,David F. J. Campbell,2014-11-19 This book explores at the macro meso and micro levels and in terms of qualitative as well as quantitative studies theories policies and practices about the contributions of artistic research and innovations towards defining new forms of knowledge knowledge production as well as knowledge diffusion absorption and use Artistic research artistic innovations and arts based innovations have been major transformers as well as disruptors of the ways in which societies economies and political systems perform Ramifications here refer to the epistemic socio economic socio political and socio technical base and aesthetic considerations on the one hand as well as to strategies

policies and practices on the other including sustainable enterprise excellence considerations in the context of knowledge economies societies and democracies Creativity in general and the arts in particular are increasingly recognized as drivers of cultural economic political social and scientific innovation and development This book examines how one could derive and develop insights in these areas from the four vantage points of Arts Research Innovation and Society Among the principal questions that are examined include Could and should artists be researchers How are the systems of the Arts and Sciences connected and or disconnected What is the impact of the arts in societal development How are the Arts interrelated with the mechanisms of generating social scientific and economic innovation As the inaugural book in the Arts Research Innovation and Society series this book uses a thematically wide spectrum that serves as a general frame of reference for the entire series of books to come

Practice as Research Estelle Barrett, Barbara Bolt, 2014-06-10 Practice led research is a burgeoning area across the creative arts with studio informed doctorates frequently favoured over traditional approaches to research Practice as Research Approaches to Creative Arts Enquiry is specifically designed as a training tool and is structured on the model used by most research programmes A comprehensive introduction lays out the book's framework and individual chapters provide concrete examples of studio based research in art film and video creative writing and dance Comprehensive in its approach the volume draws on thinkers including Deleuze Bourdieu and Heidegger in its examination of the relationship between practice and theory demonstrating how practice can operate as a valid alternative mode of enquiry to traditional scholarship

Handbook of the Arts in Qualitative Research, 2022 **Artistic Practices, Participation and Politics** Hugo Cruz, 2025-08-29 I know of no other empirical study of community arts that is so widespread and executed so thoroughly Eugene Van Erven Utrecht University Netherlands The book focuses on participatory artistic practices with South of Europe and Latin America as the central geographical context for analysis The book aims to redefine and explore key concepts such as community art practices civic and political participation and cultural and artistic involvement Through in depth case studies the work re-examines the elements of community artistic practices and the quality of artistic and cultural participation particularly in the context of Brazilian and Portuguese theatre groups

Transatlantic Reflections on the Practice-Based PhD in Fine Art Jessica Schwarzenbach, Paul Hackett, 2015-08-11 Once the US was the only country in the world to offer a doctorate for studio artists however the PhD in fine art disappeared after pressures established the MFA as the terminal degree for visual artists Subsequently the PhD in fine art emerged in the UK and is now offered by approximately 40 universities Today the doctorate is offered in most English speaking nations much of the EU and countries such as China and Brazil Using historical political and social frameworks this book investigates the evolution of the fine art doctorate in the UK what the concept of a PhD means to practicing artists from the US and why this degree disappeared in the US when it is so vigorously embraced in the UK and other countries Data collected through in depth interviews examine the perspectives of professional artists in the US who teach graduate level fine art These interviews

disclose conflicting attitudes toward this advanced degree and reveal the possibilities and challenges of developing a potential doctorate in studio art in the US

Arts-Research-Education Linda Knight,Alexandra Lasczik Cutcher,2017-12-01 Drawing from an international authorship and having global appeal this book scrutinizes suggests and aggravates the relationships boundaries and connections between arts research and education in various contexts Building upon existing publications in the field of arts based educational research it deliberately connects and disconnects the terms in order to expose and broaden the scope of this field thereby encouraging fresh perspectives This book portrays both contemporary theoretical prospects as well as contemporary examples of practice It also presents work of emerging scholars thereby growing the field The book includes academic text based chapters as well as poetry narrative fiction visual essays and combinations of text image sound video that demonstrate performance of music theatre exhibition and dance This book provides and provokes critical dialogue about the forms representations dissemination and intersections of the arts research and education This is a focused collection and resource for scholars and students with an international authorship perspective and audience

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

Disciplinary aesthetics: The role of taste and affect for teaching and learning specific school subjects Per-Olof Wickman,Per Anderhag,Cecilia Caiman,Steph Ainsworth,2024-04-04

[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 im materiality of bodies characters in motion in a r tographic 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 in corporeal

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

The Imagination in Education Sean Blenkinsop, 2009-01-14 This collection of essays from scholars in eleven countries centres upon the theory and practice of the use of imagination in education By bringing together

studies covering a wide range of subject matter we trust that the reader will have the opportunity to appreciate both the diversity within the field and the significance of the topics discussed We hope too that readers will find connections to their own areas of study The 13 essays present distinct yet converging points of view whether it be a discussion of the imagination as a virtue the use of imagination as a means to improve aboriginal education in Northern Canada or the description of a museum in Brazil in which the imagination of the child is central to the project Separately each of the papers identifies and explores a distinct aspect of Imaginative Education together they begin to define the breadth and richness of the field These essays have been selected from papers presented over a period of several years to research symposiums in imagination and education held every summer in Vancouver Canada under the auspices of the Imaginative Education Research Group in the Faculty of Education at Simon Fraser University

Engaging the Senses: Object-Based Learning in Higher Education

Helen J. Chatterjee, Leonie Hannan, 2016-03-09 The use of museum collections as a path to learning for university students is fast becoming a new pedagogy for higher education Despite a strong tradition of using lectures as a way of delivering the curriculum the positive benefits of active and experiential learning are being recognised in universities at both a strategic level and in daily teaching practice As museum artefacts specimens and art works are used to evoke provoke and challenge students engagement with their subject so transformational learning can take place This unique book presents the first comprehensive exploration of object based learning as a pedagogy for higher education in a broad context An international group of authors offer a spectrum of approaches at work in higher education today They explore contemporary principles and practice of object based learning in higher education demonstrating the value of using collections in this context and considering the relationship between academic discipline and object based learning as a teaching strategy

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