Road map tools for Research on Creativity within Arts Education

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1 author:

Mohammed Al-Amri
Harvard University
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Road map tools for Research on Creativity within Arts Education

Mohammed Al-Amri

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Nature of Research in Arts Education

Initially, the researcher would like to raise a question regarding the nature of research in Art Education; is there a difference between research procedures used in arts and those used in sciences? If so, what is the general role of the researcher in Art Education? La Pierre (1997:xii) explains the general nature of Art Education research by saying that:

Researchers in art education are looking, thinking and observing from an artistic perspective and creating new parameters that reflect a knowledge base that is directly related to the arts. In a search to identify a research style in the arts, it is not just a matter of the physical, perceptual characteristics of art; it is also the way, manner, or style in which individuals are asked to make art and respond to art.

First of all, it should be understood that Art Education is an educational field practice that has not had a long history of research. Art Education research grew up within the fields of Education and Art. The nature of Art itself is the difference between research in Art Education and other disciplines. **The manner of inquiry in Art Education research is one of the basic differences.** As Eisner (1997:237) argues "if one wants to understand artistic development or art itself one must use art or artistically relevant modes of inquiry". Moreover, **the modes of inquiry in Education and in Sciences are quite different from those in Art.** One must also understand the artistic modes of knowing for more effective research. **To utilize educational research methods for Art, the researcher should seek methods which are most appropriate to his/her inquiries.** But choosing appropriate research methods is necessary in any piece of research and so what makes it different for Art as, La Pierre (1997) mentions, is the focus on intuitive, spatial, and concrete elements which characterise the cognitive structures of artistic accomplishments. These concepts are more important for Art than other subjects. Moreover, she emphasises that:

The interrelationships of these concepts constitute domain-specific knowledge and the choice of research methods involve decisions among the following issues: (1) characteristics of individual participants (descriptive statistics) versus mean scores of a group of characteristics and subjects within groups (inferential statistics); (2) small samples versus large samples and how each affects reliability or the ability to generalize findings; (3) standardization practices to increase objectivity and consistency versus researcher involvement; (4) adapting research findings from outside the field and what effect...
this has on the validity of content from within the field; (5) authentic, practical, or realistic settings versus laboratory-manipulated experimentation. (La Pierre, 1997: p xii)

According to La Pierre, and in recent studies1, there is an emphasis on issues relating to the nature of research in Arts. Visual Art Education is a part of this kind of recent research. These issues are concerned with Arts-based Research against Science-based Research, Naturalistic Generalisation instead of Statistical Generalisation and the issue of Personal-Practical Knowledge. According to Eisner (2002:214), these issues have something in common "They represent efforts to dethrone theoretical science as the only legitimate way to come to know". And he emphasises the importance of the practical in Art Education, which reflects personal-practical knowledge, as an equally legitimate way of knowing.

Also, the nature of learning activities in Art Education includes the creation of Art, as well as reflecting the appreciation, observation, interpretation, critique and philosophising about creative Arts. These characteristics of the nature of learning and teaching in Art Education have important implications for research methods in Art. Furthermore, these characteristics are not found in other fields such as Scientific, Biological, or Medical research or even pure Educational research. As was said before the researchers in Art Education are looking, thinking, and observing from an artistic perspective. It is not only a question of describing and observing but also a question of understanding the surrounding space and considering how that space impacts on our understanding of the object in question. These dimensions of Art research reflect the specific characteristic of Art Education where more focus is given to aesthetic matters.

On the other hand, Art Education is considered as a discipline related to Education. Since the history of Art Education is bound both to the history of Education and the history of Art. Therefore, research in Art Education is also concerned with the theory

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and practice of educational research methodologies and, as mentioned early in this section, Art Education research grew out of the field of Education.

Eisner (1997:239) points out that "Research in art education is the systematic attempt to utilize the tools of scholarship in answering questions germane to the field". La Pierre (1997) also argues that the Art Education researchers must have an understanding of possibilities in regard to research design and methodology, and they should seek methods which are most appropriate to their research inquiries, developing new ideas and adapting old ones to enhance understanding of Art educational practice and theory.

There is a growing interest regionally, nationally, and internationally in developing a research agenda for arts education.

- Creating arts research agenda toward the 21st century.
- There is a growing interest internationally toward setting objectives and promoting research in arts education.
- Seminars for research in Arts Education in order to promote research efforts in these fields.
- A Survey of research interests among arts educators.
- Collaborate with others on research issues of primary concern in the fields of arts education.
- Collaborate with others on research methods and methodologies for Arts Education.

1. identify aims and objectives for Road map tools for Research in Arts education at regionally, nationally, and internationally levels.
2. identify Arts Contents for Roadmap researches in arts education with more focus on argent issues and topics at all three levels.
3. identify most property research methods and methodologies for arts education researches.
4. present and discus the results and outcomes of researches from regional, national and international levels of research in Arts Education and adopt most successfully results to improve the quality of practice-arts education.
above headings required to faces on the following:

- The modes of inquiry in Arts Education Researches.
- focus on intuitive, spatial, and concrete elements which characterise the cognitive structures of artistic accomplishments.
- Issues of Researches in Arts Education at the following levels:
  - International-based Arts Education Researches.
  - Social-based Arts Education Researches.
  - School-based Arts Education Researches
  - Universities-based Arts Education Researches.

Some approaches for practice-based research in Arts Education:

- Self-expression
- Artistic Observation.
- Creative Design.
- Production, Perception, and Reflection in Arts Education according to Multiple Intelligence Theory (MI).
- Equalise making and appraising in Arts Education through Exploring, Forming, Presenting, Responding and Evaluating.
- to incorporate knowledge, skills and understanding in Arts Education, best-practice arts education should (1) Exploring and Developing ideas in and through Arts Education, (2) Investigation and making Art Education (Film, Media, and Photography, Dance, Drama, Music, Fine Arts, Digital Arts, Craft and Design) (3) Evaluating and developing work, and (4) Knowledge and understanding of Arts Education. (According to national Art curriculum in England).