



Consequential Learning Through Reflexivity and Art

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Introduction of the Researchers



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Context of the Study

First and second authors were enrolled in a Qualitative Methods course taught by the third author.

Reflexivity and arts-based learning were integrated into curriculum and highly encouraged by the professor.

Researchers came together via the Qualitative Club and collaborated to design and execute the present study.

Purpose of the Research

- Reflexivity is a vital component of qualitative research.
- Arts-based methods integrated in qualitative research add new layers of meaning and invoke researcher and/or participant creativity and reflexivity in new ways (Leavy, 2018; Mulvihill & Swaminathan, 2019).

The purpose of this qualitative study was to understand the processes of how doctoral students learned qualitative research through reflexivity and engagement with arts-based practices.

Research Question

In what ways did reflexivity contribute to students' use of artistic expression in a qualitative research class?

Key Points from Existing Literature

Heuristic approach allowing for deeper and more complex understanding of the world (*Barone & Eisner, 2012*).

Reflexivity involves examining assumptions, decisions, feelings & understandings (*Leavy, 2015*).

Arts is a viable way to engage in reflexive learning and promote researcher transparency (*Barone & Eisner, 2012; Leavy, 2015*).

Arts-based approach continues to be integrated in introductory qualitative research courses (*Richards et al., 2022*).

Underlying Premise of Arts-Based Research

Art conveys truth or awareness about self or others

The use of art is critical in achieving the understanding of self or others

Art is a preverbal way of knowing

Art can inspire multiple ways of knowing, including sensory, kinesthetic and imagination

(Gerber & colleagues, 2012)

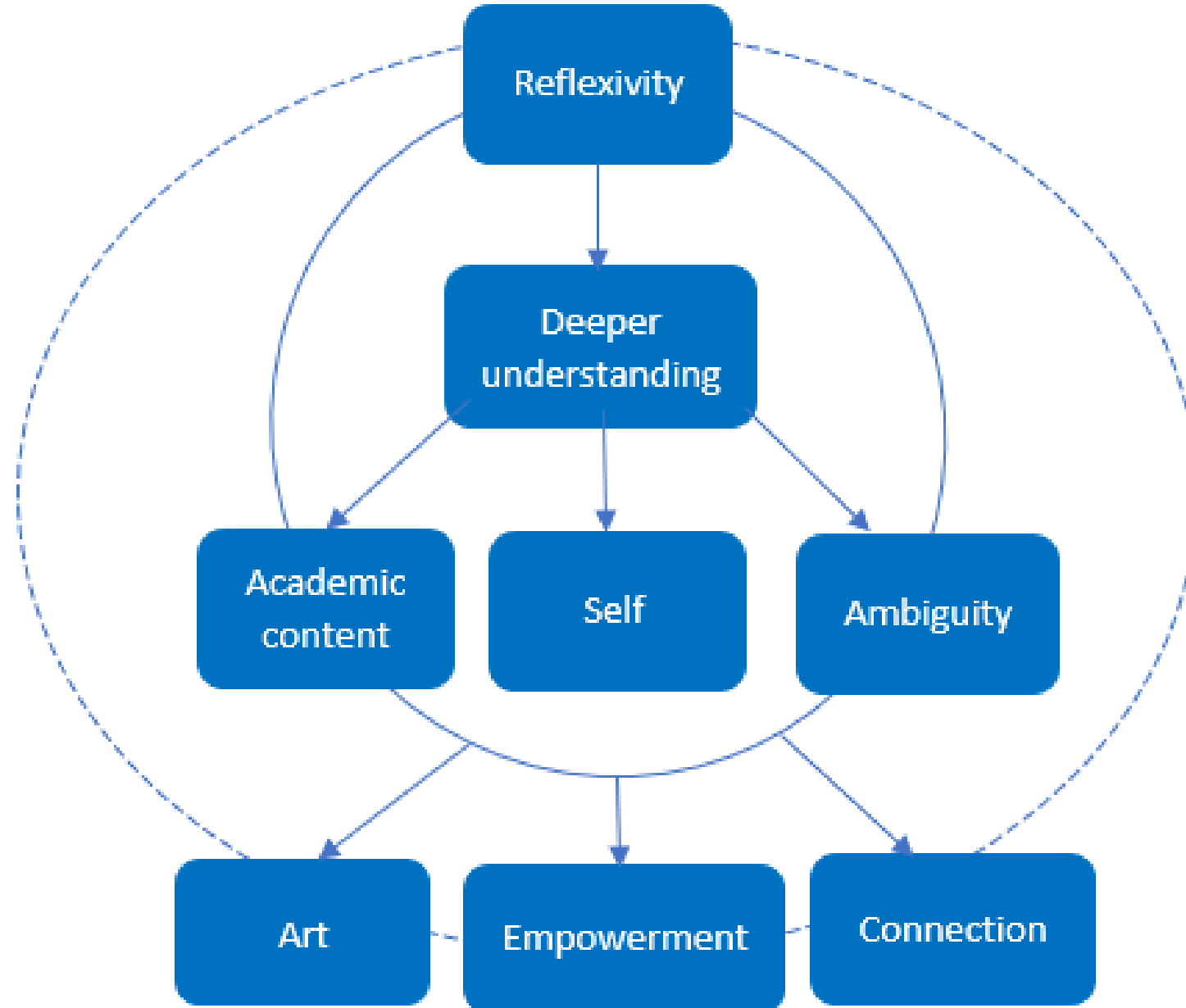
Methodology

- Collaborative and reflective arts-based inquiry.
- Sociolinguistically-grounded discourse analysis and a microethnographic perspective (*Bloome et al., 2005; Green et al., 2020*).
- Students' journals served as the primary source, examining both specific assignments and the course as a whole.
- Contextualized student work overtime, analyzing the changes in students' discourse and tracing the process of deepening reflexivity and productive ambiguity.

3 Main Findings

- Process of reflexivity allowed for the connection of content to deeper self, leading to the use of arts-based expressions.
- Intentional reflexivity freed students to embrace uncertainty by creating a safe space to integrate art.
- Reflexivity led to professional collaboration and meaningful personal connections to one another.

Interrelated Connectivity of Findings



Learning Journal Excerpt

Utilizing Song Lyrics

My exploration of self and the process of making my own meaning in this course has cemented my decision to focus on qualitative research. When I began my doctoral program, I thought qualitative research was going to be my focus. I had based this decision on my understanding of qualitative research being interviewing and transcribing. However, this class has taught me that my perception could not be more incorrect. *“I need you to find me”*; I needed to find myself in research. *“I’ve been hanging here the whole time”*; but I needed to have better understanding of who I was and what I wanted to know about others. *“And that’s what makes me feel alive”*.

Kate Babb, doctoral student

Image of Acrylic Paintings Used in Learning Presentation



Megan Mitchell, doctoral student

The changing colors between the first and second paintings represent the transformation of the sky over time at dawn from the beginning to the end of each run, like the transformation of the student as a qualitative scholar over time from the beginning to the end of the qualitative research course and beyond.

Discussion

*Arts-based research as a method of inquiry “works to interrogate and reinterpret discourses that contextualize our lives through problematic social constructions.”
(Rolling, 2018, p. 505)*

- Significant to educational research as it shows over-time analysis how arts-based methods for teaching and learning leads to deeper understanding of qualitative methodologies, self, and connection to others.
- Integration of arts-based teaching exposes doctoral students to active pedagogies and models alternative teaching and learning methods (Richards et al., 2022).
- Arts-based learning gives students freedom to construct their understanding of learning, inviting openness to a variety of different voices (McNamee, 2010).

QUESTIONS & CONVERSATION



Dr. Audra Skukauskaitė

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