



---

**KENNESAW STATE**  
UNIVERSITY

# Indigenous Research & Hopscotch 4-SoTL: Ways of knowing shaping our research future

Diana Gregory

[dgregory@Kennesaw.edu](mailto:dgregory@Kennesaw.edu)

April Munson

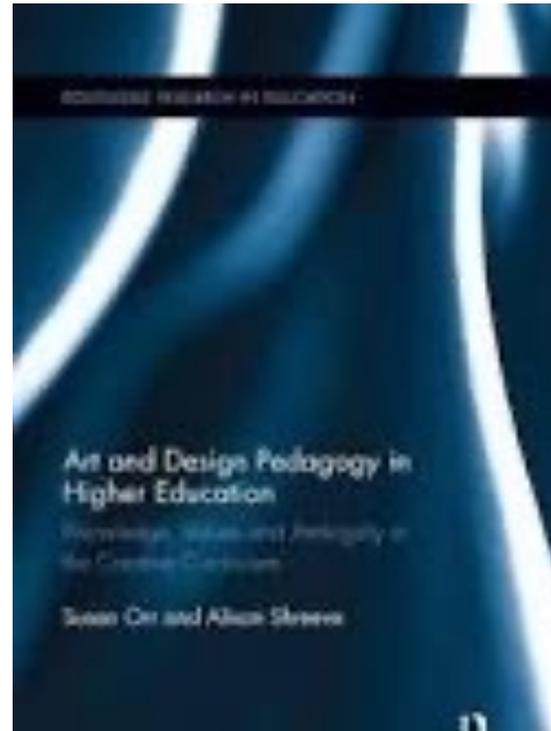
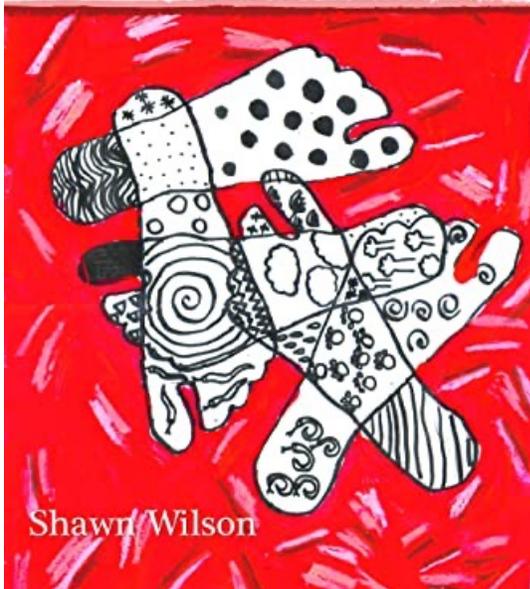
[amunson1@Kennesaw.edu](mailto:amunson1@Kennesaw.edu)

School of Art and Design

***IRB Study FY22-117: Art and Healing Aesthetic Experience***

***IRB Study FY21-642: Designing a new master: A case study from art and design***

**Research Is Ceremony**  
Indigenous Research Methods



**Collaborative,  
Participatory, and  
Empowerment  
Evaluation**

Stakeholder  
Involvement  
Approaches

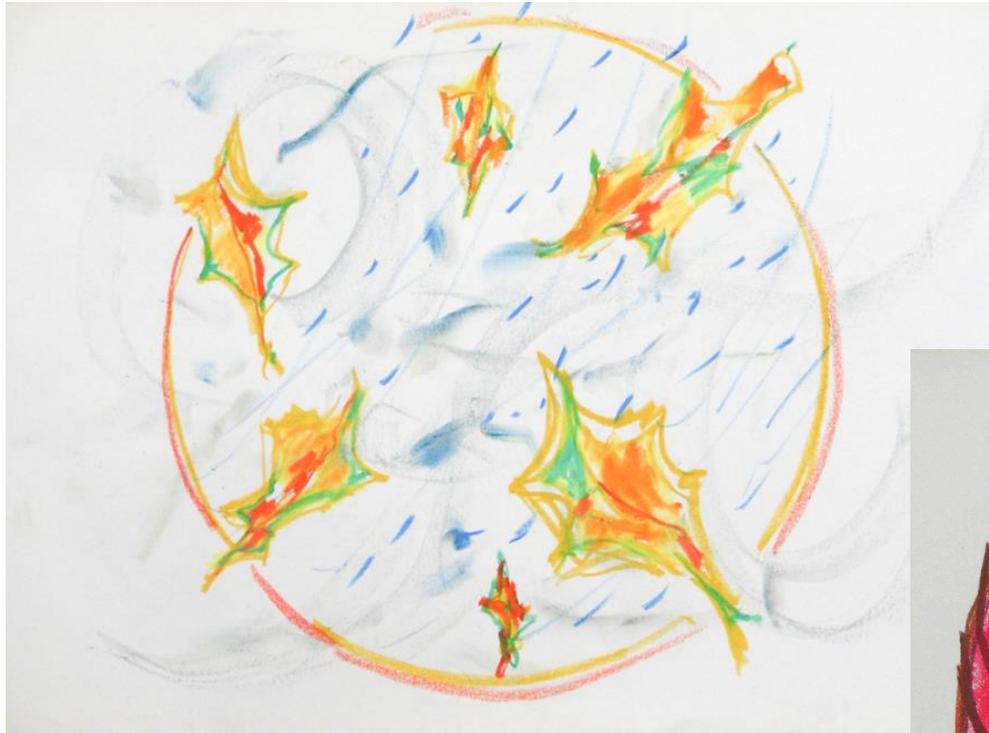


David M. Fetterman,  
Liliana Rodríguez-Campos,  
Ann P. Zukoski, and Contributors

## Research is Ceremony: Indigenous Research Methods



This wheel has no hub, no forward or backward, no isolation. Indigenous approaches embrace the artistic, the spiritual, the sensual, and the intuitive, again not as an add-on or separate component, but as integral to the whole. This holism stands in contrast to Western research approaches that seek to isolate and compartmentalize (p. 2009)



So once we get away from the idea that knowledge is individually owned, collaboration in the interpretation of knowledge becomes not only feasible but also desired or necessary (Wilson, 2008, 121)

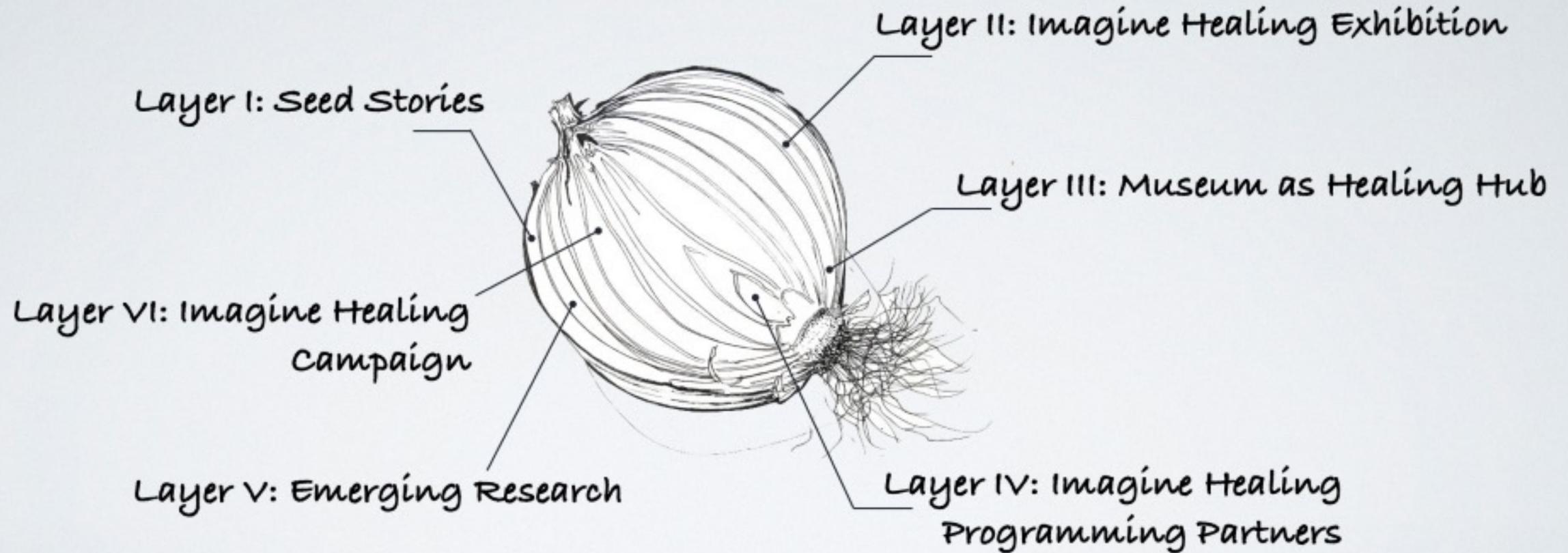


For us, the ceremony is about a story, and for all of those, you just have to let it flow, because it's built on relationships. And when you use a story, your own or other's, it's claiming a voice and establishing a relationship. (Wilson, 2008, 125).



# LAYERS OF THE INITIATIVE

*IRB Study FY22-117: Art and Healing Aesthetic Experience*



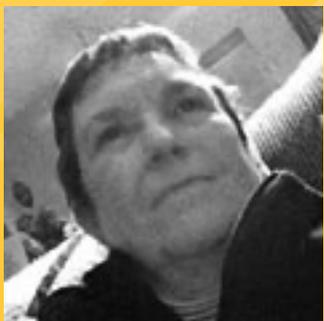
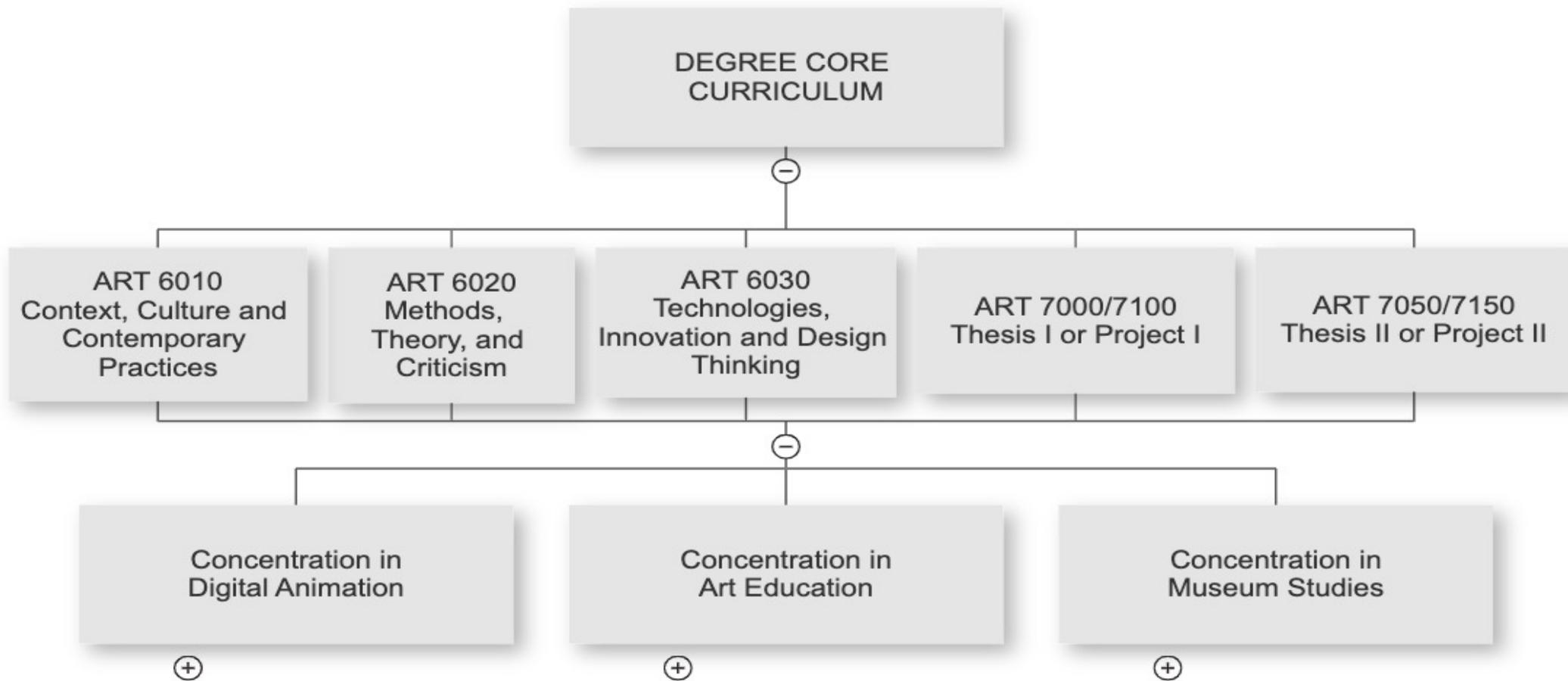


If you build it ...  
they will come

Vision: students would build skills and knowledge across disciplines, think critically,  
break free of disciplinary limits and  
connect arts research to creative problem solving

# MA in Art – Art & Design Degree Timeline





Diana Gregory [dgregory@kennesaw.edu](mailto:dgregory@kennesaw.edu)

Recent publications:

Gregory, D., Fisher, J., Leavitt, H (2021). The Impact of Continual Reflection: Students as Partners: Becoming a/r/tographers. *Journal of the Scholarship of Teaching and Learning*, 21, 1, April 2021, pp. 30-34. doi:10.14434/josotl.v21i1.30356

Simmons, N., Eady, M. J., Scharff, L., & Gregory, D. (2021). SoTL in the Margins: Teaching-Focused Role Case Studies. *Teaching & Learning Inquiry*, 9(1), 61–78. <https://doi.org/10.20343/teachlearningqu.9.1.6>

# Fetterman's 10 Principles of Empowerment Evaluation

Case study began in fall 2021 documenting evidence of intent, content, methodology, and achievement of the MA within art education, digital animation, and museum studies

- Guiding question: what is the consensus of the mission and values of our shared vision?
  - Within each discipline how did we take stock of our efforts?
    - Students-As-Partners (SaP) introduced in ART 6010
- Next step: Planning for second cohort in fall 2022
- What decisions will be made during this first year that indicate the alignment of the degree with the stated purpose during development, including capacity building, and self-determination?

## Reference:

Fetterman, DM. (2001). *Foundations of empowerment evaluation*. Thousand Oaks, CA: Sage

Gregory, D. (November 28, 2022). Designing a Master of Art in Art and Design: Student-staff reflections on first-year experiences as a process. *Journal of Educational Partnership, Innovation, and Change*,

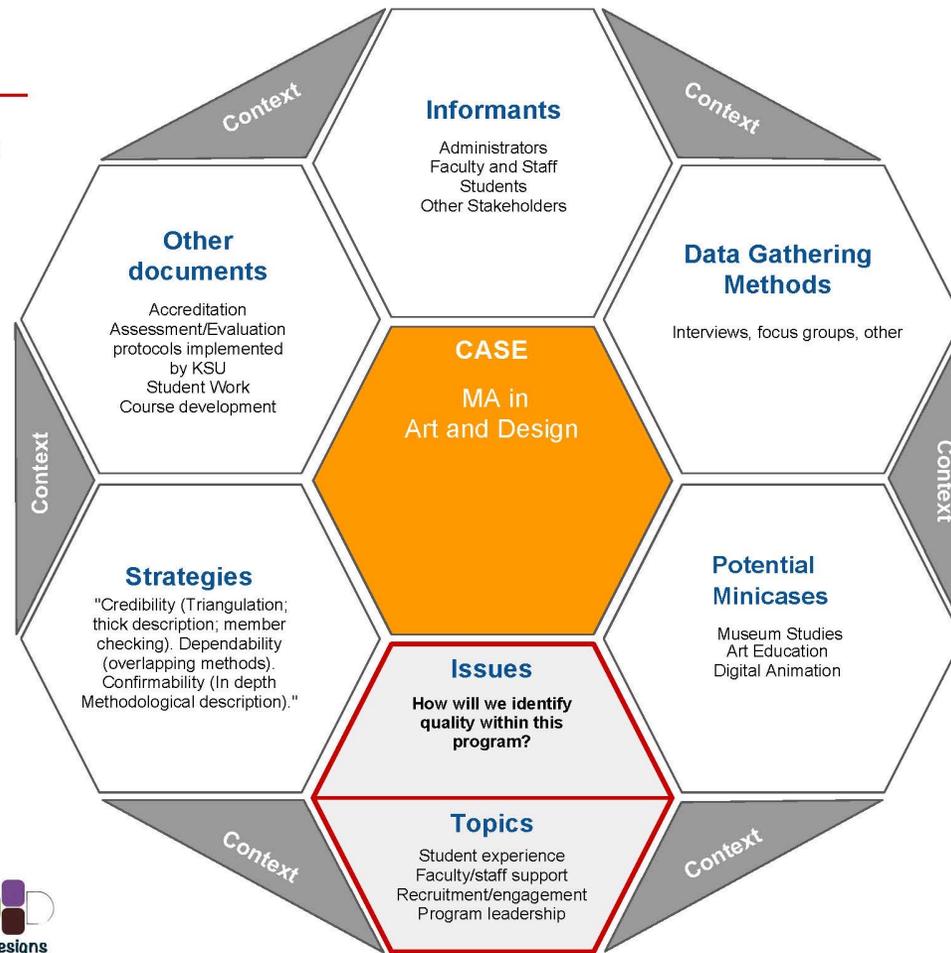
<https://journals.studentengagement.org.uk/index.php/studentchangeagents/issue/view/84>

## MA in Art and Design

Kennesaw State University  
College of the Arts  
School of Art and Design

### Issues:

Degree Development  
Enrollment  
Leadership  
Program Identity  
Interdisciplinary Integration  
Communication



## April Munson | [amunson1@kennesaw.edu](mailto:amunson1@kennesaw.edu)

April Munson is a Researcher, Artist and Professor of Art Education at Kennesaw State University. She holds a PhD from the University of Illinois at Urbana Champaign, as well as an MA and BA from the University of Kentucky. Her current research focus is Art, Healing and the Aesthetic Experience.

Dr. Munson's areas of expertise include curriculum development, assessment, evaluation, and qualitative research methodology. Her work has been published in journals such as Qualitative Research in Education, Comunicar, International Journal of Information and Education Technology and the International Journal for Education in the Arts. Her research has been part of the National Art Education Association, International Congress for Qualitative Inquiry, the American Evaluation Association. She has led workshops and presented research in Thailand, Spain, England, and Switzerland.



# Hopscotch 4-SoTL



- Hopscotch 4-Scholarship of Teaching and Learning (SoTL) is a tool promoting an inquiry process to promote the development of a SoTL design.
- This tool has been developed in collaboration with Hillary Steiner, Associate Director for SoTL in the Kennesaw State University (KSU) Center for Excellence in Teaching and Learning and Iván Jorrín Abellán, Director of Educational Research & the KSU Interactive Research Methods Lab
- <https://hopscotchmodel.com/4-sotl/>



The following steps were followed during our research process which resulted in *Designing a new Master of Art in Art and Design: Student-staff reflections on first-year experience*  
<https://journals.studentengagement.org.uk/index.php/studentchangeagents/issue/view/84>

### Step 1: Who (we) are as (faculty-staff-student) SoTL-researcher

*We are artists/researchers/teachers philosophically working as a/r/tographers (Irwin, 2013) while basing this living inquiry within three frameworks: Hopscotch 4-SoTL framework, Wilson's (2008) Research as Ceremony: Indigenous Research Methods, and Fetterman's (2001) Foundations of empowerment evaluation while conducting a case study of the first-year experience of students in the Master of Art in Art and Design (MA Art&Design)*

### Step 2: What is the problem/need I want to study in my classroom?

*Did students feel that the writing team's learning outcomes developed for ART 6010 and ART 7050 were achieved during the first-year of the program?*

### Step 3: Evidence supporting the problem/need I want to study in my classroom?

*The writing team's expectations and goals need to be evaluated during the first-year to adjust the program's teaching and learning outcomes and to reveal the emotions of the student's lived experience.*

#### Step 4: How will I study the problem/need

*For ART 6010 students (n=18) were asked three qualitative survey questions posted on an online discussion board, then in ART 7050 using the students-as-partners model (Healey, Flint, & Harrington, 2016) students (n=24) developed the focus group questions in collaboration with the instructor.*

#### Step 5: What questions will be driving the study of the problem/need?

*For ART 6010 the survey questions were: what was a piece of cake, what drove you nuts, and what would you change? In ART 7050 for the focus group the questions included: were the writing teams' aspirational program outcomes and learning goals like critical inquiry in creative practice being met; have instructors helped you connect research to problem-solving in creative activities, and reflecting on your experience, have you developed a personal narrative that values art?*

#### Step 6: What data will I collect?

*The written responses to the Discussion board and the focus group video.*

## Step 7: How will I analyze the data?

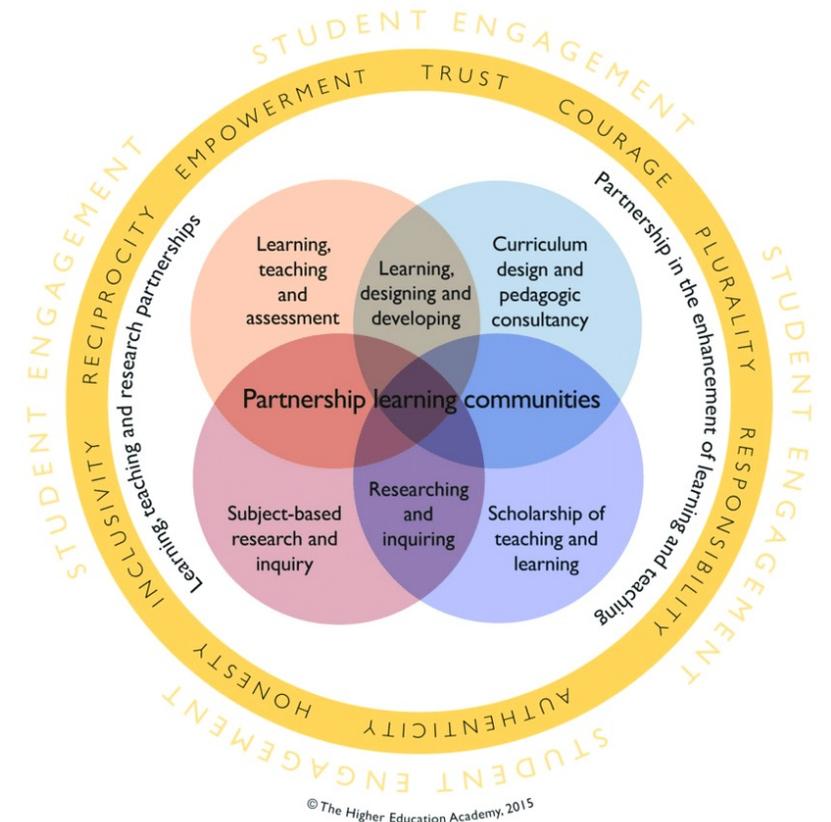
*In both cases, following our research questions and our plan, we coded (Linneberg & Korsgaard, 2019) the responses from the courses to find the “story” through an inductive coding process with the first cycle focused on emergent information from the students and the second round focused on the instructor-centric process of pattern coding.*

## Step 8: How will I ensure the trustworthiness of the process?

The students-as-partners model is based on the following: authenticity, inclusivity, reciprocity, empowerment, trust, challenge, community, and responsibility. Additionally, Fetterman’s ten core concepts provided guiding principles for our research practice.

## Step 9: What ethical principles will be guiding my study?

And finally, the circular nature of Wilson’s research process provided a concrete method to check our on-going research activities.



SOMEONE WHO JUST PRESENTED IS PART OF *THE ISSOTL ADVOCACY COMMITTEE*



A/Prof.  
Michelle J. Eady

A/Prof. Earle  
Abrahamson

Dr Patrick  
Maher

Dr Lauren  
Scharff

Dr Alli  
Sauerwein

Dr Diana  
Gregory

Dr Shannon  
Sipes

A/Prof Peter  
D'Sena

Dr Arshad  
Ahmad

Dr Dawne  
Irving-Bell



Prof. Mills  
Kelly

Dr Jennifer  
Friberg

Dr S. Raj  
Chaudhury

Dr. Michelle  
Yeo

Nicole  
Galante

Dr Adele  
Raade

Holly  
Capocchiano

Prof. Trent  
Maurer

Prof. Mark  
Schofield

Dr Peggy  
Rupprecht

**The Advocacy Committee promotes an active membership that is engaged in relevant advocacy within and beyond the Society**

Interested in learning more or joining us? Contact us at [issotladvocacy@gmail.com](mailto:issotladvocacy@gmail.com)