

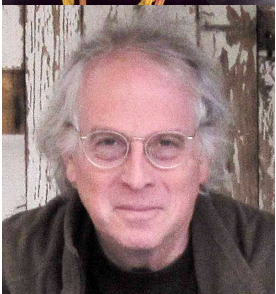
Taking Shape: Appearance and Theory



- **Brooke Hofsess: Appalachian State University**
- Recipient: 2014, NAEA Elliot Eisner Dissertation Award
- 2014, AERA ABER SIG Dissertation Award
- 2016, *Unfolding afterglow: Letters and conversations on teacher renewal*. Sense.



- **Karina Riddett: Atlanta Speech School**
- Recipient 2012, NAEA Elliot Eisner Dissertation Award
- 2012, AERA ABER SIG Dissertation Award
- 2012, AERA Arts & Learning SIG Dissertation Award



- **Richard Siegesmund: Northern Illinois University**
- 2008, *Arts-Based Research in Education: Foundations for Practice*. Routledge

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The Research Question Drives Methodology

Problem:

- The questions of arts-based methods spring from a number of different philosophical traditions. For example, German, French, Italian, and American.
- Students who approach arts-based methods need to become familiar with multiple traditions and multiple frameworks.
- One theory does not fit all

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Methodological distinction:

- In statistical and qualitative methodologies, following the methods supports a confirmation of the reliability, validity, and generalizability of the study
- In post-qualitative methodologies (of which arts-based research is one) there is a constant reflexive critique of the methods and methodologies.

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The Questions of Arts-Based Educational Research

- Arts-based inquiry often begins with the recognition of a void.
- It often lacks the ability to articulate a traditionally clear “researchable” question.
- Arts-Based Research works inferentially and abductively (metaphorical association) through what is sensed and mutative visual appearance.

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- Therefore, the question often may take shape as a quest, an aspiration, or disruption.
- The dissertation research proposal offers a proposed method, but the method may resemble more of an act-of-faith than a traditional linear approach to data creation, collection, and analysis.
- The visual is a questing tool.

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The visual, rooted in materiality and guided by theory, embodies pre-linguistic concepts and a site for language to coalesce.

- Hofsess draws on phenomenological theory of Gadamer, Merleau-Ponty, and Deleuze through letterpress printing.
- Riddett employs deconstructive theories of Foucault through fabric manipulation.

~*~

This story has no beginning and no end but has always been, and I slip into it over and over again in different places, and it is as if I too have always been there.

Elizabeth St.
Pierre

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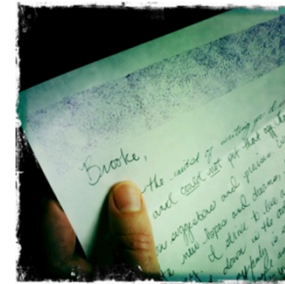
Dear reader,

It is my hope you will accept my invitation to slip into the unfolding stories that await you. Because these stories have no beginning and no ending, I anticipate that you will be thrust into the sweet speed of middle spaces, a speed that stirs and entangles the many threads of my inquiry, the many ways my research participants and I lived in and through this research process. (You may notice that I henceforth

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~*~

I was drawn by the bold stroke of purple crayon Judy ran across the blind debossing. In her playful gesture, I found a bit of sweetness.



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~*~

I found that I had moved from my chair to the windowsill, where Claire's drawings, and velvety green penmanship, intensified.



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Hofsess: Experiential encounters become enflashed as questions that we find ourselves compelled to pursue (Gadamer, 1975)

Research Approach:

- Frame the compelling encounter to coalesce the question
- Not just *what* you seek, but *how* and *why* you are seeking.

- Gadamer, H. G., 1975. *Truth and method*. Translated J. Weinsheimer and D. G. Marshall, 2004, London: Continuum.

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Post-qualitative outcomes

- Forms of play that produce wonder
- Reflexive reshaping of possibilities
- Deleuze's (1990) urging "we have to take things and find visibilities in them" (p. 96).

Deleuze, G., 1990. *Negotiations*. Translated by M. Joughin, 1995. New York: Columbia University Press.

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- Finding visibilities as **post-intentional phenomenological** research (Vagle, 2014)
- The phenomenological as a hermeneutic immanent becoming.

Mark Vagle (2014). *Crafting phenomenological research*. Walnut Creek, CA: Left Coast Press.

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- Arts-based research proposals must discuss the immanent possibilities of structures of process that proceed the articulation of question.

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Riddett, *An Arts of Living*

Initial Question:

- What kinds of art experiences lead to deeper aesthetic engagement with objects, people, and environment and how might these experiences encourage students to develop an *arts of living*? (Foucault, 1984)

Foucault, M., 1984. The ethics of concern of the self as a practice in freedom.

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Revised Question:

What causes students to have moments of disruption/
deconstruction?

- Learning to care was not about copying how others demonstrate caring, but rather in creating the self, making personal, relational, and ethical choices (Foucault, 1984).
- One is compelled to make/create the self when in ruin.

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The Arts-Based Task:

- To personally work through ruin to bring into visibility the students in her classroom in ruin.
- To begin in fear by embracing the materiality of fabric.

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To learn to empathize with my students who were asked to share their lives through art-making, even though they were not competent in the materials of art. I, too, had to feel uncomfortable

Not so much about learning *about* caring as they were about *developing ourselves* as ethical people

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[w]e cannot transform ourselves through the simple act of knowing, through critical reason or reflection alone, but only by risking who we are, by voluntarily seeking out and testing ourselves in situations that illuminate the contours of our subjectivity, that destabilize our certainties.

Ambrosio, J., 2008. Writing the self: Ethical self-formation and the undefined work of freedom. *Educational Theory*, 58(3), pp. 251-267.

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the practice of creation in the arts is very much a way to collect and assemble what one hears, sees, feels, and knows for the purpose of shaping the self. The research did not answer a question, it did not present. It became a way to invite; invite discussion, invite troubling, invite another perspective on the intricacies of caring, specifically of caring in art education

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Closing Thoughts

- Arts-based research allows for physical making through art and the investigation of theory with a deliberate intent to try to break pre-existing frames of perception. These acts are for the purpose of researcher to see the world anew.
- The value of this is in the form of reflexivity that allow for us to reimagine what social science is and could become. For myself and my co-authors, we have a focus on implications for education

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My future research:

- The concept of *scholartistry* as the skilled engagements of embodied materiality—as refined through arts practice—to address issues of education.

Knowles, J. G., Promislow, S., & Cole, A. L. (2008). *Creating scholartistry: Imagining the arts-informed thesis or dissertation*. Halifax, NS Canada; Toronto, ON Canada: Backalong Books; Centre for Arts-Informed Research.