Course Title: Creative Arts-Based Methods in Qualitative Research

Instructor: Tuula Heinonen (University of Manitoba, CANADA)

Course Coordinator: Anna Metteri

5 ECTs, Code STYS3B

Course Timetable: April 20, 21, 22, 23, 24 and 27 (6 class sessions, from 9:00 to 11:45)

Course Learning Goals:

1) To learn about and critically reflect on what creative, arts-informed methods offer in qualitative research
2) To explore the contribution and challenges in applying creative, arts-based methods for practice with individuals, families and groups
3) To learn and critically reflect on the application of arts-informed methods in research, and;
4) To develop a mini-proposal that applies an arts-informed method for research or practice in human services

Creative Arts-Based Methods in Qualitative Research is an innovative course that builds on qualitative research to add arts-informed complementary methods such as photography, collage, poetry, theatre, drawing and other art forms to deepen and enrich research and to engage study participants in an inquiry process that is both meaningful and empowering.

Students will be asked to do some preparatory reading prior to the start of the course and to continue to read material for each class session. There will be some short class lectures, video clips, small group and class discussions and experiential activities during each of the class sessions.

Course Textbook:

Daily Schedule, Activities and Readings

**Class Session 1: Monday--April 20, 2015**—Introduction; Review of Concepts; Interviews in qualitative inquiry

**Pre-Course Readings:** Chapters 1 and 2 in Butler-Kisber textbook

Lafrenière, D. & Cox, C. (2012). 'If you can call it a poem': Toward a framework for the assessment of arts-based works, *Qualitative Research, 13*, 318
http://qrj.sagepub.com/content/13/3/318 The online version of this article can be found at: DOI: 10.1177/1468794112446104 2013 13: 318 originally published online 15 June 2012

**Class Activities:** Interview practice

**Class Session 2: Tuesday--April 21, 2015**—Narrative and arts-based research

**Readings:** Chapter 5 and 6 in Butler-Kisber textbook

**Class Activities:** Integrating poetry into narrative inquiry work

**Class Session 3: Wednesday--April 22, 2015**—Collage and other visual forms of inquiry

**Readings:** Chapter 7 in Butler-Kisber textbook
Bagnoli, A. (2009). Beyond the standard interview: the use of graphic elicitation and arts-based methods. *Qualitative Research, 9*, p. 547. [http://qrj.sagepub.com/content/9/5/547](http://qrj.sagepub.com/content/9/5/547) The online version of this article can be found at: DOI: 10.1177/1468794109343625

**Class Activities:** Integrating collage work into qualitative inquiry

**Class Session 4: Thursday—April 23, 2015**—photographic inquiry

**Readings:** Chapter 8 in Butler-Kisber textbook


**Activities:** Thematic photography exercise

**Class Session 5: Friday—April 24, 2015**—Analysis of text and image in qualitative research

**Readings:** Chapter 3 in Butler-Kisber textbook

**Activities:** Exercises in data analysis

**Class Session 6: Monday—April 25, 2015**—Proposal outline presentations

**Activities:** Assigned presentations and discussions; course evaluation

**Assignments:**

1) Short paper of 3 pages discussing two readings on one arts-based qualitative method example written about a research study. Include a brief summary of what each reading is about and say how the qualitative research was enhanced by the addition of arts-based methods. Also give your opinion about how the arts-based component added to the findings and offered a new or different perspective (50 points).

2) Group presentation consisting of an outline and short description of an arts-based qualitative research project your group would be interested in carry out. This presentation will be given with your group on the last day of the course. Describe why the research would be useful, what it would show and how arts-based methods would give you richer or different findings than a solely qualitative research approach. Also offer some possible ethical or other challenges that you would likely face in carrying out this research study (50 points).

Students need to attend each session as course learning is heavily weighted toward classroom exercises and class discussions, which cannot be substituted through other work outside. The total possible grade for completion of the course and assignments is 5.