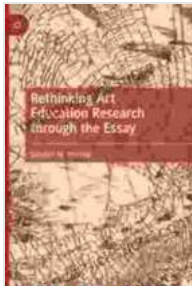


Rethinking Art Education Research Through The Essay: Palgrave Studies In



Rethinking Art Education Research through the Essay (Palgrave Studies in Educational Futures)

★★★★★ 5 out of 5

Language : English
File size : 10699 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 240 pages



Abstract

This book explores the potential of the essay as both a method and form of inquiry in art education research. It moves beyond the dualism of qualitative and quantitative paradigms, presenting the essay as a writing genre that can traverse the boundaries between disciplines, practices, and perspectives.

The contributors to this volume argue that the essay has been undervalued as a research tool, and they demonstrate the diverse ways in which it can be used to generate new knowledge and insights about art education. The essays in this volume explore a wide range of topics, including the relationship between theory and practice, the role of the artist-researcher, the ethics of art education research, and the future of the field.

This book will be of interest to scholars and students of art education, as well as researchers in other fields who are interested in using the essay as a research method.

The essay has a long and rich history in art education. It has been used as a teaching tool, a research method, and a form of creative expression. In recent years, there has been a resurgence of interest in the essay as a research method, as scholars have begun to recognize its potential for generating new knowledge and insights about art education.

This book explores the potential of the essay as both a method and form of inquiry in art education research. It moves beyond the dualism of qualitative and quantitative paradigms, presenting the essay as a writing genre that can traverse the boundaries between disciplines, practices, and perspectives.

The contributors to this volume argue that the essay has been undervalued as a research tool, and they demonstrate the diverse ways in which it can be used to generate new knowledge and insights about art education. The essays in this volume explore a wide range of topics, including:

- The relationship between theory and practice
- The role of the artist-researcher
- The ethics of art education research
- The future of the field

This book will be of interest to scholars and students of art education, as well as researchers in other fields who are interested in using the essay as

a research method.

Chapter 1: The Essay as a Method of Inquiry

In the first chapter of this book, Dinah Eastop argues that the essay is a valuable method of inquiry in art education research. She discusses the different ways in which the essay can be used to generate new knowledge and insights about art education, and she provides examples of how the essay has been used in research studies.

Eastop argues that the essay is a particularly well-suited method for exploring complex and contested issues in art education. She notes that the essay allows researchers to bring their own unique perspectives and experiences to the research process, and it gives them the space to develop their ideas in a nuanced and sophisticated way.

Eastop concludes by calling for greater use of the essay as a research method in art education. She argues that the essay has the potential to make a significant contribution to our understanding of the field, and she encourages researchers to explore the potential of the essay as a tool for generating new knowledge and insights.

Chapter 2: The Essay as a Form of Creative Expression

In the second chapter of this book, Lowell Eklund argues that the essay is not only a method of inquiry but also a form of creative expression. He discusses the different ways in which the essay can be used to express personal experiences, perspectives, and insights about art education.

Eklund argues that the essay is a particularly well-suited form for expressing the complexities and contradictions of art education. He notes

that the essay allows writers to explore their own experiences and perspectives in a nuanced and reflective way, and it gives them the space to develop their ideas in a creative and expressive way.

Eklund concludes by calling for greater recognition of the essay as a form of creative expression in art education. He argues that the essay has the potential to make a significant contribution to the field, and he encourages writers to explore the potential of the essay as a tool for expressing their own unique perspectives and experiences.

Chapter 3: The Essay as a Bridge Between Theory and Practice

In the third chapter of this book, Elizabeth Delacruz argues that the essay can be used to bridge the gap between theory and practice in art education. She discusses the different ways in which the essay can be used to explore the relationship between theory and practice, and she provides examples of how the essay has been used in research studies to bridge the gap between the two.

Delacruz argues that the essay is a particularly well-suited tool for exploring the complex and often contested relationship between theory and practice in art education. She notes that the essay allows researchers to bring their own unique perspectives and experiences to the research process, and it gives them the space to develop their ideas in a nuanced and sophisticated way.

Delacruz concludes by calling for greater use of the essay as a tool for bridging the gap between theory and practice in art education. She argues that the essay has the potential to make a significant contribution to the field, and she encourages researchers to explore the potential of the essay

as a tool for generating new knowledge and insights about the relationship between theory and practice.

This book has explored the potential of the essay as both a method and form of inquiry in art education research. It has moved beyond the dualism of qualitative and quantitative paradigms, presenting the essay as a writing genre that can traverse the boundaries between disciplines, practices, and perspectives.

The contributors to this volume have demonstrated the diverse ways in which the essay can be used to generate new knowledge and insights about art education. They have shown that the essay is a valuable tool for exploring complex and contested issues, expressing personal experiences and perspectives, and bridging the gap between theory and practice.

This book has made a significant contribution to our understanding of the potential of the essay as a research tool in art education. It has provided a rich and varied collection of essays that demonstrate the diverse ways in which the essay can be used to generate new knowledge and insights about the field.

I encourage scholars and students of art education to explore the potential of the essay as a research tool. I believe that the essay has the potential to make a significant contribution to our understanding of the field, and I hope that this book will inspire researchers to explore the potential of the essay as a tool for generating new knowledge and insights about art education.

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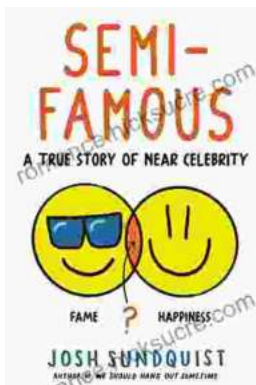


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