

COVID-19 & The Classroom: A Visual Arts Approach

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EDUR 9231: Qualitative Research | Fall 2020

Data Source

- Interview by Nicholas Urquhart
- Impact of COVID-19 policies on classroom instruction
- General themes
 - Disruption to classroom instruction and design
 - Preparing for unknown situations
 - Ignoring information from the administration
 - Poor communication
 - Inconsistent and conflicting information/directives
 - Safety and lack of concern for it



Our Approach

To fully express the subjective lens and varying epistemological views of qualitative research (also due to Covid-19 social distancing), each team member initially took a separate approach. With a single shared data source, how would we uniquely interpret that into a visual art piece?

1. Read the interview transcript.
2. Research visual arts and alternative methods of qualitative research presentation.
3. Create a visual arts piece based on our interpreted themes of the transcript.
4. Explain our collective pieces and its relationship to the data source (transcript) and research.

Subjective Nature of Qualitative Research

Merriam & Tisdell, 2016

- The researcher is the primary instrument.
- Rich description - “Words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon” (p. 17).
- Postmodern and poststructural views purposely note the researcher and participants’ subjectivity.
- “Subjectivity and interaction are assumed” (p. 147).

Galman (2009)

Galman (2009) says that because of the rich data sets qualitative researchers use, the researchers need to be “both artists and messengers” (p. 197).

There exists an imbalance in the representation and presentation of subjects’ experiences in the work- visual arts allows for balance of dual research role of messenger and artist

Visual methods allow for a balance, “often presenting multiple voices and ideologies instead of an authorial/researcher monologue” (p. 198).

Use of a graphic novel in this study:

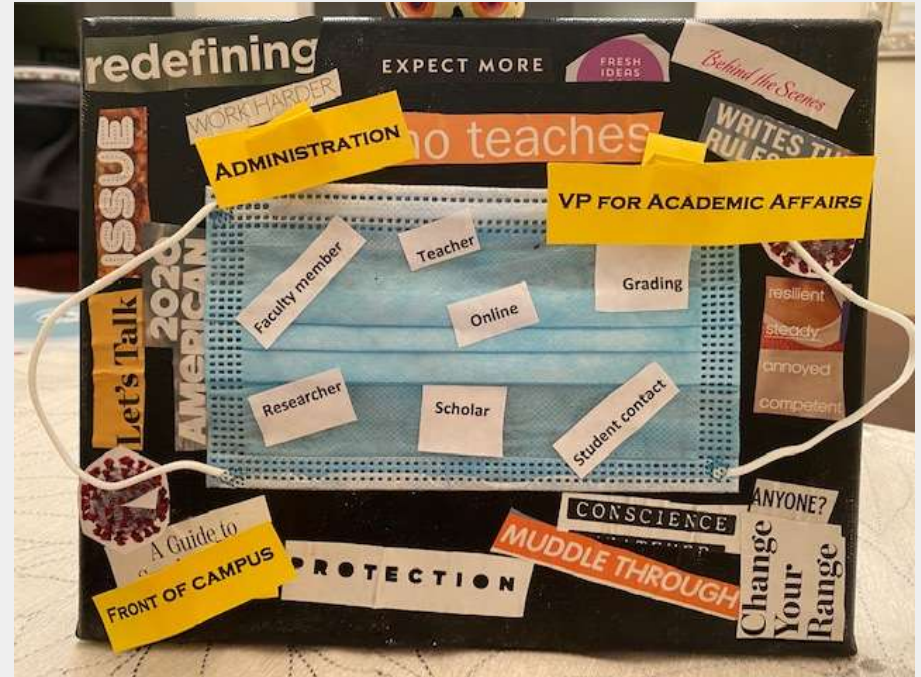
- Helped reveal nature of participants’ developing identities
- We need to be flexible in regard to how we define a research text

Art to Navigate Qualitative Issues

- Written piece may lead to “an authorial/researcher monologue” (Galman, 2009, p. 198).
- Similar to participants in Galman’s (2009) study
 - Interview used to create a sort of story in art
- Galman (2009) said, “the drawing is a kind of performance, and it tells us what participant words and stories look like in motion” (p. 213).
 - My piece captures more depth to the themes than possibly done in traditional research writing
- Issues to recognize

Rebecca's Interpretation

- How can I capture all the themes I saw while also symbolically explaining the transcript in a concrete way
- Cutouts of relevant words, placed against dark backdrop- covid floating around the words on the black
- Words on mask- “typical” roles of professor with added dimension of covid
- Hovering of “administration” and “Front of Campus” and “VP”



Cristancho & Helmich (2019)

Through a medical/helping profession lens, Cristancho & Helmich (2019) provide insight and advance the use of rich pictures as a data collection method.

- Rich pictures are a pictorial representation of a particular situation, including:
 - What happened?
 - Who was involved?
 - How people felt?
 - How people acted?
 - How people behaved?
 - And what external pressures were present?
- Areas of concern
 - Addressing negative emotions & behaviors
 - Referrals
 - Demonstrating rigor



A Rich Picture Approach by Nicholas

Drawing from the research of Cristancho & Helmich (2019) and having the added benefit of having conducted the interview, I consider the following two viewpoints:

Researcher - big picture view

- What does the situation look like? What are the different elements (people, artifacts, relations, etc.)? How are those elements interconnected?
- How did the interview evolve?
- What could have been the influence of drawing on the interview process?

To help answer these questions and to dabble a little in the research process, I asked the interviewee to draw a picture based on the interview

HOLY SMOKES!
THIS IS NOT GOING
TO END WELL

DIITO
LHAI.

Oink! Covid is a hoar! Oink!
We're going to do the minimum!
Oink! Oink!

COUGH

COUGH

COUGH



A Rich Picture Approach by Nicholas, continued...

Participant

- What happened? (content of interview)
- Who was involved? Connected feelings
- Described actions & behaviors
- External pressures present

For this rich picture, I placed myself in the interviewee's position and created a drawing based on the transcript and recalled observed emotions.

COVID-19
- 6' -
MASK
PANDEMIC



Nielsen et al. (2020)

Laverty (2003) states that “ Hermeneutic Phenomenology is concerned with the life world or human experience as it is lived” (p.24).

This approach can be incorporated in the classroom to highlight individuals life experiences/cultural identities and integrate them to create a more culturally enriched experience. (Nielsen et al., 2020). This then transforms of what Nielsen et al. (2020) call “Culturally Responsible Pedagogy” (p. 20).

Nielsen et al.’s study integrated dance and visual in workshops with children with certain themes to facilitate better education that goes beyond culturally responsible pedagogy to include more human and sense aspects (2020).

Alejandra's Interpretation

Themes:

- Change in instruction design
 - Stronger utilization of computer-based technology
- Freshmen/Dual-Enrollment students
- Communication
 - Students: Change in communication style from classroom (dialogue) to virtual (non-verbal)
 - Administration: Top-down authoritarian communication approach
 - Ignoring information from upper administration
- Health safety concerns
 - Keeping students, faculty and staff COVID-19 free

COVID-19



Jongeward (1997)

- “Traditional forms of research limit the nature of inquiry, interpretation and representation” (p. 1).
- “To appreciate how artistic experience can inform educational research requires an understanding of how making art is both a process of inquiry and a process of creating meaningful forms. Artistic practice is a unique activity of research and representation” (p. 1).
- Acknowledges the educational researcher as a “human instrument” (p. 2).
- Walked the reader through their artistic choices for each portrait, relating it to the observations and artifacts of data collection.

Amy's Interpretation



Amy's Interpretation

- “Arts-based approaches to educational research are important because they offer unique ways of understanding experience. Through valuing different ways of knowing, perceiving, and making meaning, an artist/researcher contributes holistic and intimate perspectives to educational research” (Jongeward, 1997, p. 9).
- I used the themes from the transcript, applying my personal lens and experience with the topic of Covid-19, to create a visual representation of the collected data.
- “Exercising artistic ways of knowing can extend a researcher's capacity to discover and represent meaningful patterns within complex phenomenon” (Jongeward, 1997, p. 9).

Subjective Nature of Qualitative Research

- Knowing the project would allow for varying interpretations, a strong divergent idea led to conflict in acceptable artistic outputs.
- It also allowed us to consider the impact of the external world in which research is conducted: racial and social unrest, global pandemic, divisive political climate and unknown election results.

In Summary

Using the same data source, four qualitative researchers produced varying artistic interpretations based on their individual epistemological views.

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