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Curriculum and Instruction Spring 2023
Cohort 4

Round 2

Research Question

What happens when students use sketchbook journaling activities to develop artistic skills that can be transferred and applied to their own creative process?

Intervention

The Intervention I created for Round Two focused on increasing the quality/craftsmanship of student's solutions. To increase the quality, I embedded a definition of a high, medium and low-quality example via a rubric within the sketchbook activities. My second intervention was to provide students with multiple opportunities to try their own ideas and thus become comfortable trusting their creative process. The purpose eventually is to develop confidence in the students to express their own creative ideas.

My intervention that was developed out of my instruction from Round 1 was; for students to trust their creative process they need to know what the expectations are from the teacher. The embedded rubrics were a positive scaffold for all level of student's ability.

The big picture for my research is to find out if this type of sketchbook activity will influence the student's creative process.

Data Collected

- Student work samples
- Likert scales
- Classroom observations

Data Analysis

Qualitative Data Analysis-

I analyzed my data from an evidence-based rubric. I used qualitative assessments, high, medium, and low based on how students completed the tasks in their sketchbooks.

To analyze the data, I compared the student's solution to the embedded rubric that I provided for a high, medium and low-quality solution. My data for progress was bases on the student's ability to show evidence of improvement, understanding, and/or creative process as they developed from the beginning to the end of the sketchbook activities. The trends that I looked for were based on the level of quality, and how the quality changed or remained steady as the learning was happening. My data points were concerned with the development of skills, as students were required to use more of their prior knowledge to create their solutions, and thus improve upon the tasks near the end of the sketchbook activities.

Quantitative Data Analysis -

To collect quantitative data, I used a Likert scale, 1-5 that had 6 questions. The questions focused on how the student interacted with the sketchbook activities. The student's answers were quantified into a number average to find trends within the data.

Findings

To measure the growth in a students' ability to develop and transfer knowledge should be measured over a longer period of time. I think that to expect a student to jump up a quality level, may take more than one sketchbook activity, or project. Improving to a level of high quality is probably done over a semester of work. Quality will increase, as the students' confidence increases.

My research is focused on how to develop the confidence to allow yourself to engage in the creative process. From my findings in Round 2 I now see that it will be necessary to build a growth mindset so students will, "trust that their ideas are good."
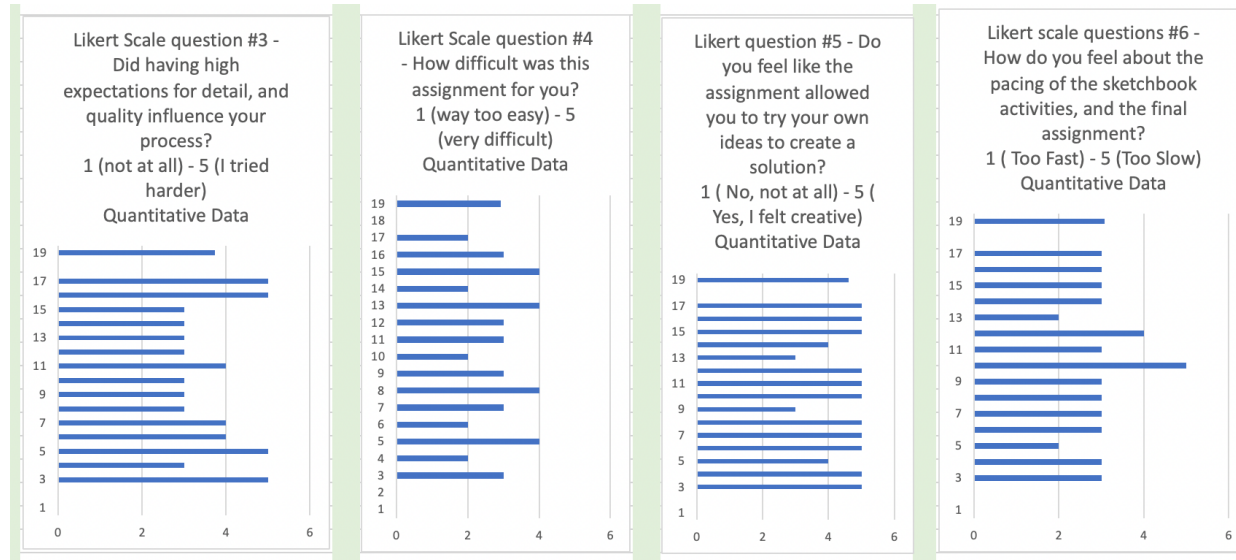
Students need to be connected to how to achieve the highest level of quality. The rubric was presented in multiple forms to be accessed by the students. To integrate the use of a rubric into the next Round I will need to develop ways for student to directly interact with what is required for a high-quality solution.

Students were comfortable with the concepts and techniques that were used on the ornate cartouche project. A majority of students understand how to flip and transfer their designs. Very few students struggled with value and blending.

When students are expected to show evidence of their highest quality work, they will attempt to invest more energy/pride in what they create. By having a clear expectation for a high, medium and low-quality example, within each sketchbook activity, students were able to achieve better quality solutions.

I am moving my instruction toward a method that is opening up the opportunities for students to feel confident and comfortable enough to let themselves try their ideas. I am finding a delicate balance between how to provide examples and scaffolding to support students, but not too much so they just copy or follow the examples too closely.

The pacing for this assignment was tracked with a daily countdown on the board. I feel very confident that students were able to complete their assignments within the time allowed.

Likert Scale question #3 - Did having high expectations for detail, and quality influence your process? 1 (not at all) - 5 (I tried harder) Quantitative Data

Likert Scale question #4 - How difficult was this assignment for you? 1 (way too easy) - 5 (very difficult) Quantitative Data

Likert question #5 - Do you feel like the assignment allowed you to try your own ideas to create a solution? 1 (No, not at all) - 5 (Yes, I felt creative) Quantitative Data

Likert scale questions #6 - How do you feel about the pacing of the sketchbook activities, and the final assignment? 1 (Too Fast) - 5 (Too Slow) Quantitative Data

The graphs above are visual representations of the Likert data. By observing the visual data, I can see consistency in the answers. The lines for many of the questions end up at the same spot. From the Round 2 Likert scale, I am becoming aware that how I write my questions is affecting what my data looks like.

Additional findings

Looking back to Round One I adjusted the number of sketchbook activities. This adjustment was successful. The process from beginning to end was a lot smoother and coherent for the students.

Implement findings from Round Two? –

A finding that I can take away from Round 2 would be that, students are feeling more comfortable to try their own creative ideas, if they have just enough scaffolded support. The evidence from Round 2 that pointed me in this direction was the solutions that students created on the final ornate cartouche assignment. I was very happy to see that some students made a 100% unique solution, and did not rely on the examples. To integrate this finding into Round 3, I will embed encouraging quotes into the sketchbook activities that promotes students to have a growth mindset while solving their solutions. I will refer back to these quotes as a method of creating confidence so that the student's trust that their ideas are good and feel safe to try. In Round 3 we will be exploring abstraction, which is a process, not a technique. I tell the students that I can't tell you what your process is, because we are not the same person. I explain that I can teach students techniques such as drawing or shading, but to create an abstraction via simplification and rearrangement, the student will need to follow their own process.

The expectations for the quality will be embedded in the rubric that the students will use to self-evaluate and explain how they were able to create their ideas for the abstraction assignment.