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CCI Masters'
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Cohort 4

Round 3

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/Innovation

In Round 3 the sketchbook activities were focused on providing students opportunities to develop the skill of abstraction. I introduced the process of abstraction as the, “simplification and rearrangement of visual information.” The concept of abstractions was scaffolded by looking at abstraction art by Theo Van Doesberg, 8 stages of abstraction of a cow. Students were given multiple opportunities to practice and apply how they saw best to simplify and rearrange. Students were given directions to apply the elements and principle of art to help develop ideas. A list of elements and principles were included on the last page of the sketchbook activity.

The sketchbook activities were all focused on the “process” of abstraction. The sketchbook activities focused on a process not a technique. This round of data, focused more on allowing students more freedom to create with a growth mindset and confidence to trust their own creative process. I tried not to provide too many examples as inspiration, so I would not influence the students. This round was focused on allowing students to make their own solutions.

For the summative assignment I asked students to create 6 solutions for their abstract assignment. I reminded the students that abstraction is a process, not a technique. Students were encouraged to develop a growth mindset and to, “give themselves permission to try their ideas.” This proved to be successful. For this round I wanted to give students multiple opportunities to create solutions to open the possibilities for the students to try their ideas without worrying about messing up, or losing points on their assignments.

For this round I also continued the embedded rubrics within the sketchbook activities. The rational was to give the students a target to hit, and to allow me to push or encourage students through their learning by pointing out exactly what was required in each activity.

Data Collected

Sketchbook activities in the form of small drawings
Summative assignment
Likert scales
Classroom observations

Data Analysis

Qualitative data

To analyze the qualitative data in Round 3, I use classroom observations, and evidence-based rubrics and, samples of student's work.

The data for the classroom observations looked at how the format of the assignment influenced the learning, and the summative assignment. For the summative assignment students were asked to combine 6 small (4" x 4") abstraction solutions together, and glue their ideas to a piece of cardboard.

To find trends, I compared student's solutions, by creating groups of projects and observing their technique and choice of materials. The groups were helpful to see where outlying examples appeared. To understand where the learning first appeared, I referred back to the student's sketchbook to find evidence of how the student was introduced to the idea.

Quantitative data

To analyze the quantitative data in Round 3, I used Likert scales. There were four questions that used a 1-5 number scale. The numbers on the scale were accompanied by descriptors. The numbers from the Likert scale were entered into an Excel spreadsheet. Each column was used to generate an average.

Findings

The findings from my qualitative data are focused around the format of the assignment, the materials that were used in the assignment, and the expectation of a growth mindset in the creative process. Based on the high score on this assignment I believe that this round of data provided the clearest picture of what it looks like when students are generating their own solutions and transfer their ideas to their final assignments. This directly relates back to my 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?"

The findings reveal that the effectiveness of a sketchbook activity is not one single factor, but a collection of different parts that will all support the student's creative process.

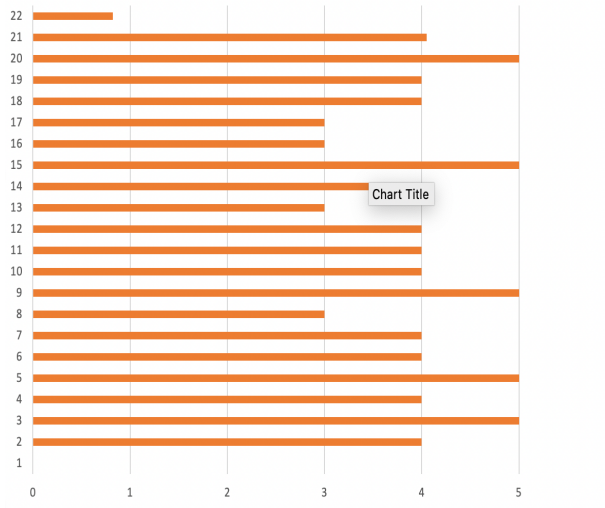
The findings from the qualitative data focused on how the students developed their process to become comfortable with the process of abstraction. To support the student's creative process; I was very clear that I was not able to show examples because, every person was going to abstract their own way. The students understood that another person's abstraction was not a good example for their abstraction. This "outside the box" expectation was the purpose of the assignment.

Question 2 -

Did the instructions to "give yourself permission", and "you are free to express yourself" influence your process?

1 = The quotes did not change my process.

5 = The quotes made me feel OK to be creative.



Question 4 -

How did you feel about the success on the final 6 abstractions?
1 = I finished, but all my solutions did not turn out exactly how I wanted.

3 = Two or three of my abstractions were good.

5 = I really like abstraction. All my solutions were what I wanted.

