

DISCOVERING THE PEDAGOGICAL PARADIGM INHERENT IN INTRODUCTORY ART HISTORY SURVEY COURSES

Delphi Study Round 1

Introduction

Welcome to the first round of the Delphi. This round will ask you questions regarding your perceived outcomes for the art history survey course. It will continue by asking you to suggest various pedagogical methods used in your course or that you believe should be considered for use to achieve these outcomes. Finally, you will also be asked to describe the challenges of the course and possible solutions and/or support for overcoming these challenges.

As this survey round contains qualitative responses requiring reflection and thought, I urge you to take time with your overall response. The survey has been broken up so that you may save your progress at any time. If there are any questions or issues, please do not hesitate to contact Josh Yavelberg (joshyavelberg@gmail.com or 202-276-1780).

As I still require consent from a few participants, please review the below information:

DISCOVERING THE PEDAGOGICAL PARADIGM INHERENT IN INTRODUCTORY ART HISTORY SURVEY COURSES, A DELPHI STUDY INFORMED CONSENT FORM

RESEARCH PROCEDURES

This research is being conducted to develop a researched understanding of the current pedagogical paradigm in the art history survey course often taught at colleges and universities across the United States. If you agree to participate, you will be asked to read and respond to a series of three surveys conducted using a Delphi methodology requiring time for reflection and response.

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

The benefits to you include compensation for your time in the form of an honorarium of \$300 for your time and energy expensed as an expert in the field as well as your knowledge that you are contributing to the field of the study of teaching and learning in art history.

CONFIDENTIALITY

The data in this study will be confidential. Though demographic data will be collected relating to experience, institutional profiles, and geography, all identities will remain confidential and names

and other specific identifiers will not be placed in the research data. Instead, names will be coded to mask the identity of participants and an identification key will be maintained confidentially by the researcher in order to link responses.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party. If you are selected for the study, you will be compensated in the amount of \$300 for your time and experience.

CONTACT

This research is being conducted by Josh Yavelberg, Student in the PhD for Higher Education Program at George Mason University. He may be reached at 202-276-1780 for questions or to report a research-related problem. The supervising faculty member is Dr. Kelly Schrum of the Office of History and ARt History in the College of Humanities and Social Sciences at George MAson University. She can be reached at 703-993-4521. You may further contact the George Mason University Office of Research Integrity & Assurance at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT

I have read this form, all of my questions have been answered by th

* Please provide your name (This will remain confidential and is evidence of consent):

Art History Survey Outcomes

This section will ask you to discuss the desired outcomes for students enrolled in an art history survey course. The goal of this section is to begin brainstorming answers to the question:

What are the desired learning outcomes for students engaged in art history survey courses in the twenty-first century?

The following questions are open-ended and all responses will be coded for content and to maintain anonymity. A summary of these responses will be fed back to the participant group and will be restructured to inform the second round of the Delphi survey.

* If you were to list and rank five skills that you believe students should obtain by taking the course, what would they be? Please provide them also in order of importance: 1 being most important, 5 being least important.

1:	<input type="text"/>
2:	<input type="text"/>
3:	<input type="text"/>
4:	<input type="text"/>
5:	<input type="text"/>

* Please explain why you believe these skills are important.

* Please list and rank five content outcomes do you believe are necessary for students to gain from this course? Please also provide them in order of importance, 1 being most important, 5 being least important.

1:	<input type="text"/>
2:	<input type="text"/>
3:	<input type="text"/>
4:	<input type="text"/>
5:	<input type="text"/>

* Please explain why you believe this content is necessary and your rationale for this order of importance.

Are there any other course outcomes or skills that you think should be considered in this conversation?

This section will ask you to respond to open ended questions regarding pedagogical practices employed or that you wish to see employed to meet the outcomes you previously described for this course. The goal of this section is to begin to answer the following question:

What pedagogical models support these outcomes and in what contexts?

The following questions are open-ended and all responses will be coded for content and to maintain anonymity. A summary of these responses will be fed back to the participant group and will be restructured to inform the second round of the Delphi survey.

- * Please describe an instructional technique that you find to be most successful in achieving the outcomes you describe for this course.

- * Why do you believe this technique is effective or engaging?

- * What context, support, technology, or training do you feel is necessary for students to be successful when engaging in the instructional technique you describe?

- * What instructional technique do you find to be ineffective in meeting course outcomes or developing skills? Why?

Art History Survey Pedagogy

* What is one course assignment or assessment that you find to be successful in supporting the content and meeting the skills you described previously?

* Why do you believe this assignment or assessment is effective in meeting the outcomes and developing necessary skills?

* What context, support, technology, or training do you feel is necessary for success with implementing this project or assessment?

Art History Survey Pedagogy

* What suggested course reading do you believe is important and effective for this course? Why?

Are there any other pedagogical techniques, assignments, or assessments you wish to be considered for conversation in this study? Please describe them and the reasons you believe they are important for consideration in this conversation and challenges to their implementation.

Additional comments

Please list any additional comments you wish to have considered/addressed in this research:

Please describe your feelings toward the research process after this “brainstorming” phase:

Demographic Information

The following questions are meant to build a demographic profile of the participants and institutions included in this research. This data will only need to be gathered in round 1 of the survey.

Personal Information

* What category(s) do you associate yourself with in relation to this course?

- Faculty
- Chair/Supervisor
- Researcher (SoTL)
- Other (please specify)

* Years of experience teaching/supervising art history courses:

* How many sections of art history survey do you teach / supervise in a given term?

* Personal area of expertise?

Demographic Information

Institutional Information

* Institutional Type (Check all that apply. If you represent multiple institutions, please check for both)?

- Research University
- 4 Year College
- Community College
- Liberal Arts Institution
- Other (please specify)

* Class delivery options at your institution (Check all that apply)?

- On Ground
- Hybrid
- Online
- Other (please specify)

* Class size(s)? (Please choose the typical class size for single sections of Art History Survey Courses at your institution(s).)

- Less than 20
- 21-35
- 36-50
- 51-75
- 76-100
- 101-200
- 200+
- Unsure
- Other (please specify)

* Number of sections offered of art history survey within a given term at your institution?

0-1

2-4

5-7

8-10

11+

Unsure

Other (please specify)

If you wish to go into more detail as to the typical method of delivery at your institution, please provide that information below:

* How is your institution's art history course divided (ie: Prehistory-Gothic / Renaissance-Modern, one course, three courses)? Be specific:

Demographic Information

Institutional Information (Continued)

* Art History Survey's Placement within the Curriculum at your institution(s)? (Check all that apply)

- Part of a general distribution requirement
- Housed within an art history department
- Housed within a broader arts department
- Housed outside of an art history or arts department
- 100 course level (Freshman)
- 200 course level (Sophomore)
- 300 course level (Junior)
- 400 course level (Senior)
- Unsure
- Other (please specify)

* Does the art history survey require any prerequisites at your institution? (Check all that apply)

- None
- English 101
- English 102
- Art Appreciation
- Unsure
- Other (please specify)

Briefly describe how the art history survey course fits within your institution's curriculum (if you have such knowledge):

* Please briefly describe the typical spaces for art history survey course delivery (ie: physical environment and digital LMS space provided):

Please briefly describe the typical demographic of students enrolled in the art history survey course within your particular setting. Demographic information includes: Traditional and nontraditional students, areas of study, academic level, etc:

Please include your institution's course description for the art history survey course (As typically found in the syllabus and course catalog.):

Please list the stated outcomes for your institutions art history survey course (if applicable):

Demographic Information

Institutional Information (Continued)

* Does your course have a "Western" or "Global" focus?

- Western
- Global
- Other (please specify)

* Does your course have a historically linear or thematic approach to the material?

- Linear
- Thematic
- Other (please specify)

* Does your institution require a textbook?

- Yes
- No

What textbook(s), if any, is required for this course at your institution?

Is there any other information that you wish to provide regarding the art history survey course at your particular institution?

If possible, would you be willing to share a sample syllabus? If so, please email it to Josh Yavelberg.