

## AHS Delphi Round 3

### 1. Art History Survey Delphi Study (Round 3)

Welcome to the third round survey seeking answers to the following questions:

1. What are the desired learning outcomes for students engaged in art history survey courses in the twenty-first century?
2. What pedagogical models support these outcomes and in what contexts?
3. What are suggestions for future research and policy in the area of teaching and learning within art history survey courses?

Round one collected demographic data and initial responses to the above questions and round 2 began to organize the themes into rankings based on participant response and supported by narrative rationale. This survey has been developed to provide participants with the opportunity to respond to the questions provided in round 2 with the understanding of the group response. You have access to the response data from round 2 and will be provided by email with a copy of your second round submission so that you may respond to the questions provided.

As with rounds 1 and 2, you will be asked to provide answers and explain your rationale for your response. In this round, it is important that you take into account the responses of the participant pool, and, where necessary, explain any change in opinion that may have taken place. There will also be additional opportunity to add concepts that may not be presently considered.

With round 1, there was some issue with the saving responses as you proceed. Based on the record, it seems this may have been due to the survey being accessed from a variety of IP addresses or various devices and, as there is no sign-in process, the platform sees this as different people. If you are having difficulty, a PDF version can be accessed on the research site: <insert PDF Version Link>.

The informed consent remains applicable to this and future rounds. For any other questions, do not hesitate to contact me at [JoshYavelberg@gmail.com](mailto:JoshYavelberg@gmail.com) or by phone at 202-276-1780.

\* 1. Your name:

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### 2. Skills

**Skills are the abilities that the course intends to build or build upon. Skills may be course or discipline specific, or broad and applicable to a diverse student body. Please take a moment to review the participant and institutional demographics (Some additions made following round 2) and consider how they may relate to the skill outcomes for the course and its place within the curriculum/institution.**

**The following questions have been populated by the initial responses from round 1 and ranked based on responses to round 2. You will be asked again to rank the following skills and provide a rationale for your response. Please consider the rationales provided from the round one data and your initial response to this question.**

- \* 2. Please rank the following coded skills based on level of importance as course outcomes. The rationale provided by the group for the following rankings is found in the data and the themes expressed in round 1. In the following question, you will be asked to compare your list with the one provided and note the rationale for any changes you made as a result.

If you wish to include a skill that is not present, please add it below and state a reason for including it.

|                      |   |
|----------------------|---|
| <input type="text"/> | 1: Visual Analysis (16.63)                                      |
| <input type="text"/> | 2: Critical Thinking (16.0)                                     |
| <input type="text"/> | 3: Visual Literacy (13.63)                                      |
| <input type="text"/> | 4: Art Historical Thinking (13.06)                              |
| <input type="text"/> | 4: Demonstrable Art Historical Knowledge (13.06)                |
| <input type="text"/> | 5: Communication Skills (12.0)                                  |
| <input type="text"/> | 6: Ability to Engage in Visual and Aesthetic Experience (10.94) |
| <input type="text"/> | 7: Demonstrable Historical Knowledge (10.38)                    |
| <input type="text"/> | 8: Research / Information Literacy (9.06)                       |
| <input type="text"/> | 8: Cultural Awareness (9.06)                                    |
| <input type="text"/> | 9: Diversity (8.88)   |

10: Problem Solving (8.44)

11: Abstract Reasoning (6.63)

12: (OTHER) Foundational Skills in Reading and Writing About Works of Art (as distinct from research skills)  
(6.0)

13: Understanding the Artists (6.31)

14: Concentration (5.19)

15: Independence (3.94)

16: (OTHER) Curiosity (3)

17: (OTHER) Contextualization (2.8)

18: Technology (2.44)

Other: Please provide below

Total in box to the left should equal 231 if ranked properly

3. If you included an "other" skill for consideration in the previous question, please explain what skill you wish considered and your rationale.

\* 4. Please describe your rationale for your necessary skill outcomes and the order of your ranking. Consider your student demographic, and institutional profile. How does your ranking compare to the average ranking by the participant pool? If any of your responses changed since round 2, please explain why you adjusted your response.

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### 3. Course Content

**What content is necessary for the course to cover and why? Below are the categories presented in the weighted order that they were expressed from round 2. Please again consider the data from round two along with your experience, institution, and the general demographics. You will be asked to explain your rankings and the rationale for any adjustments made from your previous response in the questions following this.**

**If you do have another content area that you wish to be considered in the research, you have the opportunity to provide that as well.**

\* 5. Please rank the following content in order of perceived importance to the art history survey course outcomes. If there is another category you wish considered, please use the "other" and then explain your rationale for its inclusion in the text area below.

These have been ranked in the order provided from the responses in round 2 and are based on the themes expressed in round 1. Please access these data when considering your rankings as rationales are provided by the participants regarding the order of this list.

|                      |  |
|----------------------|--|
| <input type="text"/> | 1: Historical Contextual/Thematic Knowledge (13.19)            |
| <input type="text"/> | 2: Foundation Art Historical / Formal Vocabulary (11.63)       |
| <input type="text"/> | 2: Visual Analysis (11.63)                                     |
| <input type="text"/> | 3: Critical Thinking (10.38)                                   |
| <input type="text"/> | 4: World Visual Culture (9.25)                                 |
| <input type="text"/> | 5: Visual Literacy (9.13)                                      |
| <input type="text"/> | 6: Problem Solving / Application / Doing Art History (8.19)    |
| <input type="text"/> | 7: Critical Understanding of Art History as a Discipline (8.0) |
| <input type="text"/> | 8: Art Historical Writing (7.94)                               |
| <input type="text"/> | 9: The Artistic Canon (7.5)                                    |
| <input type="text"/> | 10: Linear Development of Art History (6.19)                   |
| <input type="text"/> | 11: Communication / Group Work (5.5)                           |
| <input type="text"/> | 12: Critical Historical Research (5.31)                        |
| <input type="text"/> | 13: Ethics (4.44)  |
| <input type="text"/> | Other  |

The number in the box to the left should equal 120 if ranked properly

6. If you chose to provide an "other" category in question 5, please describe the category you wish considered and your rationale.

\* 7. Please describe your rationale for your necessary content outcomes and the order of your ranking. Consider your student demographic, and institutional profile. How does your ranking compare to the average ranking by the participant pool? If any of your responses changed since round 2, please explain why you adjusted your response.

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### 4. Instructional Techniques

**This page will ask you to respond to pedagogical choices considering again the data compiled from round one, round two and any further information you wish to provide. This section will respond to and expand the responses provided toward instructional techniques. Again, please also consider the general placement and audience that the course encounters.**



\* 8. Below you will find a list of the different instructional techniques that were described in round one as effective. These are now ranked according to the participant ranking provided in round two along with provided rationale as to why they should be considered in the order provided. Please rank them in the order you believe best meets the outcomes you described previously. You will be asked to compare your ranking against your previous ranked order and that of the participant pool as a whole in your response below. Descriptions of each can be found in the data from rounds one and two as well.

|                      |   |
|----------------------|---|
| <input type="text"/> | 1: Guiding Questions (11.13)  |
| <input type="text"/> | 2: Class Discussion (10.44)   |
| <input type="text"/> | 3: Lecture (9.56)   |
| <input type="text"/> | 4: "Less-is-More" Approach (9.38)   |
| <input type="text"/> | 5: Museum / Gallery Field Trips (9.06)  |
| <input type="text"/> | 6: Participatory / Student Driven (8.44)  |
| <input type="text"/> | 7: "Unknown Artwork" Discussions/Assignment (7.63)  |
| <input type="text"/> | 8: Interdisciplinary Instruction (7.13)   |
| <input type="text"/> | 8: Experiential Learning (Doing Art History / "Art Lab") (7.13)   |
| <input type="text"/> | 9: Group Work (6.5)   |
| <input type="text"/> | 9: Multi-Modal Engagement (6.5)   |
| <input type="text"/> | 10: Role Playing (5.06)   |
| <input type="text"/> | 11: Course Blog/Hybrid Model (4.81)   |
| <input type="text"/> | <b>Other:</b> If you have another technique not mentioned that you would like included, use this tab and describe it below. |

The number to the left should equal 105 if ranked properly.

9. If you provided an "other" methodology, please explain it here.

\* 10. Please describe your rationale for your ranking of instructional techniques. Consider your student demographic, and institutional profile. How does your ranking compare to the average ranking by the participant pool? If any of your responses changed since round 2, please explain why you adjusted your response.

## AHS Delphi Round 3

### 5. Assignments / Assessments

In round one, participants were asked to provide an assignments and assessments that they wanted considered for the study. As with the other questions, these have been ranked according to the responses of the participant pool in round 2. please rank the following assignments in an order that you believe best supports the objectives and techniques previously described. You will be asked in the following question to explain your rationale for this ranking and how it compares to your response and that of the order listed here.

If you provide an "other" assignment, please explain that below as well.

- \* 11. Below are assignments and assessments described in the previous round by participants. Full descriptions of each can be found within the supplied data from round one and the rationale for this ranked order is provided in the data from round two. Please rank these in the order you feel best meets the goals of the course as informed by all data provided and your personal opinions.

|                      |  |
|----------------------|--|
| <input type="text"/> | 1: Analysis of a Personally Viewable Artistic Artifact (9) |
| <input type="text"/> | 2: Comparison Essay (8.75)                                 |
| <input type="text"/> | 3: Writing Journal / Blog (7.81)                           |
| <input type="text"/> | 3: Critical Analysis Essay (7.81)                          |
| <input type="text"/> | 4: Research Project on an "Unknown" Artifact (7.25)        |
| <input type="text"/> | 5: Note Taking (7.13)                                      |
| <input type="text"/> | 6: Multiple Choice, Slide ID, Short Answer Exam (7.0)      |
| <input type="text"/> | 7: Art History Games / Role Playing (5.44)                 |
| <input type="text"/> | 8: Group Research Project (5.31)                           |
| <input type="text"/> | 9: Creative Re-Interpretation (4.94)                       |
| <input type="text"/> | 10: Scavenger Hunt (4.75)                                  |
| <input type="text"/> | Other (please describe below)                              |

The number to the left should equal 78 if ranked properly

12. If you added an "other" assignment to be considered, please provide your rationale here.

\* 13. Please describe your rationale for your ranking of course assignments. Consider your student demographic, and institutional profile. How does your ranking compare to the average ranking by the participant pool? If any of your responses changed since round 2, please explain why you adjusted your response.

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### 6. Course Reading

In round one participants were asked about the reading content that is important for the course. From the themes that were produced, participants were requested to rate the following based on perceived usefulness to the course outcomes. The data from this is provided to you so that you may consider your response to this content in this final round.

- \* 14. Please rate the following themes based on your perception of the applicability/usefulness for supporting your described outcomes, techniques, and assignments. As you are provided data from round 2, please consider this in your response to each and describe any changes made in your view as you respond in this round.

Detrimental   Not useful   Neutral   Useful   Very useful   N/A

Traditional Survey Textbook

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Traditional Survey Textbook with Supplemental Readings

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Other Textbook(s)

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Reserve Material (No Textbook)

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Open Educational Resources

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Movies/Multimedia

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Texts Providing a Critical Understanding of Various Historical Viewpoints

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Primary Source Materials

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Resources on How to Write, Research, Etc.

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Cultural Identity / Encountering Others' Works Readings

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Reading on Ethics

☐ ☐ ☐ ☐ ☐ ☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

Detrimental Not useful Neutral Useful Very useful N/A

Other

☐

☐

☐

☐

☐

☐

Briefly explain your response to this reading/content item considering your previous response and the data collected from round 2.

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### 7. Final Thoughts

15. Please describe your thoughts regarding the process after this final round. Also, if you would like to see anything else included within the research, please describe it here.



## AHS Delphi Round 3

### 8. Thank you!

**I would like to thank you for remaining involved in this research and taking the time to complete these multiple rounds of surveys. I will be compiling the responses and writing up the final data over this summer, and will reply directly with any questions that I have regarding your responses if necessary. I will also be sure to provide you with a copy of this completed research once it is ready.**