

Short Course on Research in Visual and Performing Arts



**Faculty of Graduate Studies
University of the Visual and Performing Arts
Colombo – Sri Lanka**

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Proposal for the Short Course on Research in Visual and Performing Arts

Faculty of Graduate Studies University of the Visual and Performing Arts

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Introduction

The Faculty of Graduate Studies (FGS) at the University of the Visual and Performing Arts (UVPA) had been established in 2015 to facilitate postgraduate studies for University leavers and professionals who are seeking higher degree qualifications and to conduct their research in various visual and performing arts disciplines. Since its establishment, the FGS has facilitated and supported UVPA graduates and other professionals to pursue MPhil and PhD degrees as a qualification for their academic and professional careers. Being a premier educational institute for visual and performing arts, the FGS of the UVPA has demonstrated its capacity in providing quality supervision and guidance for postgraduate candidates. To develop the research culture of visual and performing arts, the FGS at UVPA attempts to absorb recent developments in research on visual and performing arts. In this juncture, it encourages postgraduates to pursue practice-based-research, one of the most popular approaches in diverse fields of creative arts at present.

Rationale

Research in visual and performing arts has been heavily dominated by social science research paradigm. It is clearly evident that research carried out in theatre, dance, cultural and ritual studies and other related disciplines for the last four decades has been conducted through the social science research model which is intrinsically linked to positivism. In this social science model of research, knowledge is defined as something that is existing outside the researchers' world and the objective of doing a research is to extricate this hidden knowledge and present it in an accepted written form. This written form is the classical way of writing a thesis or a dissertation. FGS at UVPA has also been following this classical model of social science research and has provided guidelines and supervision accordingly. However, with the advent of poststructuralist thought and feminist intervention in cultural studies, the question of knowledge and the researcher's subjectivity within the research paradigm have been heavily debated and contested. Further, especially in visual and performing arts, new research methodologies and tools have been re-invented and re-interpreted in order for 'practitioner-researchers' to extricate new knowledge paradigms they generate through artistic and reflective practices. With these development and arguments, research in visual and performing arts needs to re-think and re-access its epistemological and knowledge generation. The ongoing developments of new way of looking at knowledge and knowledge development in arts-based research have been a turning point in creative practices. Hence, the FGS at UVPA proposes a short course on research in Visual and Performing Arts, bringing novel approaches to research in creative arts practices.

Objectives

1. To introduce basic tenants of research and academic writing skills
2. To develop competence in formulating a research project
3. To introduce basics of practice-based-research in visual & performing arts
4. To introduce abstract writing and writing research proposals
5. To enable students to relate to other researchers' research projects and learn

Learning outcomes

After the completion of this short course on research and academic writing, the student will be able to...

1. Select, identify and locate relevant literature
2. Identify the gap and formulate a research question/s
3. Demonstrate analytical and theoretical competence
4. Select methodology and write a research framework
5. Write an abstract and extend it to a research proposal
6. Communicate research ideas to an audience

Target Group

The Short Course on Research in Visual and Performing Arts is designed for academics, practitioners, graduate students and teachers who are in the fields of creative arts research and creative arts industry. Over the years, the FGS has identified the need of a course which allows postgraduates, academics and graduates to develop their competence in arts-based research and academic writing which enable them to conduct research and present their research work as a form of a thesis.

Course Details

Course Title: The Short Course on Research in Visual and Performing Arts

Target Group	Undergraduates / graduates / teachers / researchers / creative artistes
Entry Requirement	A Degree from a recognized University / recognized diploma or other professional qualifications
Credits	4
Duration	14 weeks
Medium of Instruction	English / Sinhala
Venue	Ranjan Abeysinghe Hall, Faculty of Music, University of the Visual & Performing Arts
Delivery of Lectures	During Sundays (8.30am-1.00pm)
Application Procedure	Duly filled application form and the copies of the relevant certificates should be handed over or posted to the Assistant Registrar of the Faculty of Graduate Studies (Please write the course name on the left hand corner of the envelope).
Selection Criteria	Basic degree / recognized diploma /or professional qualifications*
Application Fee	LKR 300.00
Tuition Fee	LKR 35,000.00
Commence on	November 24, 2019
Apply before	August 20, 2019
Maximum Students Intake	25 students per session
Mailing Address	Faculty of Graduate Studies, University of the Visual and Performing Arts, 21, Albert Crescent, Colombo 07, Sri Lanka
Email	fgs.vapa@gmail.com
Phone	+940112033710 (Ext. 2114) +940713482818
Web	http://vpa.ac.lk/faculty-of-graduate-studies

***Students who are registered for a Degree program and have not completed their candidature can apply for this Course. However, they should provide a letter of confirmation of their studentship by the HOD of the relevant Department.**

Structure of the Short Course



There are four areas related to research covered in this course:

1.	Research methods, reading and academic writing
2.	Formulating and developing a research proposal
3.	Compose and design a research presentation
4.	Present and communicate a research to an audience

Figure 1. The four areas of study in the Short Course on Research in Visual and Performing Arts

Course Contents

Week	Topics	Sub Topics	Student Activities & Marks Allocated
1	Reading methods and note taking	<ul style="list-style-type: none"> • Reading methods • Reading a research paper and identify key ideas • Note taking methods and note taking templates • How to summarize an article 	<p>Summarize 3 peer-reviewed journal articles (500 words each)</p> <p>15%</p>
2	Reflective Writing	<ul style="list-style-type: none"> • What is reflective writing • reflective writing and research • Reflective writing and data 	<p>Write a 500 word reflective writing on their respective practice.</p> <p>15%</p>
3	What is Research	<ul style="list-style-type: none"> • Research and knowledge generation • Research and philosophy • Epistemology and knowledge • Arts and epistemology 	
4	Writing a Research Proposal	<ul style="list-style-type: none"> • What is a research proposal • How to structure a research proposal • Different types of research proposals 	
5	Formulating a research question	<ul style="list-style-type: none"> • What is a research gap • What is a research question • What is hypothesis 	<p>Formulate your research question (500 words)</p> <p>20%</p>
6	Writing a Literature Review	<ul style="list-style-type: none"> • What is a literature review • How to develop a literature review • Structuring a literature review 	<p>Write a literature review (1000 words)</p> <p>15%</p>
7	Theorizing and Conceptualizing a Research	<ul style="list-style-type: none"> • Why theory? • Theory, philosophy and research • How to back up the research with a Theory/theories 	<p>15%</p>
8	Research Methods & Methodologies	<ul style="list-style-type: none"> • what is method and what is methodology • Why we need methodology • Various types of 	<p>Write a methodology for a proposal (500 words)</p>

		<p>methodologies</p> <ul style="list-style-type: none"> • how to tailor a methodology for a research 	
9	Referencing and Creating a Bibliography	<ul style="list-style-type: none"> • Why reference? • Referencing styles • How to do in-text referencing • How to prepare a bibliography 	Preparing your own bibliography
10	Writing an abstract	<ul style="list-style-type: none"> • Why an abstract • How to write an abstract • Essential components of an abstract 	Write an abstract (250 words)
11	Practice as Research (PaR)	<ul style="list-style-type: none"> • what is arts-based-research • epistemological shift in creative arts research • why practice-based-research • knowledge generation in creative arts practice 	
12	How to present your research?	<ul style="list-style-type: none"> • How to prepare an effective PowerPoint presentation • How to communicate a research to a non-expert audience • How to use physical components and voice to talk to an audience 	
Week 13		<i>Submitting the research proposal</i>	
Week 14	Final presentation & evaluation	In this final week (14), students will be presenting a 10 minute presentation developed throughout the course with a PowerPoint presentation. Five minute Q and A session will be allocated for each student. Their presentation skills will be assessed through a presentation rubric.	<i>Present a research proposal</i> 
	Attendance	Should meet the 80% of attendance	<i>Class attendance</i> 

Assessment Criteria

To receive the certificate for ‘Short Course on Research in Visual and Performing Arts’, the student must obtain minimum marks of 65%. For those who are willing to register as MPhil and PhD students at the FGS at UVPA (and no scholarly publications), it is mandatory to follow this course and produce the certificate.

In order to meet the minimum pass mark (65%) to obtain the certificate, applicants should meet following criteria:

- Minimum 80% of attendance
- Submit all the assignments (6)
- Present 10 minutes presentation with a PPT

Marks allocation for assessments as indicated in the course contents:

1. Reading & Writing (1500 words) – 15%
2. Writing a 500 words reflective writing on their respective practice - 15%
3. Write a methodology for a proposal (500 words) 15%
4. Write a literature review (1000 words) 15%
5. Write a research proposal (1500 words) 20%
6. Presentation 10%

Attendance 10%

Reading & writing a summary		Reflective writing		Writing a methodology		Writing a literature review		Writing a research proposal		Research presentation		Attendance		Final marks
15%	x	15%	x	15%	x	15%	x	20%	x	10%	x	10%	=	100%
Week 1		Week 2		Week 5		Week 7		Week 11		Week 14				
CA 1		CA 2		CA 3		CA 4		CA 5		CA 6		CA 7		

Figure 2. Summary of formative (Continuous Assessment – CA) and summative assessments combination

Assessment Rubrics

A. Research Proposal Assessment Rubric

Research Proposal Assessment Rubric

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	Criteria	Marking Scheme 1-20				Score	Total 100%
		20-15	15-10	10-5	5-1		
1	Research question and background	Identified the topic, research question, background of the research and clearly articulated	Identified the topic and the research question clearly but the hypothesis is not clear	Research question is identified but not refined. The background is not adequate	No research question identified and no background information given		
2	Literature Review	Demonstrate comparison and contrast between key literature and synthesize them in a clear manner	Identified and adequately provide relevant literature with the identification of a research gap	Identified relevant literature but not clearly identified the research gap	Poor demonstration of literature relevant to the research		
3	Research Methodology	Clearly identified appropriate methodology and apply them in the research effectively	Identified and explain descriptively the use of methodology relevant to research and their deficits	Identified relevant methodology and describe their usage but does not recognize their limitations	Poor identification of methodology and inappropriate methodological tools used		
4	Analysis and conclusion	Critically analyses and provide realistic conclusions	Provide clear analytical and conclusions are somewhat relevant to the research questions	Provides analytical section but conclusions are not linked with the research	Does not provide adequate analytical or conclusions		
5	Language, organization and bibliography	Written in a clear and concise language with no typographical or grammatical errors and provide a comprehensive bibliography to support	Clarity of language achieved with minor grammatical and typographical errors. Bibliography is acceptable	Language is clear but major grammatical and typographical errors. The bibliography is partially correct	Poor language, grammatical, and typographical errors. The bibliography is not prepared according to the accepted referencing style		
					1+2+3+4+5=100% ÷ 5 = 20%		

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Figure 3. Rubric model developed to assess students' research proposal writing skills

B. Presentation Assessment Rubric

Presenter's No:

BODY LANGUAGE										SUB TOTAL
Posture & Gesture										
1	2	3	4	5	6	7	8	9	10	
Voice projection										
1	2	3	4	5	6	7	8	9	10	
Engagement										
1	2	3	4	5	6	7	8	9	10	
TOOLS										
Visibility										
1	2	3	4	5	6	7	8	9	10	
Slides Management										
1	2	3	4	5	6	7	8	9	10	
Language used										
1	2	3	4	5	6	7	8	9	10	
CONTENT										
Flow and Depth										
1	2	3	4	5	6	7	8	9	10	
Logical presentation										
1	2	3	4	5	6	7	8	9	10	
Encourage learner										
1	2	3	4	5	6	7	8	9	10	
TIME MANAGEMENT										
Poor			Good			Excellent				
1	2	3	4	5	6	7	8	9	10	
TOTAL MARKS 100%										

Presenter's No:

BODY LANGUAGE										SUB TOTAL
Posture & Gesture										
1	2	3	4	5	6	7	8	9	10	
Voice projection										
1	2	3	4	5	6	7	8	9	10	
Engagement										
1	2	3	4	5	6	7	8	9	10	
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Visibility										
1	2	3	4	5	6	7	8	9	10	
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1	2	3	4	5	6	7	8	9	10	
TIME MANAGEMENT										
Poor			Good			Excellent				
1	2	3	4	5	6	7	8	9	10	
TOTAL MARKS 100%										

Presenter's No:

BODY LANGUAGE										SUB TOTAL
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1	2	3	4	5	6	7	8	9	10	
CONTENT										
Flow and Depth										
1	2	3	4	5	6	7	8	9	10	
Logical presentation										
1	2	3	4	5	6	7	8	9	10	
Encourage learner										
1	2	3	4	5	6	7	8	9	10	
TIME MANAGEMENT										
Poor			Good			Excellent				
1	2	3	4	5	6	7	8	9	10	
TOTAL MARKS 100%										

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Figure 4. Rubric model designed to assess students' presentation skills

Reading list for the Short Course

Turabian, Kate L. (2007). *A manual for writers of research papers, theses, and dissertations*. Chicago: University of Chicago Press.

Bryman, A. (2004). *Social research methods*. Oxford: Oxford University Press.

Seidman, I. (2006). *Interviewing as qualitative research*. New York: Teachers College Press.

Brancati, Dawn. (2018). *Social scientific research*. London: SAGE.

Leavy, Patricia (ed). (2018). *Handbook of arts-based research*. London: The Guilford Press

Barone, Tom & Eisner, Elliot W. (2012). *Arts Based Research*. London: SAGE.

Vaughan, Laurene. (2017). *Practice-based design research*. London: Bloomsbury.

Uyangoda, Jayadeva. (2010). *Writing Research Proposals*. Colombo: Social Scientists' Association.

Uyangoda, Jayadeva. (2015). *Social Research: Philosophical and Methodological Foundations*. Colombo: Social Scientists' Association

කෝපරහේවා, සඳගෝඹී. (2006). *ශාස්ත්‍රීය ලේඛනයක මූලාශ්‍රය දැක්වීමේ විධික්‍රම*. කොළඹ: ගොඩගේ

උයන්ගොඩ, ජයදේව. (2012). *සමාජීය - මානවීය විද්‍යා පර්යේෂණ : දාර්ශනික සහ ක්‍රමවේදී හැඳින්වීමක්*, කොළඹ: සමාජ විද්‍යාඥයින්ගේ සංගමය