

## Case Study/Comparative Look

Proposal: Moving from the choice of your article review topic, to the topics of interest you have selected previously in the semester. The graduate now looks and investigates more specifically a personal choice and pedagogical topic. This can be in the form of a short case study or could be called a *brief* or a comparative look. What pertinent issues have arisen from your research, your own reflections, input from your peers, the online resources, or class conversations? Now is your time to focus a little more on one of these. Important information around art and design topics may often be found in other disciplines but can be transported to studio teaching and even to your own discipline teaching.

### Goals:

To *move* more specifically into areas of interest within the art and design field.

To *contextualize* within a broader arena, an area of interest in studio post-secondary environments, such as curriculum, topical content, mission statements, or organizational structures, funding, or budgets.

To *examine* in a dedicated way ongoing and particular art and design questions or goals that have arisen during your graduate education such as transition to job, job searches, job applications and avenues to professionalism.

To *heighten* examples or best practices of a professional preparation for post-graduate advancement.

### Learning Outcomes:

*Utilization* of online resources, institutional site visits, staff or faculty meetings, or entrepreneurial or start-up founders and creators exhibited online.

*Transposition* of current educational concerns or solutions into art and design studio situations.

*Interpretation* of educational information into a comparison between two or more entities, national versus international, etc.

*Individuation* of the topic.

### Basic Competency:

Minimal presentation of basic information. Sufficient length of information. No reasoning given to one's choices, but fulfills the assignment. The assignment is done as cursorily as possible with little effort evident and the topic seems to have minimal connection to the graduate's other teaching documents. No significant new view is presented or arrived at or presented.

### Advanced Competency:

An authentic interest is relayed in the written assignment and summary presented. A meaningful look at an academic or institutional concern is in evidence. One's own interpretation, investigation and reflection expand the topic well. A thread of interest from one's cv to the swot and pest to article review is extended and expanded well. The assignment fits into the spectrum of educational interests of the graduate seminar participant. Information is depthful, even if short, and seems to have impact for the graduate. No page requirement exists, but the information exhibits a thoughtful and reasonable investment. Sources are carefully chosen. Ideas come out of the study instead of imposing ideas on to it.

### Short Definitions:

*Case Study:* Case studies are in-depth investigations of a single person, group, event or community. Typically, data are gathered from a variety of sources and by using several different methods. <https://writingcenter.ashford.edu/writing-case-study-analysis-gives-ways-of-looking-at-case-studies>.

*Comparative Analysis:* A comparative study compares two or more things to discover something about one or all of the things being compared. Multiple disciplines can be compared in one analysis.

*Research Brief:* A short paper where data and statistics are used to explain things. Typically research briefs are not very in-depth but only give an overall view or impression of the deeper

survey. <http://www.oxfordreference.com/view/10.1093/oi/authority.20110803100415283>

### Possible Focus Items:

Residency Programs  
Foundations  
Non-profits  
Arts Centers  
Grant Programs  
Discipline Specific Organizations  
Local versus national

### Sample topics:

Distinguishing staff members or faculty methodologies  
Missions, goals and outcomes  
Recipient profiles and data of grants, fellowships  
Graduate programs  
Youth teaching and learning  
Inclusivity in organizations  
Profiles of strata in an organization  
Cognitive learning styles transposed to studio settings  
Expanding critiques within a multidisciplinary setting  
Comparisons of studio curricula internationally.

