

ASSIGNMENT #6: CASE STUDY/COMPARATIVE LOOK

Moving toward a more confident focus with topics of interest, in a case study or comparative look we will delve more deeply. 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 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, inclusivity in organizations, organizational structure, grant criteria, etc.
- To heighten examples or best practices professional preparation for post-graduate advancement.

Learning Outcomes:

- Utilization of online resources, institutional site visits, conversations with staff in organizations, 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.

Methods:

- Pick an area of interest. Research entities within that interest. Use a SWOT and PEST analysis of the entities.
- Chart or diagram the comparison of your research. You may also do the work in an art form (diagram, graphic design, drawing etc.) Use the opportunity of learning more about an area that will help you professionally or ties into your research.
- Decide the areas of comparison. Think broadly at first than move into more specificity. Look for the reason behind the differences or similarities. Finally come up with an analysis and suggestions.

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 Areas:

Residency Program
Foundations
Non-profits
Arts Centers
Grant Programs
Discipline Specific Organizations
Local v. National v. International
Missions, goals and outcomes
Recipient profiles and data of grants, fellowships
Graduate programs
Youth teaching and learning
Inclusivity in organizations
Organizational charts
Cognitive learning styles transposed to studio settings
Expanding critiques within a multidisciplinary setting
Comparisons of studio non-profits, arts councils

Assessment:

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, a swot/pest, or the article review is extended and expanded well.
- The assignment fits into the spectrum of educational interests of the graduate seminar participant.
- Information is deep, 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 and cited.
- Ideas come out of the study instead of imposing ideas on to it.