

Matrix of Methodologies

A/R/Tography	Artistic research	Action research	Educational design research
<p>Since its conception, A/R/Tography has been described as an interdisciplinary, dynamic, and emergent practice, blending visual, narrative, performative, poetic, and other modes of inquiry with qualitative methodologies such as ethnography, auto-ethnography, autobiography, and participatory or educational action research.</p> <p>Although some A/R/Tographers utilize traditional modes of data-gathering methods, such as interviews, transcripts, and field notes, not all practises of A/R/Tography refer to the recording or collection of ideas as “data”, and if they do, they are used in combination with, or in relation to, art-making, creative writing, or performance.</p> <p>As an arts-based methodology grounded in the physicality of making and creating, A/R/Tography is situated outside of traditional research structures. It is framed by a continual process of questioning where understandings are not predetermined and where artistic contexts, materials, and processes create transformative events, and interactive spaces, in which the reader/viewer/audience can co-create in meaning-making. In short, A/R/Tography is an arts-based form of inquiry that disrupts standardized criteria of research while evoking and provoking alternate possibilities for understanding (LeBlanc & Irwin, 2019).</p>	<p>“Artistic research seeks to contribute, in and through the production of art, not only to the artistic universe, but also to what we 'know' and 'understand' “(Boeck, A. & Tepe, 2021).</p> <p>“Artistic research er et yngre begrep enn arts-based research, og det har ikke samme konnotasjon til kunstpedagogisk praksis” (Østern, 2017).</p>	<p>Action research (Tjora, 2023) is research where the results are used to start practical measures with the participation of the researcher himself. Action research is used in particular for social research where the researcher comes up with the proposals for change measures, participates in the implementation of the measures and checks their impact.</p> <p>In action the researcher is a moving actor, who, together with other participants, will try to create an inclusive arena where professional expertise and local experience will contribute to the desired (local) social change.</p> <p>The nature of the research project will be influenced by whether they are initiated by the researchers themselves, by the authorities or by those who are being researched “on”, for example a socially vulnerable group. In any case, the central thing is broad participation, and one therefore likes to talk about research “with” the participants rather than “on” them.</p>	<p>Design research in education is research in which the design of new educational material is a crucial part of the research (Bakker, 2018).</p> <p>Educational design research is a blend of “scientific investigation” with systematic development and implementation of solutions to educational problems.</p> <p>A systematic study of designing, developing and evaluating educational interventions, such as programs, teaching -learning strategies and materials, products and systems - as solutions to such problems, which also aims at advancing our knowledge about the characteristics of these interventions and the processes to design and develop them (Bakker, 2018).</p> <p>Typically, design researchers want to solve a problem (Bakker, 2018).</p>

Discussion

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As a start: *Å forske med kunsten som metodologisk praksis med aesthesis som mandat* is, for us, in general a very helpful text! Østern writes: “Karakteristisk er at metodologier der kunst inngår, ofte er designet for å stimulere til flere og nye spørsmål enn til klare svar. Fokus er på utforskning, perspektivtaking, forståelse, meningsskaping, artikulasjon, endring og utvikling (Østern, 2017). We experience that Østern’s quote resonates with how **A/R/Tography** can work, and we find LeBlanc & Irwin’s summary concise, informative and inspirational for us. Researching with arts as a method; is it a common term in Scandinavia, Europe, internationally?

Educational Design Research is defined in Bakker’s text. To me it seems like Educational Design Research is more oriented towards a concrete result, such as: “To develop theories about learning and the means that are designed to support that learning” (Bakker, 2018). This would make Educational Design Research more “goal oriented” in relation to other methodologies where art is included. Clark et al enter the discussion of theory and research by defining collecting data to test theories as a deductive approach and collecting data to build theories as an inductive approach (Clark et al s.18). Perhaps we could see how Educational Design Research lends itself with ease to the term deductive. Perhaps A/R/Tography could be seen as an entangled inductive approach?

Another thing that I found interesting and helpful in Tone’s text, was how she points out that artistic research is “et yngre begrep enn arts-based research, og det har ikke samme konnotasjon til kunstpedagogisk praksis” (Østern, 2017). As A/R/Tographers, this is relevant information to us. It also makes me wonder about what role pedagogy plays in **Action research** – that is not as clear to me. Action research is defined by Clark et al broadly as *an approach in which the action researcher and members of a social setting collaborate to diagnose a problem and develop a solution in a collaborative way through a set of processes that are initiated by the researcher* (Clark et al 2021, s. 367). I understand this explanation to mean that the social members are collaborating but the researcher sets the terms; in the design the social members do not have equal say in the design. Action research is particularly used for social research where the researcher comes up with proposals for change measures, participates in the implementation of the measures and controls the impact of the measures (Tjora, 2023). LeBlanc & Irwin (2019) shows that pedagogical action research is a defined branch of research. I supervise another project, what the researchers define as an action research project at my job. In my case it is within the school system, where interdisciplinary professions (music

therapist and teacher) and subjects meet to develop a desire to learn, and language, through aesthetic practices. We understand **Action research** as a form of research that is carried out when the researcher is close to the area being researched. Both the music therapists and the teacher have positions at the relevant school. The direction **stands in contrast to research where the researcher enters an area as an outsider**. I also inform the wayfinders about the A/R/Tography methodology, which is the competence I guide within. The researchers have not heard of the methodology, but find it useful. The researchers and I as supervisor will explore current methods within A/R/Tography, for example by using interactive spaces where the target group can be co-creators in meaning-making. We think it's exciting to shake up traditional research criteria and will investigate whether new understandings can emerge. I also want us to get a little familiar with some elements of aesthetic supervision. Yes, I also get the feeling that the way pedagogy is used and explored in, for example A/R/Tography, allows more experimentation, than for example, Educational Design Research. So maybe this wasn't too quick a conclusion... No, that was a nice assumption. In the group, we have talked about ethical guidelines when we research with arts. We experience that the pedagogical perspective makes the ethical dimension more solid and safe; this is because the teaching profession's ethical platform is clearly defined. It sets the value base in this type of research and development.

Evolution of ethics, qualitative - post-qualitative. Qualitative researcher doing ethnographic research considered themselves holding to ethical standards that were valid at the time, but standards have changed as we now refuse the hierarchy amongst humans, recognize that objectivity is an ideal not a reality, Post qualitative goes further with the non hierarchy to include all beings and the idea of objectivity has transformed to us all being the same object. Thus ethical considerations have become more entangled, and this has engaged us.

Art as the ultimate form of pedagogy - is **artistic research** less pedagogical in design and/or outcome than educational design? In the sliding scale of our diagram from right to left, **Qualitative to post qualitative**, and non-art involvement to in-art based I would argue that all art is based in pedagogical processes. In art the goal is to communicate and **in order to communicate understanding needs to be considered**. As an artist I would go through a process where several choices are made in regards to message, medium and perception, to get my message/point across. A similar process can be assumed to be part of a pedagogical endeavor with a specific learning outcome intended. This is also so interesting and relevant! As an A/R/Tographer the roles of artist teacher and researcher are equally emphasized, but I mean that as an artist all these roles are present, but only the artist is presented.

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