

Inquiry in the Arts

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Undergraduate Research and Inquiry

Learn more at: <http://www.ut.edu/inquiry/>

Inquiry & Experientially Based Problem Solving

ARTH 200 Honors Ceramics (Handbuilding)

Professor Jack King

Inquiry Based Learning vs. Project (Problem) Based Learning, *What's the difference?*

The term "project learning" derives from Dewey; William Kilpatrick, first used the term in 1918.

Project-based learning is a broad category: "at its core" - an extended "project" in several forms or a combination of:

- Designing and/or creating a tangible product, performance or event
- Solving a real-world problem (may be simulated or fully authentic)
- Investigating a topic or issue to develop an answer to an open-ended question

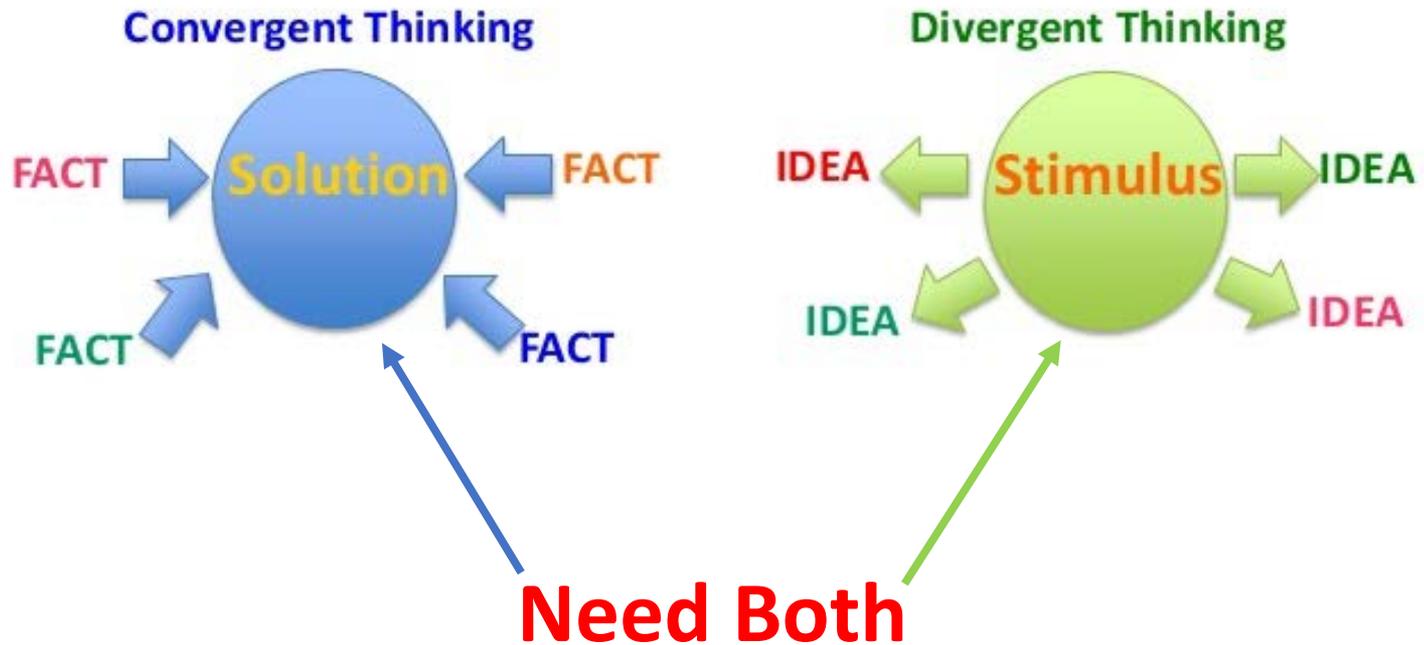
John Larmer
Editor in Chief at the Buck Institute for Education

Inquiry Based Learning vs. Project (Problem) Based Learning, *What's the difference?*

“I think they all hinge on experiential learning. Problem, project, whatever- it's about engaging in a carefully designed, standards aligned experience and then making meaning of it through reflection”.

Laura Thomas, Director, Antioch University New England
Center for School Renewal, Author of *Facilitating Authentic Learning*

Convergent & Divergent Thinking



Criteria

- Research

What are the needs?

Divergent

Design Process

Convergent

Application

Where to **focus**?

What are the **core** needs?

Ideation

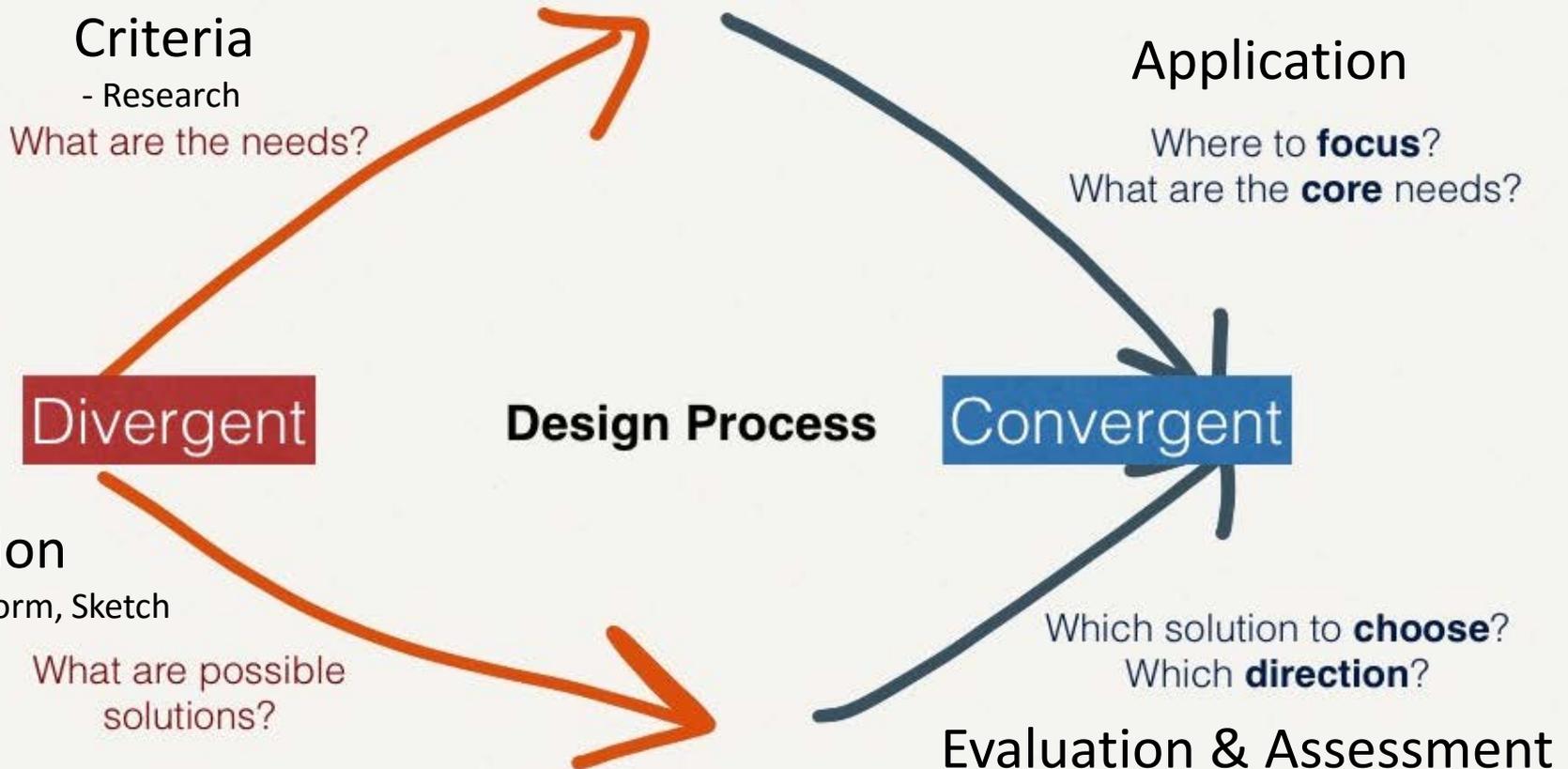
- Brainstorm, Sketch

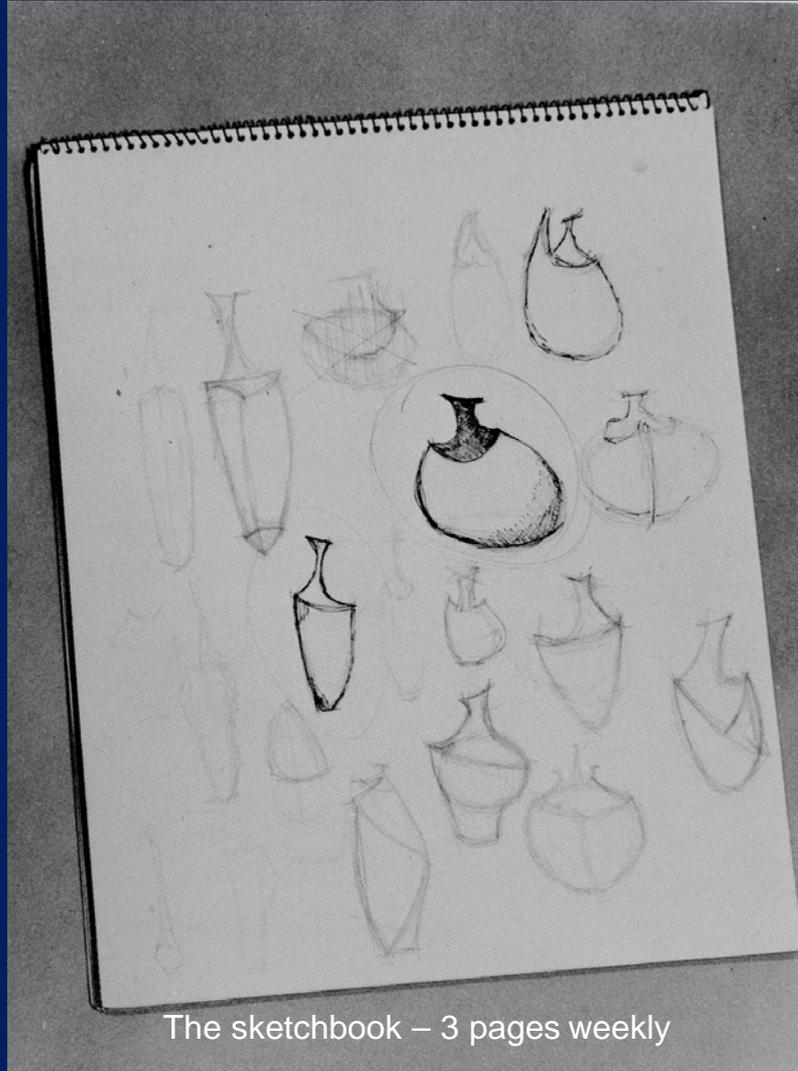
What are possible solutions?

Which solution to **choose**?

Which **direction**?

Evaluation & Assessment





The sketchbook – 3 pages weekly

Ideation: the formation of ideas or concepts.

- Let you brain “*RUN*”
- Multiple views
- All angles
- Decorations?
- No polished drawings
- Several sketches on each page

The Problem, Project, (Question)



The process



The Slab Technique

A Speaking Reliquary

Your Speaking Reliquary Assignment

Problem Concept & Criteria

We are going to use the term “speaking reliquary” not in a religious sense, but rather as a special repository container for any object, or thing, of personal significance to you.

- Your object may be trivial to someone else, but for you it holds special meaning, special significance, that a special container (a speaking reliquary) should be made for its safe keeping.
- As you have seen, one of the primary objectives of a speaking reliquary is for it, in some way, convey the contents, or provide an contextual understanding, from viewing the exterior.
- You will use clay and the slab technique for this assignment. The overall form and surface enrichment should be designed to visually enhance as well as convey what would be found within.



Pam Stern, *Reliquary of the Untaken Voyage*, ceramic, 14.00" h x 13.00" w



Pam Stern, *Reliquary for Edgar*, ceramic, 16.00" h x 20.00" w



Pam Stern, *Reliquary for Edgar*, ceramic, 16.00" h x 20.00" w

Your Speaking Reliquary Assignment

Research

Your *speaking reliquary container* is designed as a conceptual project. By that I mean one in which you will conduct research into historical reliquaries, their shapes, ways of enrichment, forms, etc. Most importantly, how did this information inform **your speaking reliquary!**

- This information will be organized into a written paper (1000 -1200 words - excluding illustrations) in which you also discuss.
 - a. The object (idea) you wish to enshrine. Why?
 - b. How the size and shape are relevant to the object (idea).
 - c. The techniques you plan to use that will enrich the surface (help convey the idea).
 - d. Drawings (sketches) to help illustrate your thoughts and concepts (both uploaded to Blackboard)

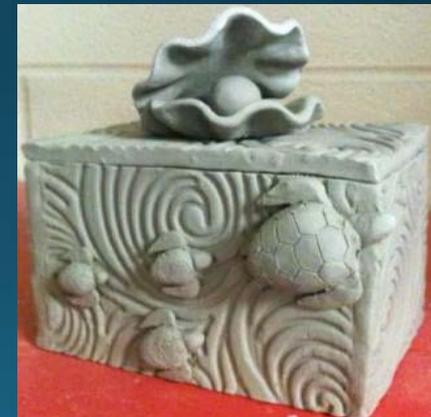
Research Writing (Paper) – *Narrows the Focus*

Assessment Process

Problem Criteria



- Your *speaking reliquary*, must have a removable lid.
- Be vertical or horizontal in the 8-14" range.
- It may have penetrations or be completely enclosed.
- One of the primary assessment considerations will be how well your overall piece conveys the contents and purpose to the viewer.





Coffee
or Tea?

A Teapot/Coffeepot Reincarnation

A Teapot/Coffeepot Reincarnation

Problem Concept



The consumption of tea and coffee has had a long and colorful history. It continues to this day as a means for social discourse; an opportunity for us to share and relate to one another. Throughout the centuries there have been a great number of different vessels, of all shapes and sizes, which were specifically designed to prepare and/or serve these beverages.

Brainstorm, Write, Sketch



After researching the various customs and vessels associated with the consumption of tea and/or coffee, you are to create a teapot or a coffeepot, which vivifies some aspect(s) of you or your personality. As there is no way to actually determine this, you are free to dream or fantasize. Create a piece that you would "like to be" if you were to return to this life as a teapot or coffeepot. What would you desire to look like?

Research Writing (Paper) – Narrows the

Focus



The correlation of the visual form with your personality is to be discussed in your paper. What visual metaphors can be found or developed for both tangible and intangible personality traits? In addition, you are to discuss the techniques you plan to use both in forming your vessel and in its decoration?

Development Criteria



Your teapot or coffeepot does not have to be functional, but it must contain a designated handle (or something we would visually understand as one), a removable lid, a designated spout (or something we would visually understand as one), and be of an appropriate size to your concept. In addition, you must construct either a pair of cups or a cream and sugar set that would be visually and conceptually fitting and appropriate in design to your teapot/coffeepot design. The piece must be able to be self-supporting and stable.

A Teapot/Coffeepot Reincarnation

Research

After researching the various customs and vessels associated with the consumption of tea and/or coffee

- You are to create a teapot or a coffeepot, which vivifies some aspect(s) of you or your personality
- you are free to dream or fantasize
- What would you desire to look like?

Criteria - Brainstorm, Write, Sketch

The correlation of the visual form with your personality is to be discussed in your paper. What visual metaphors can be found or developed for both tangible and intangible personality traits? In addition, you are to discuss the techniques you plan to use both in forming your vessel and in its decoration?

Problem Criteria

Your teapot or coffeepot does not have to be functional, but it must contain:

- a designated handle (or something we would visually understand as one)
- a removable lid, a designated spout (or something we would visually understand as one), and be of an appropriate a a pair of cups or a cream and sugar set that would be visually and conceptually fitting and appropriate in design to your teapot/coffeepot design.

A Teapot/Coffeepot Reincarnation

Problem Criteria



It is imperative that the form and design of the visual form be inspired by, and relate to, the research conducted in the written report, although changes from original design are certainly acceptable.

Research Writing (Paper) – Narrows the focus



The Written Component: After researching the various customs and vessels associated with the consumption of tea and/or coffee you are to write a report of the summation of the research you discover in studying the subject under consideration and a way to help you organize and distill your ideas into a cohesive form.

One of the most important aspects of this report is the correlation or the connection of this research information on the initial design of your visual form. In this regard, I will expect you to illustrate your design ideas with graphic examples (drawings, photographs, etc), which are to be included in your paper. In addition, you are to discuss the anticipated size, techniques for formation and relevant design possibilities. Your paper is to be a minimum **1250-1500 words in length (excluding illustrations)** in length.

Assessment Process (Criteria)



Your paper and a photo of your “sketches” will be will posted to Blackboard (*see specific instructions for doing this may be found on our Blackboard site*).

Your final self-evaluation and photographic project documentation of your project will be uploaded to Blackboard.

Assessment

- Problem "Project" Paper
- Photo Documentation
- Self-Assessment
- My Assessment

A Speaking Reliquary Evaluation

Name: Date: 2/16/17

Please address the following aspects as they relate to each piece that you are submitting. Use a separate evaluation form for each piece. Include a small photograph of the completed piece in the space below. PLEASE try and limit the height of your image to 3". When you have completed the form, save as: Your Last Name_First Name_Rel.doc or .docx ONLY! (example: King_Jack_Rel.docx).

Physical Criteria

Have the essential required elements of the assignment been addressed?

	Does Not Meet Criteria	Meets Minimal Criteria	Meets Criteria	Exceeds Criteria
1. The work meets the minimal size requirements established for the assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The piece shows evidence of an understanding of the principles of slab construction by maintaining straight sides and sharp, crisp corners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Involvement With the Technique, Process and Idea

Does the work demonstrate the following?

	Does Not	Meets Minimal Criteria	Meets Criteria	Exceeds Criteria
1. The work meets the minimal size requirements established for the assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The work demonstrates an understanding of the principles of slab construction by maintaining straight sides and sharp, crisp corners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The work demonstrates an understanding of the principles of slab construction by maintaining straight sides and sharp, crisp corners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There is an understanding of the principles of slab construction by maintaining straight sides and sharp, crisp corners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The overall design is well thought out and complements the overall form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The base of the work is well designed to complements the overall form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The base of the work is well designed to complements the overall form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The lid it is well designed to complements the overall form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The piece displays a creative solution(s) or an inventive way(s) of approaching the assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Workmanship and/or Craftsmanship

Do all aspects of the work and the surface enrichment evidence good craftsmanship and/or workmanship?

	Does Not Meet Criteria	Meets Minimal Criteria	Meets Criteria	Exceeds Criteria
1. The pieces displays good workmanship in the construction of the overall form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All edges, seams and welds have been well joined and finished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The bottom of the work has been cleaned, smoothed and refined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The interior of the work has been well finished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The lid has been crafted to fit well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructor Comments:

Questions?

Inquiry in Communication

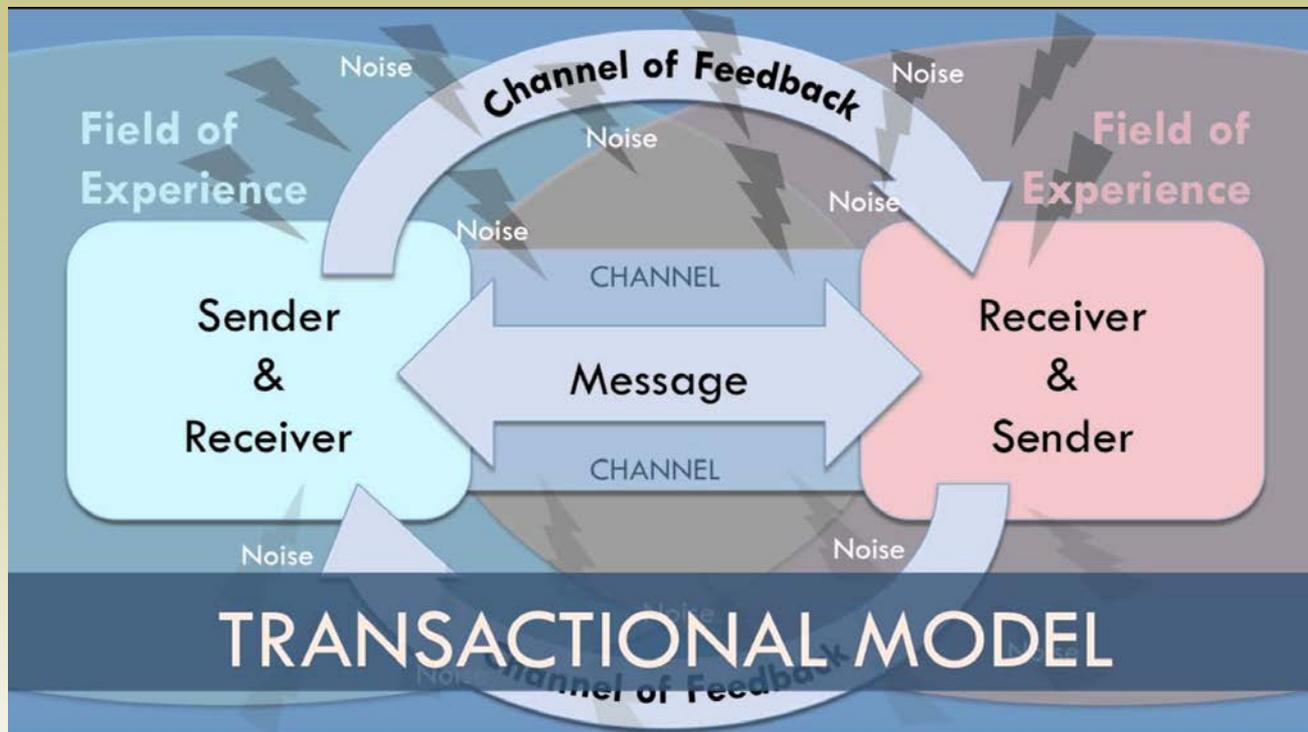


Dr. Eschenfelder



Inquiry in **Communication**

- **Messages and Meaning**





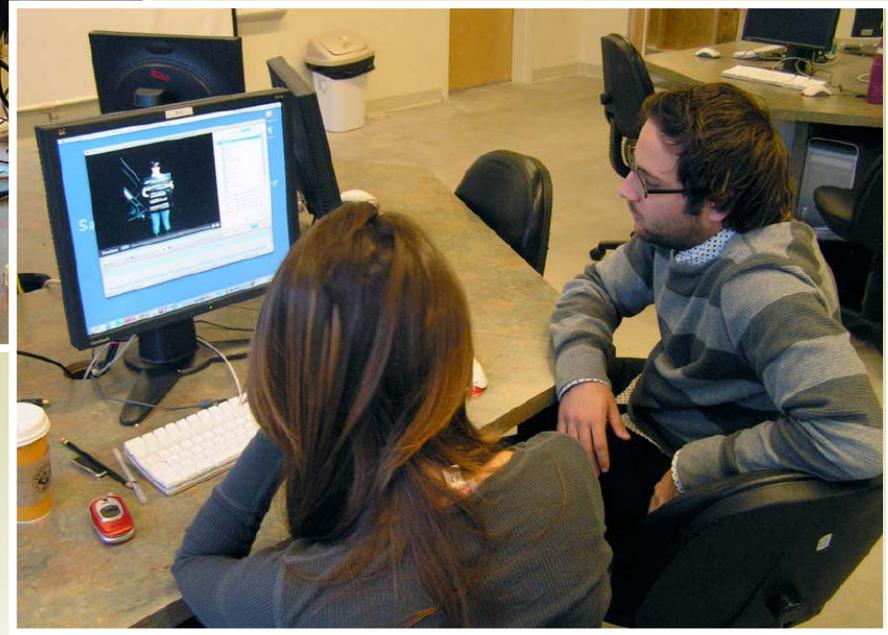
Inquiry in **Communication**

- **Course Areas:**

- Creativity
- Authoring and Production
- Communication Ethics
- Communication Research Methods
- Advertising and PR Campaigns



Inquiry in *Communication*





Inquiry in *Communication*

- **First step...**



Coffee Shop Preference

How does the way Starbucks uses personalization with their drinks affected consumer loyalty compared to similar drink strategies of other coffee shops?



RESEARCH QUESTIONS

Do health halo words in food descriptions influence restaurant choices among Tampa Bay college students?



AIM OF OUR STUDY

How does green product promotion and education effect buyer behavior?





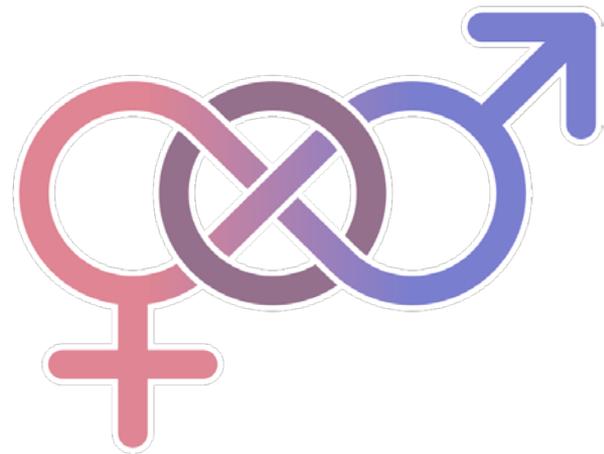
ENERGY DRINKS AND BRAND LOYALTY



Sex Sells: De-Stigmatizing the Sex Industry

RQ1: Why do people act the way they do in adult stores?

RQ2: How can we craft advertising to help normalize the adult toy industry?



Facebook Behavior

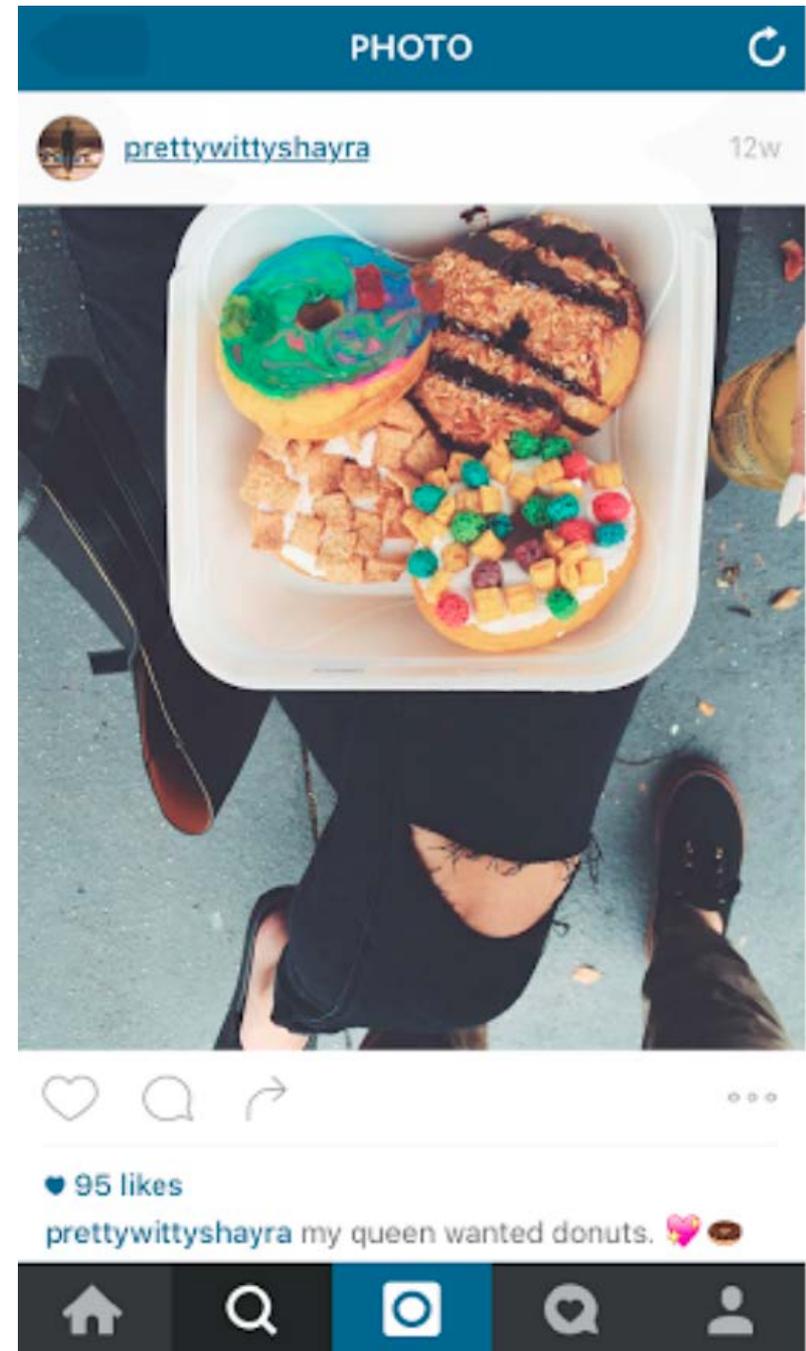


How does communicative behavior differ between facebook “friends” online vs. offline?

RESEARCH QUESTION

RQ1: Are consumers more likely to purchase Soho Donuts to use on their Instagram?

RQ2: How do Instagrams of Soho Donuts influence consumer buying habits?



Body Image & Self-Esteem In Fashion Advertisements



Fantasy Gambling

- How are college males persuaded by DraftKings or FanDuel advertisements to play fantasy gambling?



Research Questions

Do the different princesses have stronger effects on girls positively or negatively?

Of the eleven princesses, does one princess have a stronger correlation than other princesses to girls' self esteem?



Inquiry in Communication





Another Approach



Learning Contract ⚙ Planning 10% of your course grade (Completing this contract counts as one special assignment grade.)

Background – Why:

Refer to the class content on adult learning styles. As an adult learning, you become more self-directed in your own learning and the assessment of your learning. This assignment is giving you the opportunity to demonstrate that.

Assignment Description:

- ⚙ Give careful thought to the questions below. Type your responses in the table boxes provided below.
- ⚙ Write thoughtful and detailed responses. You will be held accountable for this contract.
- ⚙ **SUBMIT:** When complete, save a copy and submit in Blackboard (the same place you downloaded this assignment/document).

MY LEARNING CONTRACT:

I am contracting for a Grade of (circle or highlight one): **A** **B** **C** I will do the following to achieve that grade:

<u>What</u> are you going to learn? (objectives, knowledge, skills, attitudes & values)	<u>How</u> are you going to learn it? (resources and strategies)	Target date for completion	How are you going <u>to know</u> that you learned it? (evidence)	How are you going <u>to prove</u> <u>objectively</u> you learned? (verification of learning)
<p><i>Erase this text and type in the boxes. Boxes will expand. Write as much as you need.</i></p>				