

## Research and Reports

A plethora of published and ongoing research related to arts education and arts learning exists both on the web and in print publications. This document includes recent Arts Learning research applicable to the work of arts educators, teaching artists and arts organizations.

- **Web Resources**
- **Publications**
- **Research Fact Sheet**

For more information about Arts Learning, please contact the Arizona Commission on the Arts at:

**Arizona Commission on the Arts**

<http://www.azarts.gov/about-us/staff/>

## Web Resources

**Congress on Research in Dance (CORD)** - A non-profit organization dedicated to encouraging research in dance and related fields, fostering the exchange of ideas, resources, and methodology, through publication, international and regional conferences, and workshops, and promoting the accessibility of research materials. <http://www.cordance.org/>

**Highlights from Key National Research in Arts Education** - Presented by the Americans for the Arts, findings are listed in the following categories; multiple arts, dance, drama, music and visual arts. The findings from various studies recorded on this website are presented with a quick introduction to some of the high quality work being done regarding the effects of arts in education on children. [http://ww3.artsusa.org/get\\_involved/advocacy/advocacy\\_004.asp](http://ww3.artsusa.org/get_involved/advocacy/advocacy_004.asp)

**How the Arts Can Enhance After-School Programs** - Presented by the U.S. Department of Education and National Endowment for the Arts, this report provides a brief introduction to the role of the arts in those programs. It consists of a brief summary of recent research findings about both arts and after-school programs, a description of the key elements of successful programs and some key examples that showcase partnerships between schools and community-based organizations. <http://archive.org/stream/howartscanenhanc00nati#page/n1/mode/2up>

**Make Room: Expanding the School Day for Deeper Arts Engagement** - The National Center on Time & Learning publication Advancing Arts through an Expanded School Day makes a case for rearranging school day schedules to give students more time for the arts using five schools as examples. <http://www.timeandlearning.org/artsreport>

**The Road to Sustainability: Sustainability Workbook** - A workbook about creating sustainable after school programs. <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

**The Role of the Arts in Educating America for Great Leadership and Economic Strength** - The 2010 Americans for the Arts National Arts Policy Roundtable focused on The Role of the Arts in Educating America for Great Leadership and Economic Strength. Conclusions are profiled in a new report issued this week that calls for individuals across the public and private sector to recognize the arts as the transformational tools they are for making schools stronger and students more successful. <http://blog.artsusa.org/2011/04/29/the-role-of-the-arts-in-educating-america/>

## Publications and PDFs

**AEP Wire: Doing Well and Doing Good by Doing Art** - This study provides important empirical evidence of the significant role that the arts play in preparing young people for success, both in academia and in life. <http://www.aep-arts.org/wp-content/uploads/2012/03/AEP-Wire-catterall.pdf>

**Arts Education in America : What the Declines Mean for Arts Participation (2008)** - Nick Rabkin and E.C. Hedberg. The report also examines long-term declines in Americans' reported rates of arts learning—in creative writing, music, and the visual arts, among other disciplines. <http://arts.gov/sites/default/files/2008-SPPA-ArtsLearning.pdf>

**Arts With the Brain in Mind** - Eric Jensen. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. <http://www.amazon.com/Arts-Brain-Mind-Eric-Jensen/dp/0871205149>

**The Arts and Human Development: Framing a National Research Agenda for the Arts, Lifelong Learning, and Individual Well-Being** - This paper summarizes major themes from a forum hosted by the NEA and the U.S. Department of Health and Human Services and highlights related studies. <http://arts.gov/sites/default/files/TheArtsAndHumanDev.pdf>

**Best Practice: Today's Standards for Teaching and Learning in America's Schools** - Steven Zemelman, Harvey Daniels and Arthur Hyde. Published in 2005, the authors suggest that a new, coherent education philosophy is reaching across the curriculum and up through the grades. They believe this philosophy embodies best practices in teaching and learning and present thirteen interlocking situations and processes that underlie the movement. [http://www.amazon.com/Practice-Standards-Teaching-Learning-Americas/dp/0325007446/ref=dp\\_ob\\_title\\_bk](http://www.amazon.com/Practice-Standards-Teaching-Learning-Americas/dp/0325007446/ref=dp_ob_title_bk)

**Champions of Change: The Impact of the Arts on Learning (PDF)** - Compiles seven major studies that provide new evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>

**Creating Islands of Excellence: Arts Education as a Partner in School Reform** - Carol Fineberg. Underscores how the integration of arts-based instruction can create breathtaking educational moments in and out of the classroom as the author guides teachers, administrators, and curriculum developers around the problems that can derail well-intended reform efforts. <http://books.heinemann.com/products/E00603.aspx>

**Critical Evidence: How the Arts Benefit Student Achievement (PDF)** - Published by the National Assembly of State Arts Agencies (NASAA) in collaboration with the Arts Education Partnership (AEP), Critical Evidence responds to the needs of policymakers, educators, parents, and advocates for fact-based, non-technical language documenting the most current and compelling research on the value of arts learning experiences. <http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/critical-evidence.pdf>

**Critical Links: Learning in the Arts and Student Academic and Social Development (PDF)** - This compendium of arts education research studies and explores critical links between learning in the arts and the nation's ability to successfully meet this goal. Critical Links brings together a group of studies focused on understanding the cognitive capacities developed in learning and practicing the arts and the relationship of those capacities to students' academic performance and social development. <http://www.gpo.gov/fdsys/pkg/ERIC-ED466413/pdf/ERIC-ED466413.pdf>

**Imagine! Introducing Your Child to the Arts (PDF)** - Published by the National Endowment for the Arts, 2004. This reprint of the 1997 NEA publication revises and updates the previous edition's material on introducing children to the arts. Made for parents, the publication includes activities and suggestions in literature, dance, music, theater, visual arts, folk arts, and media arts aimed specifically at children ages 3-8 years old. <http://arts.gov/publications/imagine-introducing-your-child-arts>

**An Introduction to Scientifically Based Research - Monograph (PDF)** - The intent of this monograph is to familiarize the state art agency field and its colleagues with an understanding of scientific research as a tool for making informed recommendations. The information provided is a useful guide for planning and initiating diverse research agendas. [http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/arts\\_ed\\_monograph.pdf](http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/arts_ed_monograph.pdf)

**Leader's Guide to Standards: A Blueprint for Educational Equity and Excellence (2002)** - Douglas B. Reeves. Offers practical recommendations for assessing and nurturing teacher performance, setting up balanced assessment and accountability policies, and making the case for standards to the public. In addition, the book addresses the vital role that policymakers from the local school board to state and national leaders play in the successful implementation of education standards. <http://www.amazon.com/Leaders-Guide-Standards-Educational-Excellence/dp/0787964026>

**Masters of Traditional Arts Education Guide (2011)** - Paddy Bowman, Betty Carter, and Alan Govanar. This guide presents meaningful instruction for learning about a diverse array of traditional artists and art forms for students in grades 4 through 12. <http://arts.gov/sites/default/files/Masters-of-Traditional-Arts-Education-Guide.pdf>

**NEA 2012 Annual Report** - Highlights of NEA activities during Fiscal Year 2012. <http://arts.gov/sites/default/files/2012-NEA-Annual-Report.pdf>

**Out-of-school Time Resource from the Wallace Foundation** - Need a quick primer on how out-of-school time efforts can collect and analyze data? The Wallace Foundation's new "Knowledge in Brief" offers a short, reader-friendly look at the recent RAND report, Hours of Opportunity: The Power of Data to Improve After-School Programs. You can also download all three volumes of the full report from the Out-of-School Time Learning section of the Knowledge Center on the Foundation's website.

<http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/Knowledge-in-Brief-Calculating-the-Costs-of-High-Quality-Out-of-School-Time.pdf>

**Powerful Voices: Developing High-Impact Arts Programs for Teens (PDF)** - Commissioned by the Surdna Foundation (<http://www.surdna.org/>), Spring 2002, Richard Evans evaluates the design and impact of arts programs. Through this interim look, we learned much about the design, effectiveness and impact on young people of extended artmaking experiences with artists of stature. Overall, the evaluators found that the best work “takes a holistic approach to the creative development of young people, combining a search for significant artistic advancement with purposeful development of individual life skills. <http://www.surdna.org/what-we-fund/thriving-cultures/thriving-cultures-resources/38-powerful-voices.html>

**Re-Investing in Arts Education: Winning America’s Future** - This President's Committee on the Arts and the Humanities report represents an in-depth review of the current condition of arts education, including an update of the current research base about arts education outcomes, and an analysis of the challenges and opportunities in the field that have emerged over the past decade.

[http://pcah.gov/sites/default/files/PCAH\\_Reinvesting\\_4web.pdf](http://pcah.gov/sites/default/files/PCAH_Reinvesting_4web.pdf)

**Renaissance in the Classroom: Arts Integration and Meaningful Learning** - Gail Burnaford, Arnold Aprill and Cynthia Weiss (Editors). Mahwah: Lawrence Erlbaum Assoc. Publishers, 2001.

<http://www.amazon.com/Renaissance-Classroom-Integration-Meaningful-Learning/dp/0805838198>

**Schools, Communities and the Arts: A Research Compendium (PDF)** - A selection of available applied and academic research, this publication is designed as a tool that can help address the kinds of questions local government, business, and community leaders might ask about arts education. It provides concrete information on topics from student achievement and perceptions to the status of arts education.

Developed by the Morrison Institute for Public Policy (<http://asu.edu/copp/morrison/index.html>); commissioned by the National Endowment for the Arts ([www.nea.gov](http://www.nea.gov)).

<http://morrisoninstitute.asu.edu/publications-reports/SchoolsCommunitiesAndArts-AResearchCompendium/view>

**A Snapshot of Arts Education in Public Elementary and Secondary Schools: 2009-10** – Released by the US Department of Education, this “first look” report provides national summary findings from data collected through the Fast Response Survey System (FRSS). The full report will contain detailed findings, including comparisons to 1999-2000 surveys. <http://nces.ed.gov/pubs2011/2011078.pdf>

**Strengthening Partnerships and Building Public Will for Out-of-School Time Programs** - An example-filled guide on how city leaders can bring together government, non-profits, business and others to support vibrant after-school, summer and other out-of-school time programming for children.

<http://www.wallacefoundation.org/KnowledgeCenter/Knowledge-Topics/CurrentAreasofFocus/Out-Of-SchoolLearning/Documents/strengthening-partnerships-building-public-will-for-out-of-school-time-programs.pdf>

**Teaching Partnerships (PDF)** - 13 exemplary partnerships convened at Lincoln Center, New York, NY to determine best policies and actions needed to insure that the arts are being well taught in America's education system. Report examines collaborations between colleges and universities, public education system at the state and local level and arts and cultural organizations. <http://www.aep-arts.org/wp-content/uploads/2012/08/Teaching-Partnerships.pdf>

**Third Space: When Learning Matters** - Based on a three-year research study this publication describes the process of transformation in ten elementary, middle and high schools serving economically disadvantage students in urban and rural regions of the country. It draws on current research in cognitive science, student engagement, and youth development to explore how and why the arts have enabled the schools to succeed where other often fail. <http://www.tcg.org/pdfs/tools/TSCompiled.pdf>

**What School Leaders Can Do to Increase Arts Education** - The Arts Education Partnership's latest publication, What School Leaders Can Do to Increase Arts Education, offers three concrete actions school principals can take to increase arts education in their schools. Each action is supported with several low-cost or no-cost strategies that other school leaders have used and found to be effective. <http://www.aep-arts.org/wp-content/uploads/2012/08/What-School-Leaders-Can-Do-To-Increase-the-Arts.pdf>

**Winning America's Future Through Creative Schools** - The President's Committee on the Arts and the Humanities has released "Reinvesting in Arts Education: Winning America's Future Through Creative Schools," an in-depth review of the current condition of arts education. [http://www.pcah.gov/sites/default/files/PCAH\\_Reinvesting\\_4web\\_0.pdf](http://www.pcah.gov/sites/default/files/PCAH_Reinvesting_4web_0.pdf)

**Youth Arts Transforms Lives** - A resource that provides evidence to demonstrate how youth arts can transform young people's lives through a collection of case studies. <http://artsworld.org.uk/domains/artsworld.org.uk/local/artsworld-flipbook/index.html>

## Research Fact Sheet

<p><b>What is research?</b></p>	<p>Research is a systematic process of collecting and analyzing objective evidence in order to establish facts and reach new conclusions. The purpose of research is to increase common knowledge and understanding in an area of interest or concern.</p>
<p><b>What is the research process?</b></p>	<p>1) The scientific research process usually begins with a specific <b>research question</b> or problem, often linked to prior research or a related theory.</p> <p>The National Research Council places research questions into three categories:</p> <ul style="list-style-type: none"> <li>• Description--What is happening?</li> <li>• Cause--Is there a systematic effect?</li> <li>• Process or mechanism--Why or how is something happening?</li> </ul> <p>2) Researchers use <b>systematic, empirical methods</b> to obtain evidence. Scientific research designs are either <b>experimental</b> or <b>quasi-experimental</b>. Both involve manipulating one or more independent variables and measuring a dependent variable. For example, a study might examine whether lessons that involve dramatizing stories (the independent variable) improve fourth graders' reading comprehension (the dependent variable).</p> <p>3) Researchers follow an explicit, coherent chain of reasoning in arriving at their conclusions.</p> <p>4) Researchers submit their study results for peer review.</p>
<p><b>What is the difference between experimental and quasi-experimental studies?</b></p>	<p>In experimental studies, subjects are randomly placed in two comparison groups. The groups are alike except that one group receives the intervention and the other (a control group) does not. In this way, the variables not being studied are less likely to affect the results. Experimental studies provide the strongest evidence that an intervention made a difference.</p>

	<p>In quasi-experimental studies, subjects are not randomly assigned, but either a control group or multiple measures are used. Statistical methods may be used to adjust for variables that cannot be controlled. Education researchers often use quasi-experimental designs since experimental designs often are not feasible, ethical, or legal in a school environment.</p>
<p><b>What are the requirements of No Child Left Behind?</b></p>	<p>The Federal Elementary and Secondary Education Act (No Child Left Behind) does not mandate experimental designs.</p> <p>The law stresses “rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs.” It also stresses the need to obtain “acceptance by a peer-reviewed journal or approval by a panel of independent experts through a comparably rigorous, objective, and scientific review” and to “present findings and make claims that are appropriate to and supported by the methods that have been employed.”</p> <p>Also cited is the importance of “making claims of causal relationships only in random assignment experiments or other designs (to the extent such designs substantially eliminate plausible competing explanations for the obtained results).”</p>
<p><b>What are some things to consider when designing research methods?</b></p>	<p>Data used to support a claim should come from multiple sources. <b>Triangulation</b>--approaching the same measurement from three or more independent routes--is often used to confirm results or examine a result more completely. <b>Mixed method</b> research combines quantitative and qualitative techniques to ensure both rigor and depth.</p> <p>The methods used to collect the data should be:</p> <ul style="list-style-type: none"> <li>• <b>Valid</b> - the method measures what it is supposed to measure</li> <li>• <b>Reliable</b> - the method can be used effectively</li> </ul>

	<p>and consistently</p> <ul style="list-style-type: none"> <li>• <b>Objective</b> - the data collected through the method can be verified by independent inquiry</li> <li>• <b>Acceptable</b> - the method will yield data that is credible and understandable to those who will use it</li> </ul>
<p><b>What is action research?</b></p>	<p>Action research can be described as a family of research methodologies which pursue action (or change) and research (or understanding) at the same time. Typically, action research alternates between action and critical reflection. Methods, data and interpretation are continually refined as understanding develops.</p>

## Resources

Leedy, P. (1996) *Practical research*. 6th edition. Prentice Hall.

National Academies Press. (2002). *Scientific Research in Education*, [www.books.nap.edu/books/0309082919/html](http://www.books.nap.edu/books/0309082919/html)

National Science Foundation, *User-Friendly Handbook for Mixed Method Evaluations*, [www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm](http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm)

Action Research Resources website. [www.scu.edu.au/schools/gcm/ar/arhome.html](http://www.scu.edu.au/schools/gcm/ar/arhome.html)

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The **Arizona Commission on the Arts** is an agency of the State of Arizona which supports access to quality arts and arts education opportunities for all Arizonans; the development and retention of statewide jobs in the nonprofit arts, culture and education sectors; and increased economic impact in local communities through arts-based partnerships that develop tax and small business revenue.



**We imagine an Arizona where everyone can participate in and experience the arts.**

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