

I enjoy research, at times I feel like a perpetual four-year-old constantly asking why, yet it fuels the fire to research and inspire others to research. Research provides the answers, the data, and the information to make the necessary changes to move forward. I often include research in my classes with my students to normalize the action and the necessity of research daily in the classroom.

Exploring various research methods and arming teachers with the ability to complete their own research (action research) is the bonus. Doctoral students work through the philosophical and theoretical concepts behind the research typically to resolve practical issues in the classroom or art related concepts in the studio. Participation in and completing research is only the beginning.

Sharing research via publications or conferences benefits all rather than my personal inquiry, but it also allows debate, discussion and more questions to further research. I often leave conferences inspired to continue research of others with a different age group or different methodology.

My previous research in qualitative methods includes hermeneutic phenomenology, the lived experiences of teachers and experiences of students using reflection (Virtual Reality Simulations and Visual Journals) and action research on classroom pedagogy. Quantitatively, I assisted the NSEAD in research on academic policies to lobby in England. Additionally, I research random questions that plague my mind: exploring the professional developmental use of professional FaceBook groups.

Overall, research is part of my practice, on multiple levels, to improve not only my personal practice, but of my students and others in my field.

RESEARCH TOPICS/THEMES

- Mentorship, Slow learning and Lifelong learning.
- How the use of reflection supports Pre-service Teachers
- Using Virtual Reality to Train Pre-service Teachers
- Understanding the Profession Development of Professional FaceBook groups
- Understanding the Experiences of General Elementary Teachers teaching art using Hermeneutic Phenomenology. Defended Jan 2018
- Impact of educational policies in England: quantitative study with NSEAD

PUBLICATIONS and PRESENTATIONS

<https://jenartaddict.wixsite.com/home/publications-and-research>

Summary Statement of Publications for the last five years

Archeology and Art Project:

This project was a collaboration between me and the Archeology Faculty teamed up to evaluate the current trend of experiential learning in higher education. In art education, studio practice is experiential but using that educational theory in the archeology lecture classroom was a new experience. Sharing studio practice and art making with non-art students proved to be a valuable experience in understanding the longevity of items typically found on archeology sites. The research was also presented conferences in both fields as well as published in both fields.

Experiential Learning when Archaeology and Art Collide with Maureece J. Levin. *iJADE* (anticipated December 2025) – under review

[Experiential Learning and High Impact Practices](#) with Dr. Maureece Levin, Eliza Beth Haag, Christina Sampson and Riley Rust. *SAA Archaeological Record* 24(3), May 2024 p 2833.

I include my students in research, they are often the subjects but also working through the process of what research is and why it is important. Having the same students (a cohort) for a series of classes allows for brief longitudinal research about their learning and my practice. Prior to publication, both projects have been presented at conferences locally, nationally and internationally.

Mixed Reality Simulations in Art Ed, *International Journal of Education Through Art*. – under review
[Reflections on Reflections](#), *International Journal of Arts Education* 22(1), July 2024, p. 82-94.

I had the opportunity to work with the gallery director to collaborate to curate a show that focused on generational art learning but from educators to students. From that experience and [exhibition](#) two articles were written and published in local GAEA newsletter and at the national level, USSEA newsletter.

[Celebrating Art Teachers as Artists](#), *Collage*, SPRING 2024

[Teachers as Artists, artists as teachers, and artist teachers](#), *Voices*, USSEA 45(1), p8-10.

I have questions, I am often caught considering the ideas of others, the what if's, and the whys of life and art education. Sometimes I prove myself right, sometimes wrong, but there is always learning along the way. This article was identifying professional development for art teachers using social media. Can it work? Do we learn? Can we claim it as professional development hours? This was also presented at state and national conferences.

[Instant Professional Development?](#) Translations, Special Issue: Stories that awaken in us an ability to imagine things differently, NAEA – October 2021, p 5-9.

Dissertations are a rite of passage for doctoral students, but so lengthy they are rarely read cover to cover. My dissertation was a combination of what if questions, advocating for art teachers and giving back to teachers just making it work. The hermeneutical phenomenological study looked at how generalist (non-art teachers) survived teaching art in their elementary classroom. This article is a short summation of my full dissertation. It was also presented at state, national and international conferences.

[The Experience of Generalists Teaching Art: Reflection on the Lived Experience](#), *Impact*, September 2019

In Process: (currently writing with the editors)

Life's Experiences woven into Pedagogy for Art Ed, *Learning through Art #5: We Make Art* - book chapter for InSEA (Dec 2026)