

WCSU's Education & 7th Instructional Leadership Conference:

Enhancing Education and Equity During Challenging Times

April 10, 2021

A CASE STUDY OF THE PERCEIVED INFLUENCE OF
VISUAL THINKING STRATEGIES ON TEACHER PRACTICE

Christina B. Connors

FACS teacher: Lakeland Copper Beech Middle School

Email: cconnors@lakelandschools.org

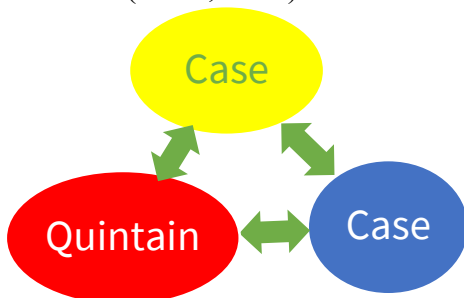
Dissertation Committee Chair: Jody Piro, Ed.D., Western Connecticut State University

Dissertation Committee Members: Patricia Cosentino, Ed.D., New Fairfield Public Schools;

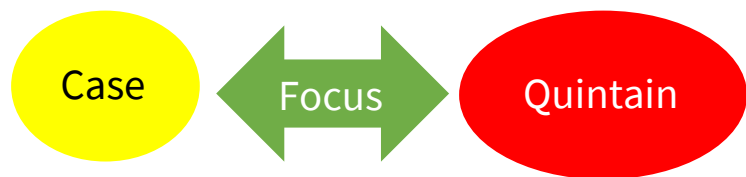
Pauline Goolkasian, Ed.D., Western Connecticut State University

Abstract

The purpose of this study is to explore the influence of the use of visual thinking strategies (VTS) on teachers' perception of their general teaching practice. To investigate the experience of teachers using VTS, a qualitative, multiple case study will be conducted. Teacher participants have been identified through visual thinking strategies organizations and snowball sampling and selected through questionnaire responses. A purposive sample focused on maximizing diversity will be drawn from the pool of questionnaire respondents. Two rounds of semi-structured interview protocols are being used to collect data from each of the cases in the study. The two cases—teachers practicing VTS independently and teachers practicing in VTS Program Schools—are being investigated separately and then compared in a cross-case analysis. The quintain of perceived teacher experience will guide the data analysis of this multiple case study (Stake, 2006). Themes that address the quintain will be identified, and case findings that relate to the themes will be grouped accordingly. As the findings of each case are being identified and classified, factors that influence the quintain will be determined and clustered (Stake, 2006).



Research Design: Multiple Case Study



Case – Quintain Relationship

Proposal References

- Adams, M., Foutz, S., Luke, J., & Stein, J. (2006). *Thinking through art. Isabella Stewart Gardner Museum school partnership program year 3 preliminary research results*. Beaverton, OR: Institute for Learning Innovation. Retrieved from <https://vtshome.org/wp-content/uploads/2016/08/3Gardner-Museum-Thinking-Through-Art.pdf>
- AI Sense. (2020). Otter Voice Meeting Notes (Version 2.0) [Mobile application software]. Retrieved from <http://www.otter.ai>
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston, MA: Pearson.
- Cappello, M., & Walker, N. T. (2016). Visual thinking strategies: Teachers' reflections on closely reading complex visual texts within the disciplines. *Reading Teacher, 70*(3), 317–325. <https://doi.org.ecsu.idm.oclc.org/10.1002/trtr.1523>
- Carlson, J. A. (2010). Avoiding traps in member checking. *The Qualitative Report, 15*(5), 1109-1113. <http://www.nova.edu.ssss/QR/QR15-5/carlson.pdf>
- Curva, F., Milton, S., Wood, S., Palmer, D., Nahmias, C., Radcliffe, B., and Youngblood, T. (2005, December). *Artful citizen project: Three-year project report*. Tallahassee, FL: Curva and Associates. Retrieved from <https://vtshome.org/wp-content/uploads/2016/08/2Artful-Citizen-project-Report.pdf>
- Demidrag, S. (2015). The relationship between critical thinking abilities and classroom management skills of high school teachers. *Educational Research and Reviews, 10*(7), 850–855. <https://doi.org/10.5897/ERR2015.2173>
- DeSantis, K. (2008). *Report on the visual thinking strategies implementation and assessment project at Ripton Elementary School*. New York, NY: Visual Understanding in Education. Retrieved from <https://vtshome.org/wp-content/uploads/2016/08/14-Ripton-Report-Final.pdf>
- DeSantis, K. (2009). *Report to the education department of the Isabella Stewart Gardner Museum on the 8th grade school partnership program visual thinking strategies adaptation 2008-2009*. New York, NY: Visual Understanding in Education. Retrieved from <https://vtshome.org/wp-content/uploads/2016/08/13-Adaptations-Final.pdf>
- DeSantis, K. (2011, October). *Report on the visual thinking strategies and implementation and assessment project at Bingham Memorial School, Cornwall, Vermont*. Bolinas, CA: Visual Thinking Strategies. Retrieved from <https://vtshome.org/wp-content/uploads/2016/08/10-Final-Cornwall-Report-.pdf>
- DeSantis, K., & Housen, A. (2000). *A brief guide to developmental theory and aesthetic development* (Draft). New York, NY: Visual Understanding in Education. Retrieved June 10, 2020 from http://ocmatours.net/wpcontent/uploads/a_brief_gde_dev_thry.pdf
- DeSantis, K., & Housen, A. (2007). *Aesthetic development and creative and critical thinking skills study*. (Highlights of findings – San Antonio). New York, NY: Visual Understandings in Education. Retrieved from <https://vts.home.org/wp-content/uploads/2016/08/4HighlightsSanAntonio.pdf>
- De Santis, S., Staffoli, C., Ferrara, V., & Giuliani, C. (2016). Visual thinking strategies in nursing: A systematic review. *Senses and Sciences, 3*(4), 297–302. <https://doi.org/10.14616/sands-2016-4-297302>
- Dintersmith, T. (2018). *What school could be: Insights and inspirations from teachers across America*. Princeton, NJ: Princeton University Press.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). Boston, MA: McGraw-Hill.
- Franco, M., & Unrath, K. (2014). Carpe diem: Seizing the common core with visual thinking strategies in the visual arts classroom. *Art Education, 67*(1), 28–32. <https://doi.org/10.1080/00043125.2014.11519255>
- Grohe, M., & Egan, S. (2015). *School partnership program: 2010-14 Elementary longitudinal case study* (Final Report). Boston, MA: Isabella Stewart Gardner Museum, Education Department. Retrieved from <https://vtshome.org/wp-content/uploads/2016/08/9ISGM2010-14SchoolProgramReport.pdf>
- Grohe, M., & Egan, S. (2016). *School partnership program 2013 follow up to 2008-2009 IMLS study*. (Executive summary). Boston, MA: Isabella Stewart Gardner Museum. Retrieved from <https://vtshome.org/wp-content/uploads/2017/04/IMLS-Follow-Up-Report.pdf>

- Housen, A. C. (1997). *Eye of the beholder: Research, theory, and practice*. Paper presented at the Conference of Aesthetic and Art Education: A Transdisciplinary Approach. Lisbon, Portugal. Retrieved from <https://vtshome.org/wp-content/uploads/2016/08/5Eye-of-the-Beholder.pdf>
- Housen, A. C. (2002). Aesthetic thought, critical thinking, and transfer. *Arts and Learning Research Journal*, 18(1), 99–131. Retrieved from http://educacaoartistica.dge.mec.pt/assets/aesthetic_thought.pdf
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, 45(3): 214–222.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.
- Moeller, M., Cutler, K., Fielder, D., & Weier, L. (2013). Visual thinking strategies = Creative and critical thinking. *Phi Delta Kappan*, 95(3), 56–60. <https://doi.org/10.1177/003172171309500312>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020) *Qualitative data analysis: A methods sourcebook* (4th ed.). Thousand Oaks, CA: Sage.
- National Center for Education Statistics. (2020). *Characteristics of public school teachers* (Last Updated May 2020). Washington, DC: Author. Retrieved from [https://nces.ed.gov/programs/coe/indicator_clr.asp#:~:text=See%20Digest%20of%20Education%20Statistics,school%20level%20\(36%20percent\)](https://nces.ed.gov/programs/coe/indicator_clr.asp#:~:text=See%20Digest%20of%20Education%20Statistics,school%20level%20(36%20percent)).
- National Staff Development Council. (2015, December 18). *Professional Learning Definition*. Oxford, OH: Learning Forward. Retrieved July 1, 2020, from <http://www.learningforward.org/about/professional-learning-definition/>
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Beverly Hills, CA: Sage.
- Perkins, D. (1999). The many faces of constructivism. *Educational Leadership*, 57(3), 6–11.
- Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Thousand Oaks, CA: Sage.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.
- Saric, M., & Steh, B. (2017). Critical reflection in the professional development of teachers: Challenges and possibilities. *CEPS Journal*, 7(3), 67–85.
- Stake, R.E (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stake, R. E. (2006). *Multiple case study analysis*. New York, NY: The Guilford Press.
- Tishman, S., MacGillivray, D., & Palmer, P. (1999). *Investigating the educational impact and potential of the Museum of Modern Art's visual thinking curriculum* (Final report). Cambridge, MA: Harvard Project Zero. Retrieved from <http://www.pz.harvard.edu/sites/default/files/PZ-MoMA%20FINAL%20REPORT%202011-99.pdf>
- Visual Thinking Strategies. (n.d.). *What we offer*. Bolinas, CA: Author. Retrieved from <https://vtshome.org/offerings/>
- Visual Thinking Strategies. (2003). *Directory of Studies 1988-2003*. Bolinas, CA: Author. Retrieved from <https://vtshome.org/wp-content/uploads/2016/08/6Directory-of-Studies.pdf>
- Wilcox, D., Liu, J., Thall, J., & Howley, T. (2017). Integration of teaching practice for students' 21st century skills: Faculty practice and perception. *International Journal of Technology in Teaching and Learning*, 13(2), 55–77.
- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.
- Yenawine, P. (1998). Visual art and student-centered discussions. *Theory into Practice*, 37(4), 314–321. <https://doi.org/10.1080/00405849809543821>
- Yenawine, P. (2014). *Visual thinking strategies: Using art to deepen learning across school disciplines*. Cambridge, MA: Harvard Education Press.
- Zapata, A., Fugit, M., & Moss, D. (2017). Awakening socially just mindsets through Visual Thinking Strategies and diverse picturebooks. *Journal of Children's Literature*, 43(2), 62–69.