# Article information:

Artistic Research, Healing, and Transformation: Shared Stories of Resilience
<http://sage.cnpereading.com/paragraph/article/?doi=10.1177/15413446231154892>

# Article summary:

1. Art teachers often act as healers and mentors for their students, but rarely give themselves the same level of care.

2. An arts research course designed as a capstone experience for an online graduate program offered art teachers time and space to experience the benefits of artistic explorations which often lead to a renewed understanding of themselves and their constantly unfolding identity in the contexts of our wider contemporary culture.

3. The process brought art teachers-student researchers to reconnect with aspects of their inner life that also reflected our shared social conditions, leading to expressions of transformational learning such as keener awareness of values and cultural context, and openness to the perspectives of others.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Artistic Research, Healing, and Transformation: Shared Stories of Resilience" explores the transformative potential of arts-based research for in-service art teachers during the pandemic. The authors argue that engaging in artistic explorations can lead to a renewed understanding of oneself and one's identity in contemporary culture, as well as promote self-care and healing. The article is presented through a storytelling format and guided by concepts of intuitive inquiry.

Overall, the article presents a compelling argument for the transformative potential of arts-based research. However, there are some potential biases and limitations to consider. Firstly, the article focuses solely on the experiences of in-service art teachers, which may limit its generalizability to other populations. Additionally, while the authors acknowledge that their role was that of advisors and instructors, it is unclear how much influence they had on shaping their students' research processes and outcomes.

Another potential limitation is that the article does not provide much detail on the specific methods used by the students in their arts-based research. While intuitive inquiry is mentioned as a guiding concept, it is unclear how this was operationalized in practice. This lack of detail makes it difficult to evaluate the rigor and validity of the research conducted by the students.

Furthermore, while the authors draw on theoretical frameworks such as Mezirow's transformative learning theory and Lehner's conception of individuation, they do not engage with any counterarguments or critiques of these theories. This limits the depth of analysis presented in the article.

Finally, there are some instances where unsupported claims are made without sufficient evidence or explanation. For example, when discussing transformational learning, Green (2022) is cited as stating that it is "the ultimate creative process," but no further explanation or evidence is provided to support this claim.

In conclusion, while "Artistic Research, Healing, and Transformation: Shared Stories of Resilience" presents an interesting perspective on arts-based research during times of crisis, there are some limitations to consider regarding its generalizability and methodological rigor. Additionally, more engagement with counterarguments and critical perspectives would have strengthened the overall analysis presented in the article.

# Topics for further research:

* Methods for conducting arts-based research
* Critiques of Mezirow's transformative learning theory
* Operationalization of intuitive inquiry in research
* Transformative potential of arts-based research for different populations
* Validity and rigor in arts-based research
* The role of advisors and instructors in shaping research outcomes

# Report location:

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