



Participatory Arts-Based Research in Agriculture and Natural Resources AEC 6932

Spring 2025 - 3 credit hours

Instructor

Dr. Jamie Loizzo
Associate Professor of Agricultural Communication
Email: jloizzo@ufl.edu
Office location: 121D Bryant Hall
Office hours: By Appointment

Class Times & Location

This course is asynchronous. Modules will be opened on Mondays. This class is also designed to follow the 'Partnering Pedagogy' philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

There are OPTIONAL, voluntary bi-weekly synchronous chat sessions on Zoom on TUESDAYS @ 12:15-1pm. JAN 21, FEB 4, FEB 18, MAR 4, MAR 18, APR 1, APR 15
Join URL: <https://ufl.zoom.us/j/93116922261?pwd=ZBnuliawghxgzqbbbiMX2ATBDAUEta.1>
Meeting ID: 931 1692 2261
Passcode: PABR

Course Description

This course introduces the alternative qualitative research paradigm of participatory arts-based research (ABR). You will learn about different ABR methods and designs, explore various ABR studies, develop your own conceptualization of an ABR research study in your field, and participate in ABR data analysis.

Essential Questions (EQs) and Learning Objectives

- EQ1: What is participatory ABR?
 - LO1: Define participatory ABR
- EQ2: What is the ABR qualitative paradigm?
 - LO2: Articulate your positionality as a participatory ABR researcher
- EQ3: What are different types of ABR data sources, methods, and validity/credibility measures?
 - LO3: Identify and critique ABR studies in your field
 - LO4: Compare and contrast ABR study designs and methods
- EQ4: How can you design and implement an ABR study in agriculture and natural resources?
 - LO5: Collect and analyze ABR data

You will practice and demonstrate your new knowledge and skills by finding, annotating, and discussing relevant peer-reviewed ABR scholarly articles, crafting a researcher positionality statement, and participating in ABR study design and data analysis.

Requirements

Textbook:

Students are expected to purchase the text online via Perusall, an online platform that we will utilize to not only read the text but also annotate together as a class. Texts acquired from sources other than Perusall will not be eligible for use within the platform. For more information, please review the Perusall Information page within Canvas.

- Method Meets Art: Arts-Based Research Practices (Third Edition; 2020 Guilford Press) Author: Patricia Leavy
 - \$55.00 USD | Perpetual online access

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Office Programs
 - [Microsoft Privacy Statement](#)
 - [Microsoft Accessibility Information](#)
 - Word - [Microsoft 365 basics video training](#)
- Adobe Reader
 - [Acrobat tutorials](#)
 - [Adobe Privacy Statement](#)
 - [Adobe Accessibility Statement](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility Information](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - [Canvas Privacy Policy](#)
 - [Canvas Accessibility Standards](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Prerequisite Knowledge:

There are no prerequisites for this course. However, you should have an understanding of research strategies used in the social sciences, have developed research papers and

proposals, and have an understanding of qualitative research and comfort with typical qualitative research design and methods such as interviews, focus groups, and data coding techniques. Courses that teach those skills include AEC 6932 Qualitative Research Methods, AEC 6932 Mixed-Method Research, EDG 6229 Qualitative Research in Curriculum and Instruction, or POS 6707 Qualitative Research Methods for Political Science, or equivalent.

Expected Technical & Digital Literacy Skills:

Minimum skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- Analyzing digital information for credibility, currency, and bias.

Instructor Team Communication & Feedback

Communication - The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

Individual Learner Interaction – Education extends beyond the mere transmission of knowledge; it involves providing valuable feedback and maintaining ongoing communication with the learner. The instructor is committed to engaging in one-on-one interactions with each student. This may manifest as detailed feedback on assignment submissions, responses to discussion board posts, or personalized Canvas messages to check in on the student's progress in the course.

Office Hours: Dr. Loizzo is available for office hours by appointment. **But what exactly are office hours?** It is time specifically set aside each week for students to physically or virtually drop in and visit with Dr. Loizzo. Whether you have questions about the course, assignments, or the covered topics, or simply wish to have a casual chat to better get to know each other, these hours are reserved for you. Dr. Loizzo strongly encourages students to take advantage of these office hours, or the course's bi-weekly chat sessions, as an enriching experience for academic support and personal connection.

Assignments

I've included the information below regarding the course assignments and their point values, the grading scale, and more.

Visit [UF's webpage for grades and grading policies](#) for more information regarding grading policies for assignment grade points.

Assignment Points & Explanation:

Instructional Objectives	Assignment/Activity	Possible Points
	Introduction	10
3, 4	Reading Annotations (20 pts x 9 readings)	180
1	Participatory ABR Description	20
2	Researcher Positionality	20
3, 4	Article Showcase (50 pts x2)	100
5	ABR Study in Brief	250
	• Sign-up / pitch (10 pts)	
	• Study design (20 pts)	
	• Data analysis (40 pts)	
	• Results (40 pts)	
	• Peer Review (40 pts)	
	• Final (100 pts)	
	Professionalism	40
	TOTAL	620

Assignment Descriptions:

Introduction:

Record and post an introductory video. Comment on two classmates' videos.

Reading Annotations:

Read and actively annotate textbook chapters using Perusall. Annotations include highlighting important points, asking questions, sharing thoughts, and commenting on classmates' notes throughout the reading.

Participatory ABR Description:

Submit a written definition and description of participatory ABR supported by the reading and relevant citations.

Researcher Positionality:

Submit a written statement about your positionality as an ABR researcher, including ontology, epistemology, and theoretical perspective.

ABR Article Identification / Showcase:

Identify an ABR peer-reviewed article from a scholarly journal that uses specified ABR methods, record, and post a video presentation that showcases the article. Comment on two classmates' videos.

ABR Study in Brief:

Develop a brief ABR study through these steps: 1) sign-up/pitch, 2) study design, 3) data analysis, 4) results, 5) peer review, and 6) final draft.

Professionalism:

While this course is asynchronous, you are expected to participate in and complete weekly activities. The synchronous Zoom office hours/chat sessions are voluntary. You are expected to engage and interact with classmates and me in a professional manner and to take ownership of your learning. You are expected to be self-directed in reviewing the weekly module content and assignments as well as to reach out to me with any questions when directions in Canvas may be unclear or information is missing. Penalties will be assessed for unprofessional behaviors such as lack of preparation, lack of adequate participation in assignments, or inattentiveness to weekly activities.

Course Grading:**Grading Scale**

A = 93-100% (577-620pts)	C+ = 76 – 79.99% (471-495pts)	F = Below 60% (0-371pts)
A- = 90 – 92.99% (558-576pts)	C = 73 – 75.99%. (453-470pts)	
B+ = 86 – 89.99% (533-575pts)	C- = 70 – 72.99%. (434-452pts)	
B = 83 – 85.99% (515-532pts)	D+ = 66 – 69.99%. (409-433pts)	
B- = 80 – 82.99% (496-514pts)	D = 63 – 65.99%. (390-408pts)	
	D- = 60 – 62.99%. (372-389pts)	

Course Schedule:

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, instructor discretion, and other unforeseen circumstances.

Week	Topic	Assignments
WORDS AND SOUND		
1 Jan 13-19	Introductions & Course Operations Overview	Intro video post
2 Jan 20-26	What is participatory ABR?	Ch 1 Annotation PABR Description
3 Jan 27- Feb 2	Narrative Inquiry & Fiction-Based Research	Ch 2 Annotation
4 Feb 3-9	Poetic Inquiry	Ch 3 Annotation Researcher Positionality Final Project Brainstorm
5 Feb 10-16	Music as Method	Ch 4 Annotation
6 Feb 17-23	Article Showcase 1	
MOVEMENT AND VISUALS		
7 Feb 24- March 2	Dance and Movement as Inquiry	Ch 5 Annotation Study Sign-Up / Pitch

8 March 3-9	Theatre, Drama, and Film	Ch 6 Annotation
9 March 10-16	The Visual Arts	Ch 7 Annotation Study Design
10 March 17-23	SPRING BREAK	
11 March 24-30	Article Showcase 2	
CRITICAL CONSIDERATIONS		
12 March 31- April 6	Evaluation Criteria for ABR	Ch 8 Discussion Data Analysis begins
13 April 7-13	Bridging the Art-Science Divide	Ch 9 Discussion Data Analysis Due
14 April 14-20	Data Analysis / Study Drafting	Data Results
15 April 21-27	Peer Review	
FINALS	Final ABR Study in Brief Due April 30	

Late Assignments:

The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work unless you receive prior permission from me. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by me. Late assignments will receive a 10% deduction in points per each day the assignment is late. For instance, if the assignment is worth 50 points, and you submit it late – you will lose 5 points (10% of the total grade) per each day it is late. Unless otherwise stated, materials are due in class on the deadline date. Computer problems are not a justification for missed deadlines. See [UF's attendance policy](#).

Academic Code of Conduct

UF's Academic Honesty Statement:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: ***"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g.,

assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.** Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [UF Student Code of Conduct Webpage](#).

Plagiarism:

Academic integrity is a fundamental value in our educational community and is essential for maintaining a fair and honest learning environment. As students, you are expected to adhere to the highest standards of honesty and ethical behavior in all academic activities. To ensure that you maintain academic integrity throughout the course, please ensure all sources and text are properly referenced. Familiarize yourself with the appropriate citation style for the course (e.g., APA, MLA, Chicago) and consistently apply it to all written work. Properly citing sources not only demonstrates respect for others' intellectual contributions but is also crucial in avoiding plagiarism. Plagiarism encompasses using verbatim phrases without permission or proper attribution, quoting excessively from sources, and surpassing the 10% limit for direct quotes in an assignment. It extends to appropriating unique expressions, like short phrases or simple monikers.

Artificial Intelligence (A.I.) Use:

Within this class, you are welcome to use artificial intelligence including text-generating and art-generating software (such as ChatGPT, Canva Magic Tools, Adobe FireFly, etc.) in an unrestricted fashion to support activities such as idea generation, writing outlines, artwork drafting, and analysis of public data sources (NOT data from private research participants). However, you should note that all large artificial intelligence models still tend to make up incorrect facts and fake citations, code generation models have a tendency to produce inaccurate outputs, and image generation models can occasionally come up with highly offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an artificial intelligence model. If you use these models, their contribution must be acknowledged with your assignment; you will be penalized for using artificial intelligence without acknowledgment. Having said all these disclaimers, the use of artificial intelligence models is encouraged, as it may make it possible for you to submit assignments with higher quality, in less time.

The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings or submission of work by other human beings as your own. Some student work may be submitted to AI or plagiarism detection tools to ensure that student work product is human-created.

Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

Institutional Policies

Recording Statement

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](#)

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Student Services

Health & Wellness

- U Matter, We Care
 - If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
 - Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students.
- Student Health Care Center
 - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support
 - Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#)
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
 - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
 - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
 - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
 - Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
 - View the [Distance Learning Student Complaint Process](#).

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation
0001 Reid Hall, 352-392-8565, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)