

# **A Study of Art and Design Practice Research Applied to College Students' Art Creation**

Wen-Ling Ho <sup>1</sup>

Jen Yen <sup>2</sup>

## **Summary**

The study firstly dealt with the conceptions pertaining to art and design practice research. Concerning the meaning of art and design research, the definition and modes of practice research were described and discussed. The relationship between art/design production and practice research were also clarified. As to the types of art and design practice research, practice-related research, practice-based research, and practice-led research were distinguished and interpreted. To explore a feasible model in art practice research, the existing FTC ( Form / Theme / Context ) art criticism model was modified and developed as a strategy to do art and design practice research in the university.

Based on the above-mentioned conceptions, the author facilitated the students to learn art practice research and conducted a multiple-case study on their learning. The objectives were to understand, analyze, and discuss the influences of the application of FTC model on the cases' artistic production, including the quality of individual artistic production, and the total effects by using such model. The practice-led research processes consisted of two main phases: practice-led research and research-led practice with their respective stages. The data analysis included the dimensions of: (a) the subjects' situations before doing art practice-led research, involving the main difficulties they found, the methods they would use to solve their problems, the habits of their artistic creation, as well as the form, theme,

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<sup>1</sup> Assistant Professor / Department of Visual Arts, National Chiayi University  
Doctoral Candidate / Graduate School of Design, National Yunlin University of Science and Technology

<sup>2</sup> Professor / Graduate School of Design, National Yunlin University of Science and Technology

and context of their creation; (b) the influences of their performance in applying the FTC model, including the description of the five subjects' artistic features and the analysis of the impacts on the form, theme, and context in their artworks; (c) the total effects of the FTC model used in art practice research in the university, including both the aspect of artistic production (increasing artistic thinking, content width and depth, quality of production) and the aspect of artistic research discourse (enhancing reasonable description and analysis of the artwork, the balance of "form, theme and context," verbal and reflective abilities, as well as self understanding and initiating ) and (d) teaching reflections, comprising the benefits of the FTC model to artistic thinking and creativity (enhancing the transfer from divergent thinking to convergent thinking and sense of direction) as well as the problems confronted with the process of art practice research and possible solutions (encouraging and guiding the use of words to record thinking process and organizing such data, strengthen thesis writing ability, providing lessons to master FTC model and stages in practice-led research and research-led practice).

Through art and design practice research, the teacher can effectively direct the students to cope with intricate artistic problems and enhance their artistic thinking by integrating theory and practice. It also needs to be noted that the methods of art and design practice research should be more flexible and multiple than those of other disciplines because of its unique nature.

**Keywords: art and design education in university, design practice research, practice-led research, art practice research**