

A meta-synthesis of a/r/tography studies in Türkiye: The intersection of art, research, and education

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Abstract

This is a meta-synthesis study of a/r/tography studies in art, research, and education in Türkiye. This article is focused primarily on the reflections of a/r/tography on art education and pedagogical practices in Türkiye. In this context, 14 academic studies conducted between 2015 and 2024 were analyzed, focusing on their artistic, educational, and societal contributions. A/r/tography integrates the identities of the artist, researcher, and teacher, supporting creativity and interdisciplinary collaboration. Using the meta-synthesis method, this study examines the contributions of a/r/tography to developing creative thinking skills, identity formation, and fostering multidisciplinary interactions. The findings reveal that this method holds significant potential for enhancing students' artistic identities, promoting innovative thinking, and increasing their capacity for creative expression. Interaction with disciplines like music and visual arts fosters intuitive listening and critical perception skills. In conclusion, the a/r/tography method provides a multidimensional and innovative contribution to art education and pedagogical practices in Türkiye. This method, which supports creativity and individual expression through an interdisciplinary approach, establishes a new paradigm in art education and helps students discover their artistic identities. Therefore, further dissemination and deeper exploration of a/r/tography in different contexts are necessary.

Keywords: A/r/tography, Pedagogical practices, Creative process, Art education

Extended Abstract

Introduction: A/r/tography is an innovative methodology at the intersection of art, research, and education, integrating artistic practices with research and teaching processes. First defined by Irwin and Springgay (2008), this approach addresses the interaction of artist, researcher, and teacher identities within an interdisciplinary framework. A/r/tography emerges as a research method that involves artistic production and fosters individuals' creativity, critical thinking skills, and identity construction (Irwin & Springgay, 2008). The literature, describes a/r/tography as an approach that finds application in fields such as education, art education, and social sciences. The key contributions of this method include promoting artistic creativity, transforming individuals' subjective experiences into artistic expression, and making creative contributions to pedagogical processes (Sinner et al., 2006; Leavy, 2015). Various studies emphasize the effects of a/r/tography in enhancing interdisciplinary collaborations and increasing individual awareness. In the context of Türkiye, studies employing the a/r/tography methodology are limited, and there is insufficient information regarding its contributions to art education and pedagogical practices. Addressing this gap, this study aims to comprehensively examine the impacts of research conducted with the a/r/tography method in Türkiye between 2015 and 2024. The study seeks to evaluate the primary contributions of a/r/tography, such as artistic identity construction, fostering creative thinking, and enhancing interdisciplinary interactions.

Purpose and scope: This study aims to systematically evaluate the impact of the a/r/tography method in the fields of art, education, and research in Türkiye. The research is designed around the question: How do academic studies conducted using the a/r/tography method contribute to art education and pedagogical practices in Türkiye? The scope of the study includes academic research carried out in Türkiye using the a/r/tography method between 2015 and 2024. In the research, 14 studies (eight graduate theses and six peer-reviewed articles) published in the fields of fine arts and fine arts education were analyzed. The methodological differences among these studies, including the data collection tools and analysis methods used, were evaluated in detail. Another purpose of the research is to develop an in-depth understanding of how the a/r/tography method fosters interdisciplinary interactions, supports individual creativity, and facilitates identity

construction in art education. In this context, the study aims to contribute to the art education literature through the findings obtained using the a/r/tography method.

Method: The meta-synthesis method aims to provide a more comprehensive understanding by combining the findings of existing qualitative studies. In this study, the thematic synthesis type of meta-synthesis method was used. Studies focusing on the a/r/tography method were analyzed regarding common themes and differences. This method was chosen to comprehensively evaluate the effects of the a/r/tography method on art education and pedagogical practices. The reliability of the research was supported by ensuring methodological consistency based on the opinions of two field experts. Additionally, qualitative data analysis was conducted using the NVivo 12 software, and the findings were reported using visualization techniques.

Findings and conclusion: Study findings revealed the contributions of the a/r/tography method to art education and pedagogical practices under various themes. The results indicate that the method enhances artistic creativity and expressive skills, supports individual identity construction, and creates an interdisciplinary learning environment. The a/r/tography method plays a significant role in developing artistic creativity and expressive skills. Through this method, artists and students have enhanced their capacity for artistic expression by showcasing their creativity in interdisciplinary projects. The a/r/tography method has also helped students discover their artistic identities and express their cultural identities, thereby adding meaningful depth to pedagogical processes. From an interdisciplinary approach and social sensitivity perspective, a/r/tography has enabled the critical interpretation of visual cultural codes. Another significant finding concerns the contributions to innovative and participatory learning approaches. A/r/tography has fostered dynamic guidance in teacher-student interactions while supporting a participatory approach to artistic processes. This has helped students enhance their creative thinking skills and allowed teachers to reassess their pedagogical methods. Finally, the a/r/tography method significantly impacts on the development of conceptual and critical thinking skills. Processes such as recognizing subconscious manipulations, developing conceptual abstraction skills, and thoroughly examining artistic critique have strengthened students' artistic creativity and critical thinking abilities. The results demonstrate that the a/r/tography method offers an innovative and participatory perspective to art education. By encouraging interdisciplinary interactions, this method enhances the impact of art education by revealing the creative potential of both students and teachers. Moreover, allowing individuals to express their subjective experiences through artistic means, this approach establishes a new paradigm in art education. The study's contribution to the field lies in demonstrating how research conducted using the a/r/tography method promotes a critical and interdisciplinary approach to art education. In this context, researchers working on this subject are recommended to expand the application areas of this method and investigate its effects in different disciplines; such studies are expected to make significant contributions to the body of knowledge in the field.

Keywords: A/r/tography, Pedagogical practices, Creative process, Art education

INTRODUCTION

Innovative approaches at the intersection of art, research, and education can nurture creative thinking, enhance critical awareness, and provide individuals with opportunities for artistic expression. A/r/tography, by harmoniously integrating the roles of artist, researcher, and teacher, emerges as an effective method across individual and interdisciplinary contexts (Bilici Öztürk & Aksoy, 2022). The literature on art education in Türkiye reveals a lack of systematic studies addressing the contributions of contemporary approaches such as a/r/tography. By examining a/r/tography studies conducted in Türkiye between 2015 and 2024 through the meta-synthesis method, this study seeks to bridge this gap and provide a comprehensive and nuanced understanding of how arts-based research informs educational practices.

The scope of this study includes 14 academic works -eight graduate theses and six peer-reviewed articles- published in Türkiye between 2015 and 2024, all of which explicitly adopt the a/r/tography method. These studies were selected based on their public accessibility, the term "a/r/tography" in their titles or keywords, and their availability through official digital archives. The sample offers a focused corpus for analyzing the methodological and pedagogical implications of a/r/tography within the context of Turkish art education. Given the growing emphasis on interdisciplinary and student-centered learning in contemporary art education, this study holds particular significance for several reasons. First, it contributes to addressing the gap in national literature concerning the pedagogical use of a/r/tography in Türkiye. Second, synthesizing existing studies, offers a systematic overview of how a/r/tography facilitates creativity, identity formation, and pedagogical innovation. Third, it provides valuable insights and a methodological reference point for educators and

researchers seeking to integrate arts-based methodologies into their academic and instructional practices. This study is limited to academic works within Türkiye that explicitly identify a/r/tography as a methodological framework. The inclusion criteria required studies to be publicly accessible, feature “a/r/tography” in either their titles or keywords, and be available through institutional or national digital repositories. Consequently, gray literature, unpublished works, and non-academic projects that utilize similar principles without explicitly referring to a/r/tography were excluded. One duplicate study -an article derived from a thesis- was also omitted to maintain analytical clarity, ensuring the analysis focuses on 14 distinct and original contributions.

In conclusion, this study aims to discuss the contributions of a/r/tography to art education and pedagogical practices in Türkiye, emphasizing its role in offering an innovative and inclusive perspective at the intersection of art and education. By highlighting the opportunities its interdisciplinary nature provides, the study underscores the need for further exploration of a/r/tography in broader contexts and provides significant recommendations for future research.

A/r/tography: The Intersection of Art, Research, and Education

A/r/tography emerges as an innovative qualitative research method positioned at the intersection of art, research, and education, integrating artistic practices with the researcher’s identity. The term represents a creative approach that combines three fundamental components: the artist (a), the researcher (r), and the teacher (t) (Irwin & Springgay, 2008). This method offers a research practice that reflects the complementary interactions among the artist, researcher, and educator identities, contributing diverse perspectives to the artistic production process and socio-pedagogical relationships.

The term a/r/tography was first introduced by Rita L. Irwin and Stephanie Springgay in 2008. This method aims to integrate the creative potential of the interplay of artist, researcher, and educator roles into the research process (Irwin & Springgay, 2008). While a/r/tography, like other arts-based research methods, includes methodological tools such as data collection, analysis, interpretation, and reporting, it transcends the boundaries of traditional qualitative research. The qualitative framework, often defined by specific perspectives, reveals its unique structure and independence through the components of a/r/tography. Rather than an extension of qualitative research, a/r/tography positions itself as an independent arts-based methodology that prioritizes creativity and practical knowledge while bridging diverse disciplines. As Irwin (2013) suggests, this method necessitates an interdisciplinary perspective. Beyond enabling researchers to integrate their artistic practices into academic work, it also facilitates the exploration of the pedagogical dimensions of art. In this context, the role of art in knowledge production and its contribution to teaching and learning processes become more pronounced (Sinner et al., 2006).

A/r/tography is a versatile method applicable across various fields, including education, art education, social sciences, and art therapy (Leavy, 2015). Positioned at the intersection of art, research, and education, this method holds significant importance for integrating creative processes into study and emphasizing the critical role of the researcher’s subjective experiences in scientific knowledge production (Irwin, 2013). By merging artistic and pedagogical methods, a/r/tography facilitates the development of diverse perspectives and supports the advancement of critical thinking.

Focusing on artistic practices, a/r/tography introduces a unique dimension to research processes by allowing researchers to generate knowledge and uncover their creative potential through personal experiences. This method will enable researchers to achieve a deeper, more comprehensive, and enriched understanding through art (Sinner et al., 2006). Moreover, in art education and teaching, actively engages students in learning processes by encouraging them to integrate their own artistic experiences into their research (Leavy, 2015). The advantages of a/r/tography include the creative potential that arises from integrating artist, researcher, and teacher identities, developing critical thinking skills, and the contributing the artistic process to knowledge production (Irwin & Springgay, 2008). However, it is essential to acknowledge its disadvantages as well. Due to its subjective and creative nature, the generalizability of findings can sometimes be challenging, and the method’s acceptance within the academic community may be limited (Leavy, 2015). Additionally, integrating art and research processes requires a combination of artistic and academic skills from the researcher, making it a time-intensive and potentially challenging approach (Sinner et al., 2006). A/r/tography merges and blurs the boundaries between art, education, and research, examining participants’ experiences from a

multidimensional perspective. This approach supports the development of creativity and critical thinking while fostering significant interactions at individual and societal levels (Leavy, 2015). Although applying a/r/tography in Türkiye is a relatively new field, its contributions to art education and pedagogical practices are noteworthy. In this context, the increasing relevance of a/r/tography in contemporary art and education practices in Türkiye highlights the need for systematic studies that deepen our understanding of its interdisciplinary contributions.

Purpose and Scope

This study aims to analyze academic studies conducted using the a/r/tography method in Türkiye through the meta-synthesis approach and to highlight the impact of this method at the intersection of art, education, and research. In this context, the methodological differences, objectives, implementation processes, and outcomes of a/r/tography studies will be systematically examined to contribute to the literature in this field. The specific objectives of the study are as follows:

- To determine the years and academic fields in which a/r/tography studies have been conducted in Türkiye.
- To analyze the types of research and methods employed in a/r/tography studies.
- To identify the purposes of these studies and how they establish connections between art, education, and research.
- To examine the participant groups and the data collection tools used in these studies.
- To evaluate the data analysis methods and findings obtained in a/r/tography studies.
- To investigate the conclusions of a/r/tography studies.

METHOD

This study used the meta-synthesis method, which aligns with qualitative research design. The meta-synthesis approach systematically analyzed academic studies employing the a/r/tography method in Türkiye. Meta-synthesis is a research method used in qualitative studies that aims to provide a broader and deeper understanding of a specific topic by synthesizing the results of different studies. This method relies on the thematic analysis of existing qualitative studies and seeks to create a new synthesis by combining findings from various research. Meta-synthesis is particularly useful in the social sciences for understanding complex and multifaceted phenomena, allowing for the comprehensive analysis of previous studies. By identifying commonalities and differences among the findings of diverse studies, this method contributes to developing a general theory or model related to the topic (Sandelowski & Barroso, 2006). The seven-step process of the meta-synthesis method is as follows.



Figure 1. The 7-step process of meta-synthesis research

The steps outlined above demonstrate how a study should be planned and implemented using meta-synthesis. These steps enable researchers to derive more in-depth and generalizable results from qualitative data. In this study, the type of meta-synthesis employed is “thematic synthesis,” which involves combining findings from various studies through thematic analysis. This method aims to identify the common themes, methodological differences, and the impact of these methods on art education within a/r/tography studies. Thematic synthesis is widely used in qualitative research to aggregate findings from multiple studies, enabling a more comprehensive and in-depth examination of patterns and themes within a specific topic. By organizing data and findings from various studies thematically, this approach provides a more holistic and nuanced understanding of the subject matter (Thomas & Harden, 2008). Within this framework, academic studies conducted using the a/r/tography method were meticulously examined, and the findings were categorized and analyzed under common themes. The analysis process specifically focused on the impact of the a/r/tography method on art education and research processes. In this context, data obtained from various sources were analyzed through a thematic perspective, and the findings were synthesized to provide a comprehensive understanding.

Limitations of the Study

This study consists of theses conducted by different universities in Türkiye, explicitly containing the term a/r/tography in their titles within the Higher Education Council National Thesis Center Database. It also includes academic articles published in DergiPark, an institution providing electronic hosting and editorial process management services for peer-reviewed scholarly journals in Türkiye. The criteria for including studies in this research are as follows:

- The use of a/r/tography as a method in the studies,
- Availability of access permission,
- The presence of the concept of a/r/tography in at least one of the keywords,
- Availability on official websites of the institutions, specifically at Thesis Center and DergiPark.

Through this research method, 15 studies were identified, including eight graduate theses and seven research articles conducted between 2015 and June 2024. However, one of the research articles was derived from a graduate thesis and was therefore excluded from the evaluation, resulting in 14 studies used for this research. Among these studies, four graduate theses are in the field of fine arts, and four are in the field of fine arts education. As for the research articles, four are in the field of fine arts education, and two are in the field of fine arts.

FINDINGS

This section presents a detailed account of the relationships among findings, objectives, methods, and results of the analysis of arts-based research conducted using the a/r/tography method. During the analysis process, codes obtained from the data were categorized under specific main themes, enabling a more comprehensive evaluation. These findings include a detailed examination of the codes and emerging themes, revealing various outcomes significant for art education and artistic production.

Table 1 provides an overview of the years, types, titles, and codes of academic studies conducted using the a/r/tography method. As the table shows, academic studies employing the a/r/tography method in Türkiye began in 2015 and have steadily increased. This growth indicates that interdisciplinary approaches in art and education are becoming increasingly prevalent.

Table 1. Year, type of study, title, and code of a/r/tography studies

Year	Type of Study	Title of Study	Code
2015	Research Article	A new practice based research method in art education: A/r/tography (Güler, 2015)	Ra1
2017	Research Article	An art-based research methodology: A/r/tography (Keser & Narin, 2017)	Ra2
2019	Research Article	A/r/tographic research on the effect of self-perception on artistic expression (Başar & Işır & İnce, 2019)	Ra3

2021	Research Article	The transformative role of music in visual arts education rediscovering intercultural and interdisciplinary possibilities through a/r/tographic inquiry (Güler, 2021)	Ra4
2022	Research Article	A new concept for students and teachers in art education: A/r/tography (Öztürk & Aksoy, 2022)	Ra5
2022	Research Article	Visual research method and a/r/tography: An assessment on the concept of “dress” (Arat & Bulut, 2022)	Ra6
2018	PhD Thesis	An alternative method for training art educators: A/r/tography in studio art class (Güneş, 2018)	Dt1
2019	PhD Thesis	Visual cultural studies based on reduction of manipulative components for subconscious: An a/r/tography research practice (Mavioğlu, 2019)	Dt2
2020	Master Thesis	An investigation on the use of a/r/tography method in visual art researches (Ay, 2020)	Mt1
2021	Master Thesis	Art-based education research method on the meaning and symbols of iconographic visuals: A/r/tography (Dağlıoğlu, 2021)	Mt2
2021	Master Thesis	C/a/r/tography as a walking research practice (Güler, 2021)	Mt3
2022	Master Thesis	The impression of the graffiti on the students during the visual arts classes in secondary education: A sample of the application of a/r/tography (Kaya, 2022)	Mt4
2022	Master Thesis	A study on a/r/tography: Artist as a researcher (Özbahar, 2022)	Mt5
2023	Master Thesis	Texture on ceramics: The study of venus flytrap plant with a/r/tography method (Demirdöven, 2023)	Mt6

The data in Table 2 systematically and comprehensively reveals the scope, objectives, and sub-objectives of arts-based research conducted using the a/r/tography method. Studies categorized under different headings and research codes highlight the potential of the a/r/tography approach as an interdisciplinary tool.

Table 2. The objectives and sub-objectives of the a/r/tography studies

Code	Objectives	Sub-objectives
Ra1	To examine the pictorial expression of the intuitive listening process of George Gershwin’s Rhapsody in Blue using the a/r/tography method.	To evaluate the a/r/tography method as a tool for intuitive and multidisciplinary research; to understand the interdisciplinary relationships between music and visual arts.
Ra2	To understand an art-based research methodology, a/r/tography, its formation, and the processes involved in a/r/tographic research.	To analyze the theoretical foundations of a/r/tography and its application in education; to evaluate the interaction between artists, researchers, and educators; to determine its contributions to developing new approaches in art education.
Ra3	To investigate how students’ self-perception influences their artistic expression through a/r/tographic inquiry.	To define students’ self-perceptions, transform these perceptions into artistic products, and analyze the steps involved in the process of creating an artistic product.
Ra4	To investigate the transformative role of music in visual arts education through an intercultural and interdisciplinary a/r/tographic examination; to understand how students enhance their creativity and diverse learning experiences through music.	To examine how music stimulates creative and metaphorical thinking in artistic education; to explore multidimensional thinking processes by integrating the identities of artist, researcher, and teacher; to reveal the impact of different cultural and artistic approaches on students’ artistic perceptions.
Ra5	To investigate how the a/r/tography model can be effectively used by students and teachers in art education.	To analyze the application of the a/r/tography method in art education and its use in enhancing student-teacher creativity.
Ra6	To evaluate the a/r/tography approach as a visual research method within the context of the concept of “dress” and to examine its possibilities in the fields of art and design.	To explore the artistic and visual meanings of the concept of “dress” through the a/r/tography method; to evaluate the role of dress in individual expression and identity formation; to analyze the multifaceted meanings of dress through the roles of artist, researcher, and teacher.
Dt1	To examine the effects of a/r/tography practices in the Painting Major Studio course as an alternative method for training art educators.	To determine the impact of a/r/tography practices on students’ creative processes; to analyze their ability to create artistic products inspired by life experiences; to evaluate the processes of developing the artistic, researcher, and educator identities of prospective teachers.
Dt2	To examine the contributions of a/r/tography practices to art education and the innovations they bring to the educational process.	To analyze the effects of visual stimuli on the subconscious; to explore ways to reduce the manipulative aspects of these effects using the a/r/tography method; and to develop new methods to address subconscious influences in visual culture.

Mt1	To examine the a/r/tography method in visual arts education and to understand its function in the art education process.	To enable students and teachers to redefine their roles in artistic processes; to allow students to develop their personal expressions and artistic self-perceptions; to enhance students' capacities for artistic expression.
Mt2	To investigate the symbolic meanings of iconographic visuals in Cappadocian churches using a/r/tographic analysis.	Demonstrating how symbols are used in meaning-making within art education.
Mt3	To introduce and promote the c/a/r/tography method in art education in Türkiye; to examine its impact on interdisciplinary art practices.	To define the c/a/r/tography method; to analyze its contributions to metaphorical inquiry in art practices; and to reveal its role in supporting creative thinking through interdisciplinary applications.
Mt4	To examine the effects of graffiti practices on students in secondary school visual arts classes using the a/r/tography method.	To evaluate how graffiti practices are structured using the a/r/tography method in visual arts classes and their contribution to students' creative processes.
Mt5	To provide alternative solutions to the challenges faced by students studying in the field of art in researching and documenting their artistic practices; to examine this process in-depth from an artist's perspective through a/r/tographic living inquiry.	To determine how an artist can transform their practices through a/r/tographic inquiry; to offer solutions to the challenges faced by aspiring artists; to demonstrate the integration of the artist's identity with those of researcher and teacher.
Mt6	To study how the Venus Flytrap plant can be represented in ceramic surfaces through the a/r/tography method.	To analyze the textural qualities of the Venus Flytrap plant using the a/r/tography method and translate them into ceramic art.

Table 2 demonstrates the applicability of the research method in education and artistic practices, as well as how the identities of artists, researchers, and educators can be integrated. Table 2 illustrates that the a/r/tography method provides guidance in art education and applied arts research, opening doors to an innovative understanding of interdisciplinary artistic practices. In this context, studies conducted using a/r/tography focus on creative expression and offer an in-depth analysis of artistic identity and educational processes.

Table 3 illustrates how the a/r/tography method is applied in artistic research and how various data collection and analysis methods support it. The table highlights the practical aspects of artistic research, and demonstrates how the a/r/tography methodology contributes to artistic production through the integration of artist, researcher, and teacher identities.

Table 3. Methods of the a/r/tography studies

Code	Method	Participants	Data Collection Tools	Data Analysis
Ra1	A/r/tography	No participants, artist/researcher identity	Personal journals, observations, art analyses, artistic works, and critical reviews	Feldman's art criticism approach: description, analysis, interpretation, and evaluation.
Ra2	A/r/tography	No participants' outputs from the a/r/tography method	Visual artworks, self-evaluation essays	Descriptive analysis, content analysis
Ra3	A/r/tography	11 students from the Fine Arts Education Department at Anadolu University	Student Information Form, Open-Ended Questions, Artistic Works Created by Students, Observations	Thematic analysis
Ra4	A/r/tography	A total of 16 art students participated.	Video and Audio Recordings, Photographs and Artistic Works, Participants' Personal Journals, Visual Works Based on the Musical Piece "Symbolic Gestures"	Descriptive analysis, content analysis
Ra5	A/r/tography	No participants, artist/researcher identity	Art-Based Practices, Student and Teacher Interviews, Researcher Observations.	Descriptive analysis
Ra6	A/r/tography	No participants, artist/researcher identity	Literature Review and Document Analysis, Examples of Artistic Practices and Art-Based Research Studies	Descriptive analysis
Dt1	A/r/tography	7 students from the Fine Arts Education Department at Gazi University	Observations and Semi-Structured Interviews, Document Analysis Audio and Visual Materials	Descriptive analysis, Content analysis

Dt2	A/r/tography	No participants, artist/researcher identity	Video recordings, observations, document review	Semiotic analysis, deconstruction, rhizomatic analysis
Mt1	A/r/tography	No participants, artist/researcher identity	Visual artworks, documents	Thematic analysis
Mt2	A/r/tography, Semiotic Analysis	Iconographic visuals of Cappadocia churches	Photos, artworks, documents	Descriptive analysis, deconstruction
Mt3	C/A/R/Tography (Walking-based research)	No participants, artist/researcher identity	Literature review and Walking observations, visual artworks	Interpretative analysis
Mt4	Action research, A/r/tography	10 students from the 9th and 10th grades of an Anatolian High School in Özalp, Van	Observation, semi-structured interviews, researcher journals, photographs, audio recordings, and education development portfolio	Descriptive analysis, Content analysis
Mt5	A/r/tography	No participants, artist/researcher identity	Literature review, personal history texts, researcher journals, visual materials	Thematic analysis
Mt6	A/r/tography	No participants, artist/researcher identity	Visual and written journals, document analyses, ceramic works, practical applications	Descriptive analysis, the textural qualities were embodied through applications in ceramic art

In most studies that did not require participants, data were collected through personal journals, observations, artistic analyses, and critical evaluations, focusing on the artist/researcher's identity. Observations, open-ended questions, creative works, and performance activities were employed in participant-based research to understand students' artistic production processes. Among the data analysis methods, qualitative techniques such as descriptive analysis, content analysis, and thematic analysis stand out. In some studies (e.g., Dt2 and Mt2), more interpretive methods such as semiotic analysis and deconstruction were employed. These approaches have been efficient in interpreting the symbolic meanings of artistic works. Table 3 demonstrates that artistic research conducted using the a/r/tography method has been examined through a broad methodological lens, emphasizing creative processes' analytical, interdisciplinary, and practical aspects. These findings indicate that the a/r/tography approach provides a comprehensive framework for artistic practices and research in art education, offering detailed insights into artistic expression processes.

Table 4 explains the value the a/r/tography method brings to artistic creation processes and its impact on students and artists. The findings demonstrate how the a/r/tographic method supports imagination within an interdisciplinary perspective and enhances individuals' artistic expression abilities.

Table 4. Finding of the a/r/tography studies

Code	Findings
Ra1	The a/r/tography method strengthened creative processes by connecting music and painting through intuitive listening and artistic production. Music's role in creative decision-making was deeply influential in students' artistic processes.
Ra2	The interdisciplinary capacity of a/r/tography to foster new artistic expressions in art and education was emphasized. Students used this method to develop visual responses to social questions through artistic production.
Ra3	Self-perception significantly influenced students' artistic output, with a/r/tography allowing them to express their identity in unique ways. This method also enhanced their creativity.
Ra4	Music contributed profoundly to creative learning processes, improving students' intuitive listening and visual perception skills. It transformed artistic creation processes.
Ra5	A/r/tography helped unlock the creative potential of students and teachers, encouraging active participation in the creative process and enhancing originality in artistic expression.
Ra6	The research on the concept of 'dress' showed how a/r/tography provided artists with new opportunities for aesthetic and social commentary.
Dt1	The a/r/tography method has been effective in students' artistic creations, developing original ideas, and integrating their roles as researchers, teachers, and artists.
Dt2	A/r/tography and visual culture studies allowed for the recognition and reduction of manipulative influences on the subconscious.
Mt1	Artists used a/r/tography to deeply investigate their own creative processes, producing meaningful and impactful artistic works.

Mt2	Iconographic visuals in Cappadocian churches were analyzed through a/r/tography, contributing to the understanding of symbolic meanings in art education.
Mt3	C/a/r/tography fosters interdisciplinary interaction, making artistic processes more flexible and creative, while walking pedagogy enhances sensory learning.
Mt4	Graffiti practices employing the a/r/tography method have been found to enhance students' artistic thinking skills, and improve their abilities in conveying social messages, use of color, and originality, while their visibility in public spaces has positively influenced creativity and motivation
Mt5	The a/r/tography method helped aspiring artists overcome challenges in their creative processes and enabled them to develop an original approach during the reflection on their artistic practices
Mt6	The Venus Flytrap plant was successfully transformed into a tactile and visual artistic form on ceramic surfaces using a/r/tography.

In the data highlighted in this table, studies coded Ra1 and Ra4 emphasize the contribution of music to the artistic creation process. Music profoundly impacts students' creative decision-making processes by enhancing their intuitive listening and visual perception skills. This finding underscores the sensory learning and multidimensional thinking-promoting aspects of a/r/tography. In the conclusions coded Ra3 and Ra5, it is evident that students' self-perceptions are reflected in their artistic outputs, demonstrating the development of unique artistic expressions within the framework of a/r/tography. This method has allowed students to express their identities through artistic production and to realize their creative potential. In studies coded Dt1 and Dt2, a/r/tography fosters artistic creation by integrating students' researcher, teacher, and artist identities. As a result of these studies, research on visual culture revealed and mitigated the manipulative effects of the subconscious. This highlights the significant role of a/r/tography in enhancing critical thinking skills. Overall, Table 4 demonstrates the positive effects of the a/r/tography method on artistic creativity, interdisciplinary interaction, and individual expression. This method not only aids in the developing of artistic practices in an original, innovative, and flexible manner but also provides students with opportunities to explore their artistic identities.

Table 5 provides a detailed overview of the a/r/tography method's impact on artistic creation processes and its contributions to art education. The findings reveal that the a/r/tography method offers an innovative approach that fosters creativity among students and teachers, supporting a comprehensive and holistic learning process in art education.

Table 5. Results of the a/r/tography studies

Code	Results
Ra1	The a/r/tography method offers a unique approach that integrates intuition and knowledge within artistic production processes. It details how knowledge and intuition impact artistic expression.
Ra2	A/r/tography as a performative and participatory method in art education, promoting creative thinking. It is noted that a/r/tographic projects enrich visual representation and narrative approaches in art.
Ra3	The process of transforming students' self-perceptions through artistic expression contributes to self-awareness and enhances artistic skills. A/r/tography has been found effective in fostering conceptual thinking in art education.
Ra4	Music enhances creative learning in visual arts education and transforms students' interdisciplinary understanding of art, supporting well-rounded development.
Ra5	A/r/tography is identified as an innovative approach that enhances creativity and learning efficacy for students and teachers. It enables students to create unique works while allowing teachers to guide the process through dynamic inquiry.
Ra6	A/r/tography has emerged as a method supporting artistic expression in art and design, enabling individuals to articulate their identities in creative and conceptual ways. The metaphor of clothing aids individuals in self-understanding, expression, and societal positioning.
Dt1	A/r/tography practices foster artistic expression, original thinking, and critical perspective among students, offering a holistic contribution to art education. This method enriches learning by promoting a student-centered approach in art education programs.
Dt2	Subconscious influences in visual culture can be addressed and minimized through art-based methods. A/r/tography is presented as a powerful approach to understanding and reducing subconscious manipulative elements.
Mt1	A/r/tography fosters active participation in artistic processes for students and teachers in art education, enhancing originality in students' artistic expressions and reinforcing their interest in art. Teachers have also reconsidered their instructional approaches through this method.
Mt2	The symbolic meanings of the iconographic visuals in Cappadocian churches were deconstructed and interpreted through semiotic analysis. The A/r/tography method demonstrated how visual cultural codes could be understood within art education.
Mt3	The C/a/r/tography method provided artists and researchers with new creative ways of exploring spatial and bodily interactions. When applied in visual arts education, it allowed students to develop different perspectives.

Mt4	Graffiti applications have been found to enhance artistic expression, original thought development, and social sensitivity among secondary school students. A/r/tography, as a creative strategy within art education, serves as an effective method for student self-expression.
Mt5	Art students were able to enhance their research processes as well as their artistic practices through the a/r/tography method. Visual journaling was found to be a key tool in developing artistic inquiry and documenting the research process.
Mt6	Nature-inspired textures can be expressed on ceramic surfaces through art, with a/r/tography presenting unique applications in ceramic art. The method contributes to artistic expression and fosters new textural approaches in ceramics.

The findings coded Dt1 and Mt1 in this table highlight that a/r/tography fosters critical thinking and actively engages students in artistic processes. This method allows students to develop creative and original thinking skills while helping teachers reassess their instructional approaches. The findings coded Mt2 and Mt4 reveal that a/r/tography is an effective tool for understanding visual cultural codes and enhancing social sensitivity.

In conclusion, Table 5 demonstrates that the a/r/tographic method significantly contributes to developing artistic expression, conceptual thinking, and critical perspectives. This method bridges different disciplines in art education, assisting students to discover their creative identities. These tables provide a comprehensive overview of the various stages of academic studies based on the a/r/tography method. The tables systematically address the studies' aims, methods, findings, and conclusions, offering rich content in artistic and pedagogical terms. In this context, some central themes and sub-themes were identified based on the full texts of the academic studies reviewed and the findings obtained from the tabulated information; these themes were visualized using NVivo 12 and are presented in Figure 2.

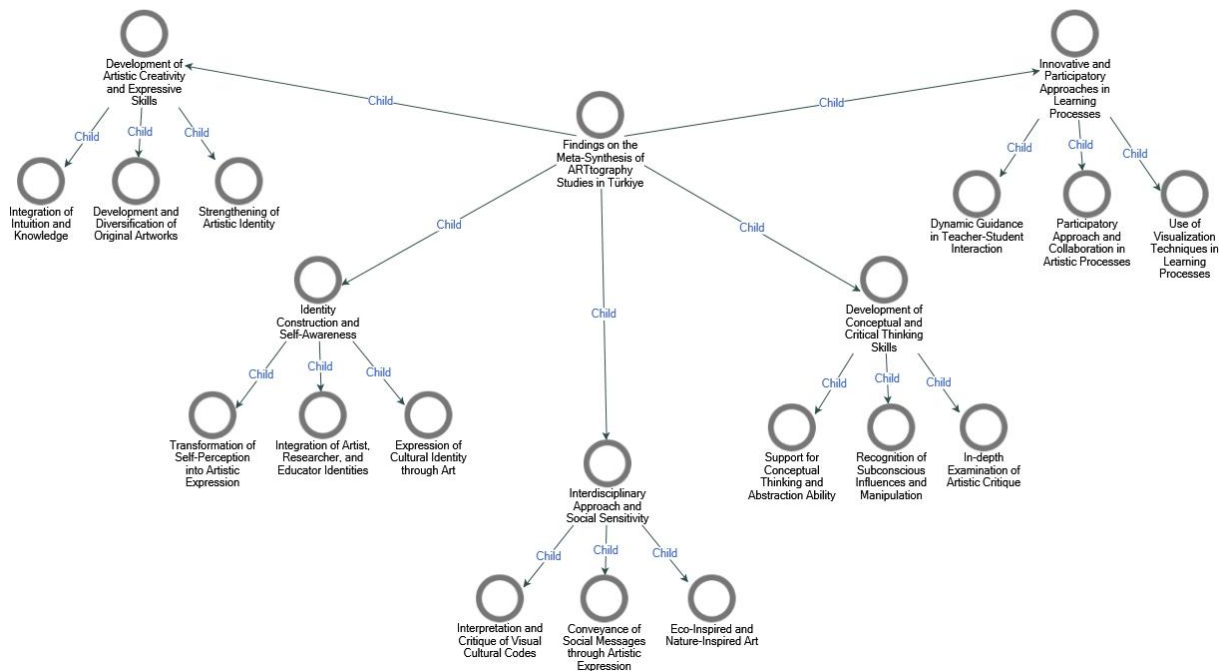


Figure 2. Findings on the meta-synthesis of a/r/tography studies in Türkiye

As a result of the meta-synthesis of a/r/tography studies in the context of Türkiye, five main themes have emerged: (1) Development of Artistic Creativity and Expression Skills, (2) Identity Construction and Self-Awareness, (3) Interdisciplinary Approach and Social Sensitivity, (4) Innovative and Participatory Learning Approaches, and (5) Development of Conceptual and Critical Thinking Skills. Under these themes, there are numerous sub-themes and concepts. The findings indicate that art education and a/r/tography studies play a significant role in developing creative thinking, identity formation, and critical perspective.

CONCLUSION

This meta-synthesis study aims to systematically evaluate the impact of the a/r/tography method on the fields of art, education, and research in Türkiye, highlighting its potential contributions. The findings reveal that

a/r/tography offers multifaceted contributions, particularly in fostering artistic creativity, enhancing individual awareness, and supporting critical thinking skills. This method establishes an interdisciplinary connection at the intersection of different identities -artist, researcher, and educator- emphasizing creative potential. The research findings indicate that a/r/tography represents a new paradigm in art education, allowing students and teachers to redefine the creative process. By integrating the educational aspects of art, this method encourages students to deepen their artistic expressions and uncover their creativity. Engaging with various disciplines, from music to visual arts, a/r/tography plays a transformative role in art education by enhancing intuitive listening, critical awareness, and creative decision-making skills.

Furthermore, a/r/tography has enabled the use of artistic creations as an effective tool during identity formation, allowing participants to express their sense of self creatively. This method enriches the educational process by encouraging students and enabling teachers to experiment with new pedagogical approaches and redefine their teaching methods. The interactive environment fostered by a/r/tography transcends traditional norms in art education, promoting more active student engagement in the learning process. One of the prominent contributions of this method is its ability to offer a critical perspective on the artistic production process. According to the research findings, a/r/tography facilitates artists and students in addressing social issues through artistic forms, thereby fostering interdisciplinary interaction. During the artistic creation phase, transforming of self-perception into artistic expression has contributed to increased self-awareness and the realization of creative potential. Additionally, analyzing symbolic meanings in visual arts and evaluating diverse artistic representations has provided detailed and in-depth insights into the creative process, thereby contributing to the development of artistic identity.

In conclusion, this study demonstrates that the a/r/tography method has significantly contributed to art education and artistic production processes in Türkiye, supporting a critical and interdisciplinary approach that fosters creative thinking. By integrating the identities of artists, educators, and researchers, a/r/tography offers a new paradigm in education, enabling artistic expression to be viewed from a multidimensional perspective. Therefore, further promoting the use of a/r/tography in art education and examining its applications more extensively across diverse is essential.

Authors' Contributions

The 1st author contributed %50, and the 2nd author contributed %50.

Competing Interests

There is no potential conflict of interest.

Ethics Committee Declaration

This study does not require ethics committee approval.

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