

## Components of a Research Article

Typically, a research article consists of the following sections: **an abstract, introduction, literature review, methods, results, discussion** and will normally end with a **reference/bibliography** page. Research articles are often times organized so the information goes from general to specific, then back to general again.

1. Abstract
2. Introduction
3. Literature Review
4. Methods/Results
5. Conclusion

## Abstract

The abstract is a single-paragraph summary of the paper's purpose, main points, method, findings, and conclusions. It is usually found at the beginning of the article.

### A Survey of Teen Museum Education Participants and their Parents

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#### ABSTRACT

In this article, we discuss a museum program for teens located in an urban environment. The participants were high school students from public, private, religious and home schools. The program allowed learning to occur in an informal setting and united teens from one city through a common interest in visual art. Also, it was an opportunity for the museum to build a teen audience and strengthen community involvement. As part of the program, the participants and their parents were surveyed to study what aspects of the program they found to be meaningful and relevant. The results underline the importance of developing and maintaining museum education for teens.

#### KEYWORDS

Museum education; teens; art education

"Everyone here has a passion for art, and I cannot meet a lot of people like that just anywhere." Member of the Brooks Teen Program, spring 2014.

Kisiel (2006) states that there are numerous obstacles associated with urban schooling, however metropolitan areas are home to libraries, museums and science centers, which can foster student learning. Falk and Dierking (2002) refer to these locations as free-choice learning; learning that happens when people can choose what to learn, when to learn and with whom to learn.

Gorman (2007) points out that in the museum field, a program's relationship to the museum mission is relevant. In this case, the mission of the Memphis Brooks Museum of Art includes enriching the lives of a diverse community through dynamic programs (Memphis Brooks Museum, 2015), including Tea and Tour for Seniors, Community Days, Art Therapy Access Program, Art Builds Creativity Program, and hosting the Mid-South Scholastic Art Awards. Furthermore, according to the governing bodies for museums, the museum has a moral and social obligation to maintain the mission through all initiatives, including programming (Munley 1986; Sheppard 2000; Gorman 2007).

John Dewey (1938), believed education should be active and students should be involved in real-world tasks and challenges. His philosophy helped forward

progressive education and spawned the development of experiential education programs. It lies at the heart of educational experiences, including modern museum learning.

Research led by Schwartz (2005) and Aries and Gray (2007) points out specific features of teen audiences. Teens are motivated to participate through outreach; they need to have a sense of ownership supported by their contribution to museum programming; and need to feel they are making a lasting contribution to the museum. Also, they want their opinions to matter and to know that they are making a difference.

Szekely (2012) writes the teen public is part of an ongoing trend in expanding museum audiences, and a general principle of today's museum teen programs is to convince teens that it is "cool" to visit an art museum. From a financial perspective, by targeting teens the museum staff can encourage them and their families to be involved in museum programming. This may lead them to be museum members and lifelong patrons. Also, teens can have a unique connection to the art museum by participating in a program only available to them. Some museum teen programs have been structured as teen advisory groups in which participants learn about exhibitions and offer input to museum programs that would draw a teen audience. A 2014 survey of 220 museums by the Association of Art Museum

### ABSTRACT

In this article, we discuss a museum program for teens located in an urban environment. The participants were high school students from public, private, religious and home schools. The program allowed learning to occur in an informal setting and united teens from one city through a common interest in visual art. Also, it was an opportunity for the museum to build a teen audience and strengthen community involvement. As part of the program, the participants and their parents were surveyed to study what aspects of the program they found to be meaningful and relevant. The results underline the importance of developing and maintaining museum education for teens.

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## Introduction

The introduction establishes any relevant background information the audience needs to know before reading the rest of the paper. The introduction also includes the thesis statement, which defines the point of the paper. The thesis statement can include the writer's hypothesis and/or research questions regarding the topic.

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## Literature Review

The literature review tends to be a difficult area to read, however, it is the most helpful part when understanding the purpose of the research question.

A literature review includes previous researchers that have done research on the same topic and it includes a synthesis of their findings all while the new researcher's idea is being researched. The past research should be from credible sources, such as academic books and peer-reviewed journal articles.

This will also tell you that the author has done extensive research on their topic and can be used as a credible source as well!

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## Methods/Data

This is the section where the author describes how the research was conducted and what the methodology is.

The methodology is defined as a system of methods used in a particular area of study. Some common methodologies are *quantitative research* and *qualitative research*.

Understanding what kind of methodology used will help interpret the data found.

When reading this section, ask yourself these questions:

1. How was the study conducted? (*aka, methodology!*)
2. Who were the participants?
3. What are the data sources?
4. What were the key findings?

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## Conclusion / Discussion

During the introduction, the researcher asked a question that they had about their topic. In the conclusion / discussion section, the researcher discusses whether their initial question was answered or not. They usually discuss the results of their data or methods and how it connects with previous research from the literature review. Researchers can also mention future research areas for this topic.

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## Overall

Researchers look for specific data to test and find evidence to support an answer relating to their question / topic. Often times, this topic urges them to ask specific questions and to find data that answer these questions. It allows for readers to understand why their question is worth asking and how its answer helps us understand a bigger issue in a new perspective.

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## References

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