

## **Integrating Participatory Action and Arts-Based Research: A Methodology for Investigating Generative AI in Elementary Art Education**

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**Abstract :** This study proposes a methodological framework that combines Participatory Action Research (PAR) with Arts-Based Research (ABR) to explore the potential of generative AI in elementary art education. By integrating PAR, this framework emphasizes elementary school students' active participation as co-researchers, engaging with AI technologies and reflecting on their creative journeys. PAR's iterative cycles of planning, action, observation, and reflection provide a solid structure for involving children in the research process, ensuring that the study is inclusive and reflective of the children's perspectives. Arts-Based Research, on the other hand, allows for the exploration of AI not just as a tool but as a medium of creative expression. ABR's emphasis on visual, performative, and creative outputs complements PAR's inclusive approach, offering a dynamic and flexible way of studying the intersection of technology and art in educational contexts. This combination is particularly valuable as it encourages students to express their ideas and emotions through art, making the learning process more engaging and personally meaningful. Despite the recognized benefits of both PAR and ABR, there remains a notable gap in research that applies these methodologies in combination with elementary school students, particularly in the context of emerging technologies like generative AI. Addressing this gap is crucial, as integrating these approaches can lead to more inclusive and innovative educational practices that cater to the diverse needs of young learners. This chapter seeks to demonstrate how integrating PAR and ABR can empower young learners, giving them a voice in the research process while enriching their creative and critical thinking skills. This chapter will develop a methodology that integrates both theoretical and practical aspects of PAR and ABR, highlighting the challenges and opportunities that emerge when these approaches are integrated. It will also discuss how to adapt these methods for research in the elementary art education, providing a foundation for future inquiry. Further, the chapter will focus on situating these methodological developments in relation to a study that seeks to understand the potential of generative AI in fostering creativity, collaboration, and critical thinking among young learners. Ultimately, this work aims to provide a pioneering example that inspires further exploration and development of educational practices in the digital age.

**Keywords :** participatory action research, arts-based research, generative AI, elementary art education

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