

Music 9531 Empirical and Qualitative Research in Music Education Fall 2015 (Online)

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TC 123

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Please use the OWL course database for course communications once the course has begun.

Office Hours: By virtual appointment or whenever I am online. Students can also arrange to meet with me in person if they are on campus. *Please use the OWL course database for course communications once the course has begun.*

Course Title: Empirical and Qualitative Research in Music Education

Class Meetings: Online beginning Sept. 13, 2015. Sundays are considered Day 1 of the course. Live classroom sessions will be scheduled according to student and instructor availability.

Required Texts:

Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. (2014). *Introduction to Research in Education* (9th ed.). Wadsworth Cengage Learning (ISBN-13: 978-1-133-59674-5; ISBN-10: 1-133-59674-6). **This text is also available online** at <http://www.nelsonbrain.com/shop/isbn/9781133596745>. Online access is less expensive than purchasing a physical copy. However, access to the book may be limited to a specific period of time. It is up to you to decide whether an online or hard copy version of the text better suits your learning goals and needs.

Recommended Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association. (ISBN: 978-1-4338-0561-5)

Additional Materials: Students are required to have a working webcam and microphone and an Internet connection that will adequately support both. Please test out your technology in the course database well before your first live classroom.

Course Description:

9531 Empirical and Qualitative Research in Music Education.

This course will provide you with an introduction to the principles of quantitative and qualitative research in music education. As you learn more about how research evidence is produced, you will develop the skills and understanding necessary to become critical consumers of research evidence in our field and informed producers of such evidence.

The life of a music educator is full of decisions. We have to choose and manage resources within a limited budget, select appropriate pedagogies, and operate effectively within an education system. As professionals we are expected to be responsible for our own decisions about what to do and how to do it. But on what knowledge do we base these decisions? Knowledge is a slippery thing. How do we know what is true? What is reliable information? Educators are often asked to make dramatic changes to their practice based on research evidence, but how do we evaluate the quality of that evidence? Researchers suggest that knowledge that is obtained through careful, systematic inquiry is likely to be the most reliable basis for our decisions. As we add to this fund of knowledge, we develop the field of music education as a discipline. Practitioner research is also an important part of the development of our field, and this course will provide you with the skills and knowledge to conduct your own research along systematic research principles.

Learning Outcomes:

1. Identify key research paradigms in music education and list their strengths and weaknesses;
2. Select and define an issue for investigation related to your own professional practice and the wider educational context;
3. Express a research idea in terms of a research problem and research questions or hypotheses;
4. Apply established techniques of research and inquiry by designing and justifying a methodology to investigate an identified problem;
5. Critically evaluate the literature related to an identified topic;
6. Use established principles and techniques to gather and record data;
7. Understand how to analyze and interpret data using established techniques and principles;
8. Critically evaluate existing research studies and discuss issues of research design such as validity and reliability and quality of argument;
9. Identify ethical issues presented by research in music education and use appropriate guidelines and procedures to conduct research responsibly ;
10. Communicate research ideas, issues and conclusions clearly and appropriately in the form of a research proposal or report; journal article; conference paper; or research poster.

Method of Evaluation:

Discussions, Journals, and Wikis20%

Online Discussions, Journal Entries, and Wikis are the primary place where students interact with each other, the instructor, and the course material. Students are expected to complete weekly course readings and lecture notes and post either a response to a discussion question, their general thoughts and ideas about a particular topic, or contribute to a Wiki page with the purpose of building a class understanding of a particular concept (each week contains one or two of these activities, but not all three). Students are also required to respond to at least two of their peers in each discussion or journal assignment and engage in ongoing revision of wiki pages. Assessment is based on completing the minimum required number of posts, evidence of understanding of topics addressed in readings and lectures, ability to think critically upon readings, depth of engagement during class contributions, and writing clarity.

Annotated Bibliography.....10%

Students are asked to compile an annotated bibliography of sources related to a possible area of personal research interest and to write a short reflection on the general usefulness of items in the bibliography. Assessment is based on including the minimum required number of sources, source relevancy and assessment, level of critical reflection on usefulness of sources, and writing clarity.

Critical Study Review (x3)..... 20%

Students will review and critique three published music education research studies based on an assigned methodology but on a research topic of their choice. Assessment is based on matching the study to the assigned methodology, level of critical appraisal of study's strengths and weakness as based on ideas presented in the course, persuasiveness of argument, and writing clarity.

Qualitative data collection project.....10%

Students will gain practice collecting and analyzing qualitative data through choosing a particular qualitative data collection method and applying it to collecting a small amount of data in support of a research question in which they are personally interested. Students will also choose and apply an appropriate data analysis technique to the data gathered and reflect on the experience of collecting and analyzing data with the goal of future skill improvement. Assessment is based on timely and correct submission of related ethics permission forms (where applicable), clear written description of the process of collecting and analyzing data that reflects techniques discussed in the course, quality of data collected and of analysis, critical reflection on how future work might be improve as well as on personal strengths throughout the project, and writing clarity.

Research proposal 25%

As the capstone project in this course, students will submit a research proposal that reflects their own research interests that uses either qualitative or quantitative methodology, as is best suited to their research study's purpose. Assessment is based on inclusion of all areas of the research proposal, proposal cohesiveness, critical understanding of literature related to the study questions and the need for the study, application of methodological selection and design, understanding of the study's strengths and weaknesses, and writing clarity.

Participation in Synchronous presentations.....15%

The class will meet in the virtual live classroom for "face-to-face" real time sessions during the weeks that the critical study reviews and research proposal are due. Students will present and discuss their ideas in relation to these assignments in order to work out their ideas, teach students about various research methodologies, and give each other advice prior to the written assignment due date. Assessment is based on attendance, readiness, and scholarly engagement in discussions with the goal of helping fellow students refine and strengthen their ideas.

Total100%

Assignment Submission Dates:

Online Discussions, Journals, and Wikis.....	weekly
Live Classroom Presentations (x5).....	scheduled to fit students' and instructor's schedules during Weeks 3, 5, 7, 11, and 13
Annotated Bibliography.....	Oct. 4
Critical Study Review.....	Oct. 19, Nov. 1, Nov. 22
Qualitative Study Project.....	Nov. 29
Final Paper.....	Dec. 14

Statement on Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, as found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Please note that all research involving human participants undertaken in the course must adhere to the policies and procedures of The University of Western Ontario, the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans, and other relevant guidelines and legislation.

Statement on Health and Wellness:

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

Statement on the Use of Plagiarism Checking Software:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, <http://turnitin.uwo.ca/>

University Policy on Accommodation for Medical Illness

As of May 2008, the University has a new policy on Accommodation for Medical Illness, which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s

office.” Students with special learning needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made. More information can be found at [Policy on Accommodation for Medical Illness](#).

Instructor’s Policy on Illness and Attendance:

Full attendance and participation in discussions and live classrooms is expected and required unless you have the permission of the instructor. If you are ill or some problem occurs that prevents you from attending class on a given day then you must notify the instructor to that effect either before or immediately after class. Medical documentation may be required in some circumstances. Please be proactive with this. I can’t help you if I don’t know that there is a problem. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.