

9639A Research In Music Education

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Fall semester 2015
Talbot College Rm. TC 307
Mondays 2:30 to 5:10
Individual tutorials by appointment

Course description

This course is a guided reading course focusing on the advanced study of research thinking and methodologies in music education. Using a multi-disciplinary approach, students will examine a variety of ontological, epistemological and methodological perspectives on researching in music education. Students will be expected to read widely around methodologies, explore areas of research interest, and engage in critical thinking regarding the formation of research questions and protocols.

Learning Outcomes

- Demonstrate an in depth understanding of a range of methodologies used in music education research connecting them with research in other disciplines;
- Demonstrate the ability to conceptualize, design, and implement research;
- Make informed judgments on complex issues in your specialist field;
- Communicate complex and/or ambiguous theoretical ideas, issues and conclusions clearly and effectively.
- Develop capacity for research design, making appropriate connections between research questions, theoretical frameworks, and methodological approaches;
- Exercise personal responsibility and largely autonomous initiative in complex scholarly situations;

Instructional methods

The aim of this course is to guide you in focused reading on a range of research methodologies, questions, approaches and modes of thinking.

This class will be team taught by four professors in the Department of Music Education. Student evaluation for this course will fall under three categories—Weekly assignments; Presentations & In-class contributions; and a Final project. Each of the 4 sections of this course (see schedule below) will follow this same overall structure. However, each faculty member teaching each of the 4 sections will set their own specific assignments, within each category.

This class meets as a weekly seminar. You will also receive a weekly tutorial to discuss the work you are preparing for assessment and advise on reading.

Evaluation

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| 1. Weekly Assignments | 30% of Total Grade
Due dates - Weekly during all 4 sections |
| 2. Presentations & In-Class Contributions | 30% of Total Grade
Due dates – Throughout each of the 4 sections |
| 3. Final Project | 40% of Total Grade
Due dates – At the end of each of the 4 sections |

All general assignments will be guided by the following assessment criteria:

- The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;
- The ability to communicate an in depth understanding of a body of methodological knowledge
- The ability to reflect critically and make informed judgments upon complex issues within the field of music education
- Recognition of the complexity of knowledge and the potential contributions of other interpretations, methods and disciplines- in other words the ability to reflect upon the possibility of other methodological viewpoints than those presented by a particular author or authors;
- The ability to conceptualize, design and implement scholarly research around identified methodologies;
- The intellectual independence to read widely around class discussion and seek out relevant literature;
- Accurate use of APA referencing style (6th edition)
- Clear and accurate expression in English

Required Textbook: There is no required textbook

Course readings will be assigned by individual professors (see below for general guidelines). Students will be expected to read widely around assigned readings and to demonstrate initiative in researching literature and identifying appropriate readings. Professors will be happy to advise upon suitability of identified literature.

General Schedule

PhD Research Methods	
Dr. Schmidt Weeks 1 - 4	September 14 – Questions, Paradigms and Theories 21 – Research Design and Purpose 28 – Audience and Trustworthiness October 5 – Research Quality and Impact
Dr. Watson Weeks 5 - 7	October 12 – Fundamental Principles of Scientific Methods (Thanksgiving – Class will meet in alternative schedule) 19 – Descriptive & Correlational Analyses 26 – Experimental Design & Causal Inferences
Dr. Woodford Weeks 8 - 10	November 2 – “Politics of History” 9 – Reconstructing History 16 – Historical criticism
Dr. Veblen Weeks 11 - 13	November 23 – Qualitative Research 1 30 – Qualitative Research 2 December 7 – Qualitative Research 3

Individual Assignment Outlines

Schmidt

1. Weekly Assignments

- a. Students will read assigned readings. Every week classes will start with students sharing notes, impressions, and a minimum of 2 questions (in print) regarding each reading.
- b. Each week each student will research, select and share a research article of their choosing with the class. Articles selected will be accompanied by a *briefing* that contains: Citation, type of research, purpose, design, and its impact.
- c. Each week students will provide a ‘stream of consciousness’ video, to be shared with the class, where relationships between research questions, theoretical

framework, and methodology will be discussed. Videos cannot be longer than 5 minutes.

2. Presentations & In-Class Contributions
 - a. Each student will be in charged of one 25-minute presentation on a topic of their choosing. Presentations will take place during weeks 3 & 4.
 - b. Presentations are not simply a venue for content delivery, but rather for critical analysis and exploration.
3. Final Project
 - a. A final written project will be developed where an analysis of one of the larger themes introduced within the first 4 weeks will be further investigated. This final paper will should be around 2000 to 2500 words in length.

Watson

1. Weekly Assignments
 - a. Review an article that describes a quantitative descriptive or experimental study from a refereed research journal in music education. Critique the article emphasizing both strengths and weaknesses in its literature review, purpose statement, methodology (e.g., threats to validity), presentation of results, and discussion. Review the article as if you were a member of the editorial committee of a journal (i.e., what specific suggestions would you provide the author for improvement of the study).
2. Presentations & In-Class Contributions
 - a. “Teaching Someone About Stats”: Students will report challenges and successes they encountered when teaching a peer (perhaps a graduate student in performance, musicology, or music theory) to understand the following concepts (choose one unit):
 - i. Unit 1 – levels of data, variance, standard deviation, covariance, correlation
 - ii. Unit 2 – descriptive vs. inferential statistics, statistical significance
 - iii. Unit 3 – difference between experimental design issues of internal and external validity and measurement principles of reliability, validity
3. Final Project
 - a. Design an experimental or quantitative descriptive study that involves at least one dependent and one independent variable. The research problem should be related to your own area of research. The design should include the following: (a) a comprehensive literature review and justification of the research problem and a statement of the purpose; (b) specific research questions/hypotheses; (c) detailed method section including potential participants/sample, instrumentation/materials, procedures, and potential data analysis methods. Include a brief reflection regarding the potential limitations of the research design.

Veblen

1. Weekly Assignments
 - a. As a class we will choose several readings as a base for discussions for the following weeks.
- Presentations & In-Class Contributions

- b. For each class, choose a research article or dissertation to present to the class. Generate a summary and handout for everyone.
- 2. Final Project
 - a. Choice: 1) Interview, transcription, context; 2) Narrative inquiry project using current literature and form; 3) hands-on transcription, listening in to research project in motion and reflective short paper, 4) Mini ethnography of a musical scene/teaching/learning/festival/event with critical reflection and bibliography.

Woodford

- 1. Weekly Assignments (3)
 - a. Critical reflections (3-4 typed pages, Times New Roman font 12) on class discussion and readings demonstrating increasing awareness of past and current problems and challenges relating to historical methodology.
- 2. Presentations & In-Class Contributions (3)
 - a. Weekly assigned topics to be presented to the class and demonstrating wider reading and growing knowledge of the literature on historical methodology (approx. 20 minutes). These presentations should feature at least 2 questions for the class that can prompt deeper discussion. (I will contact you before our first class to assign your topic for the first presentation).
- 3. Final Project
 - a. A critical analysis/review of an extended journal article or chapter that utilizes historical methodology (approx. 2000 words) in which you apply ideas about information gleaned from class discussion, assignments, and/or personal exploration of the literature to existing research. This analysis/review should include discussion and/or critique of matters relating to referencing style, purpose, design, quality of writing, and importance to the field. The selected journal article or chapter must be approved by the instructor. APA or Chicago Manuals of Style may be selected for your assignment.

General Policies

University Policy on Accommodation for Medical Illness. This can be found at www.studentservices.uwo.ca/secure/index.cfm. 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.

Instructor’s policy on illness and attendance. Full attendance at all classes is expected and medical documentation is 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. Unexplained absences

will result in a reduction of three (3) points in your attendance/participation grade for each absence and (5) points for each absence when a class presentation is scheduled (each student will be assigned class presentations in advance). Students with medical documentation or an acceptable excuse for an absence will not be penalized and will be permitted to reschedule a presentation. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.

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 www.uwo.ca/univsec/handbook/appeals/scholoff.pdf.*

Plagiarism is a major scholastic offense. Students must write their assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt by using quotation marks where appropriate and by proper referencing such as footnotes or citations. 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, www.turnitin.com.”