

# 9651a Research in Music Education

Winter 2021

## Instructors:

Dr. Betty Anne Younker

Dr. Stephanie Horsley

## Contact Information:

Dr. Younker:

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*email Response Time:* We endeavour to reply to messages within 24 hours between Monday and Friday and within 48 hours on Saturday and Sunday

## Appointment Availability:

**Dr. Horsley:** By Appointment through Zoom

Please use my [Calendly link to book a meeting](#). Meetings must be booked at least 24 hours in advance. Appointments will be confirmed through your UWO email and a Zoom meeting added to calendar invitation before the meeting.

**Dr. Younker:** By Appointment through Zoom or f2f

Please email me directly with available times.

## 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 set goals and reflect on their growth as qualitative researchers, read widely around methodologies, explore areas of research interest, and engage in critical thinking regarding the formation of research questions and protocols.

## Learning Outcomes:

By the end of this course, you should be able to:

- Demonstrate an in-depth understanding of a range of methodologies used in music education research by connecting them with research in other disciplines and contributing to scholarly discussions and peer feedback
- Effectively communicate (verbally and in writing) complex and/or ambiguous methodological, theoretical, and practical ideas, issues, and conclusions related to music education
- Compare and evaluate different qualitative methodological approaches in relation to a research topic of your choice in a specialist field of music education
- Demonstrate, in writing and through presentation, the capacity to conceptualize and design a qualitative study to answer specific music education questions by making

appropriate connections between research questions, theoretical frameworks, and methodological approaches

- Exercise your personal responsibility and largely autonomous initiative in complex scholarly situations, in part by setting personal learning goals and by planning and documenting your pursuit of them.

## Instructional Methods and Class Schedule

This course is team taught by two professors in the Department of Music Education.

## Teaching and Learning Approach

This is an active learning course. What does this mean? It means that you will engage in activities that will help you co-construct your knowledge of the ideas and experiences we encounter in class. Furthermore, you will be asked to actively reflect and demonstrate how the ideas you encounter in the course have impacted your own beliefs about and actions toward qualitative research in music education. Be prepared to be an active participant in this course through discussions, groups activities, and presentations. With that in mind, it's imperative that our classroom be a safe space for sharing and discussing ideas that may or may not align with your own views about music teaching and learning. Discussion and interaction must be respectful and always approached through a lens that is open to new ideas and experience. Critical discussion is always encouraged, but it must be carried out with respect and sensitivity to others. You are expected to attend every class and complete the online component of the course in accordance with the course schedule.

## Online Learning Approach

Please note this is a **blended course**. Some class activities will occur asynchronously within OWL, while others will occur synchronously during **live Zoom sessions on each Tuesday of the semester**. You can access Zoom via the link in our course OWL site.

Tuesday, January 12 – Tuesday, February 9 (inclusive) + Tuesday February 23 with Dr. Younker  
6:00-8:00PM

Tuesday, February 15 – Reading Week, no class

Tuesday, March 2 – Tuesday, March 30 (inclusive) with Dr. Horsley  
7:00-8PM (asynchronous OWL activities will increase)

Tuesday, April 6—Final Presentations, open to the public  
6-8PM

## Topic Schedule

PhD Research Methods	
Section 1  Dr. Younker Weeks 1-6	Jan. 12 – Questions, Research Paradigms and Theories Jan. 19 – Qualitative Analysis and its Epistemic Parameters Jan. 26 – Qualitative Design and Research Questions Feb. 2 – Standard Approaches of Qualitative Research in Practice Feb. 9 – Interview and Focus Groups Feb. 15 – Reading Week Feb 22– Observation
Section 2  Dr. Horsley Weeks 7-12	Mar. 2 – Document and artifact collection Mar. 9 – Video and Photo elicitation Mar. 16 – Analysis of Data Mar. 23 – Validity and trustworthiness Mar. 30 - Presentation of Data April 6 - Research Project Final Presentations NOTE: <b>class will run from 6-8PM this day</b> to allow enough time for presentations

### Course Readings:

Course readings will be assigned by individual professors on a weekly basis and will be available either through the course OWL site or from the instructors. 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.

### Structure of the Course and Assignments

#### Overarching Structure:

1. In order to create a *connective personal thread*, each student will elect a larger *theme*, which you will share at the first day of class and continue to investigate throughout the term. You are to select your theme and share with the class prior to the beginning of the semester. We suggest broad themes such as: Gender, Creativity, Social Justice, Identity, Musical Development, Pedagogy or Power. Your chosen theme will be used in your personal contributions (weekly readings for example, see below), it will inform your presentations, and it will serve as the connecting element in your final paper.
2. Final Presentation
  1. Present two methodological approaches and processes discussed throughout the course and demonstrate how they intersect with an analysis of your chosen research problem/question

2. Present your research problem/question, situate it comparatively between two distinct research methodologies, and present a strength/weakness analysis of each
3. Presentations should be guided by a written script submitted with your presentation.
4. Presentations should expand and extend the written element, incorporating multiple formats such as image, video, conceptual designs, tables, etc.
5. This final presentation is open to the music education PhD and faculty community, and should be approximately 15 minutes long followed by 15 minutes of discussion.

## Evaluation and Assignment Summaries

Further information will be provided for each assignment as they are introduced.

Evaluation Component	Brief Description	Percentage of Grade	Due Date
Personal and Professional Research Growth	Select a research topic and outline your personal and professional research goals in relation to it. Select and implement concrete actions you can take to support attaining your goals and reflect on your success throughout the term.	20%	Jan 12 Feb 23 April 6
Weekly Reading & In-Class/Forum Discussion	Select, share, lead, and respond to discussions on readings and ideas that support our course outcomes and research goals	30%	Weekly
<b>Research Project</b>			
Topic Selection and Draft Literature Review	Choose your research questions based on your personal connective thread and submit a draft literature review that synthesizes research on the topic so far and argues for the importance of addressing your questions. Provide feedback to your classmates on their drafts.	15%	Feb. 11
Draft Methodology	Share a VoiceThread presentation and written draft of your research project's two methodological approaches and provide feedback to your classmates on their work.	15%	Mar. 25 (VT); Mar 28 (Feedback)
Research Project Final Presentation	Present your research project. Presentations are open to the public. NOTE: Final class will run from 6-8PM to accommodate presentations.	20%	April 6

## General Assignment Criteria:

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 (6<sup>th</sup> edition)
- Clear and accurate expression in English

## General Policies:

### University Policy on Accommodation for Medical Illness.

This can be found at [www.studentservices.uwo.ca/secure/index.cfm](http://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 her/his 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, attendance, and deadlines

Full attendance at all classes and timely completion of online elements of the course are expected 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 or incomplete online work 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 work 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](http://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](http://www.turnitin.com).”