

## MUSIC 9652 QUANTITATIVE RESEARCH IN MUSIC EDUCATION

**INSTRUCTOR:** Dr. Kevin Watson

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**OFFICE HOURS:** By appointment

I hope that you will schedule an appointment to visit with me. It's a chance to talk about the course, study strategies, research projects, or whatever else you'd like to discuss. You don't have to have a problem to visit. If you find yourself having difficulty with a reading or an assignment, however, I definitely want to see you; I may be able to help.

### COURSE PREREQUISITE

Permission of the department. Unless you have either the requisite for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### COURSE GOALS

This course is an exploration of both the conceptual ideas and practical applications of quantitative methodologies commonly used in music education research. The purposes of a variety of statistical procedures and a discussion of their strengths and weaknesses for answering particular types of research questions will be addressed. Students will be challenged to critique existing research, analyze and create reports for mock data sets, and apply the analytical tools and methodological designs discussed in the course to their own research interests.

*Upon completing this course students will be able to:*

- Discuss basic characteristics of scientific inquiry
- Identify methodologies appropriate for given research questions and problems.
- Identify, explain, and apply basic terminology and concepts associated with quantitative research
- Discuss the development of theory and demonstrate competence in defining concepts, constructs, and operational definitions
- Define and explain the assumptions underlying varying research procedures

- Carry out appropriate analyses given sample data sets
- Create figures, tables, and written interpretations of findings when given data sets suited to such procedures
- Apply the analytical tools discussed in the course to their own research interests and potential methodological designs
- Critique/evaluate published research reports

## **COURSE MATERIALS**

### **Required Texts**

Miksza, P. & Elpus, K. (2018). *Design and Analysis for Quantitative Research in Music Education*. New York: Oxford University Press

APA Manual - Current Edition

Additional readings and websites will be posted on OWL

### **(Strongly) Recommended Text for SPSS Assistance**

Morgan, G. A., Leech, N. L., Gloeckner, G. W., & Barrett, K. C. (2013). *IBM SPSS for introductory statistics* (5th ed.). New York, NY: Routledge

### **SPSS Software at Western**

SPSS: Users can input their own data, import existing data, run descriptive descriptives and perform more complex analysis. Information pertaining to the campus license for SPSS is available at [WTS](#).

[Text tutorials](#)

[Video tutorials](#)

[Learning and using SPSS](#)

*Availability:*

SPSS is available in any of the General Student Labs on campus:

Health Science Building 13 (HSB 13)

Health Science Building 14 (HSB 14)

Health Science Building 16 (HSB 16)

North Campus Building (NCB 105)

Social Science Centre 1000 (SCC 1000)  
Social Science Centre 1012 (SCC 1012)  
Social Science Centre 1032 (SCC 1032)  
Taylor Library

Weldon Instructional Room; Weldon Collaborative Technology Rooms 17A and 17B; Map and Data Centre  
(Weldon ground floor) public machines

## **COURSE POLICIES**

1. Each day all of us build our professional reputations. As such, it is expected that you will attend each class, be punctual, complete reading and writing assignments in a timely way, and participate fully and respectfully in class discussions. Thoughtful dialogue forms an essential component of mastering complex material. Note that you may contribute to class discussions in many ways: asking questions, offering your reactions to readings, acknowledging ideas offered by colleagues and drawing others into the discussion.
2. All written submissions must be word-processed and are due on the assigned due date. Late assignments will be accepted with a grade penalty of twenty percent per day. Assignments submitted more than 30 minutes past the due time will be considered late.
3. Please see the University's policy on excused absences detailed below. Numerous absences of any kind will be referred to the Department Chair for consideration of forfeiture of course credit.
4. Please turn all cell phones to the off or silent mode during class time. If you choose to bring your laptop/tablet to class, please use it only to access course material or take notes. Please refrain from non-class related communication (e.g., facebook, email, texting, surfing, etc.) during class time.

## **EVALUATION**

The grade for MU9652 will be based on the following:

Weekly Assignments: 200 points

Proposal Projects (2): 100 points

Total: 300 points

## **ASSIGNMENT DESCRIPTIONS**

### **Weekly Assignments**

Work will be assigned each week as practice for the methodological principles and analytical approaches discussed in class readings. Assignments will involve analyzing existing studies, proposing hypothetical

designs, analyzing data, interpreting data, creating figures and tables.

## **Proposal Project**

Students will create proposals for two original empirical studies: a descriptive study and an experiment. Each proposal must articulate (a) an important problem/need for research, (b) a theoretical framework, (c) an annotated bibliography of 5 related studies in lieu of a formal literature review, (d) a purpose statement and research questions/hypotheses, and (e) a methodology. Manuscripts must conform to APA style.

## **UNIVERSITY POLICIES**

### **Academic Conduct**

Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found under Graduate Students - Scholastic Discipline at:

[https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html)

### **Accommodation for Medical Illness**

Students are responsible for making up any missed classes or assignments as soon as possible. In order to ensure fairness and consistency for all students, academic accommodation for work representing more than 30% of the student's overall grade in the course shall be granted only in those cases where there is documentation in the form of a completed and appropriately signed Student Medical Certificate (SMC) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities, or the equivalent documentation for non-medical or compassionate grounds.

Students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence, to clarify how they will be expected to fulfill the academic expectations they may have missed during the absence. Documentation, if required, shall be submitted to the Office of the Associate Dean, Graduate.

Students are directed to read the full Senate policy on accommodation for medical illness at the following website:

[https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html)

A pdf copy of a Senate approved Student Medical Certificate (SMC) may be downloaded here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

In cases where students miss work that is worth 30% or less of the total course grade due to medical illness or compassionate grounds, if an online absence report is submitted using the new Self-Reporting Absence Portal, or if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean deems that accommodation is warranted, then the missed assignment(s) or quiz(zes) may be discounted in the calculation of the final grade for the course. If documentation is not submitted voluntarily then the missed assignment(s) or quiz(zes) will receive a grade of zero.

The University's complete policy on Accommodation for Illness may be found under "Rights and Responsibilities" at: [https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html)

### **Statement on Mental Health**

Students that are in emotional/mental distress should refer to Mental Health@Western [https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

### **Statement on Student Accessibility Services (SAS)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

For more information, see <http://www.sdc.uwo.ca/ssd/>

## **HELPFUL RESOURCES**

### **Writing Tutorial Services**

Free comprehensive writing support for students and faculty. Check out the writing support handouts and podcasts.

<http://www.sdc.uwo.ca/writing/>

**Learning Development & Success**

SDC's Learning Skills Counsellors provide information and support to help Western students achieve academic success.

<http://www.sdc.uwo.ca/learning/>