

SYLLABUS
School of Music
University of Florida
Research in Music Education

MUE 6785, Section # 8434 (3)

Fall 2016
W (Periods 9-11)

Professor: Dr. William I. Bauer

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Course Description

The purpose of this course is to equip graduate music education students with the knowledge and skill to be able to locate, read, and understand the research literature in music education, applying it to their practice. In addition, students will learn to design research studies to systematically explore questions related to music teaching and learning.

Required Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. [ISBN: 978-1-433-80561-5]

Mertler, C. A. (2016). *Introduction to educational research*. Thousand Oaks, CA: SAGE. (ISBN: 978-1-4833-7548-9).

Phillips, K. H. (2008). *Exploring research in music education & music therapy*. New York, NY: Oxford University Press. [ISBN: 978-0-19-532122-7].

Additional Resources

1. Online resources have been established for use in this course. To access them use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>
2. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <http://www.uflib.ufl.edu/music/>
3. A UF Libraries Music Education Resource Guide can be located here: <http://guides.uflib.ufl.edu/MusicEducation>
4. The Scholarly Resources in Music Education website can be located here: <http://wibauer.fatcow.com/scholarly/index.html>

Course Goals

Through full participation in this course, the graduate music education student will:

1. describe the purpose and value of research
2. utilize printed and electronic sources of music education reference materials;
3. read and analyze current research studies in music education;
4. describe common methodologies used for music education research;
5. apply music education research to teaching practice;
6. design a proposal for a research study;
7. discuss methods for analysis of quantitative and qualitative data;
8. demonstrate growth in scholarly writing and presentation skills; and
9. utilize proper APA style.

University of Florida Policies

Students Requesting Accommodations due to Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

EXPECTATIONS

Workload: This course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful.

Attendance: Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with Dr. Bauer before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **advanced notice** is provided. If you have a valid reason for an absence on an examination day, and you let me know in advance, you will be permitted to make up the test at a mutually convenient time. Exams must be made up as soon as possible after your return to class, and no later than one week following your return.

Class Participation: Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor will evaluate the quality, quantity, and appropriateness of each student's oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, the instructor will use his subjective judgment of this behavior in the determination of borderline final grades. The dynamics of this class, and its ultimate value to you, require you to come to class prepared (read assignments), bringing questions and comments to stimulate discussions.

Email: Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine. Likewise, unless there are extenuating circumstances, when you send me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

ASSESSMENT CRITERIA

<u>Assessment</u>	<u>Weight</u>
Quizzes	.20
Scavenger Hunt	.05
Research Article Reviews	.05
Research Etudes	.20
• Quantitative (.10)	
• Qualitative (.10)	
Quantitative Data Analysis Projects	.10
Research Proposal Project	.35
• Identifying the topic/Purpose Statement/Research Questions	(.02)
• Annotated Bibliography and Outline/Mind Map	(.03)
• Introduction and Review of Literature	(.05)
• Methodology	(.05)
• Peer Review Draft	(.05)
• Completed Paper - Final Draft	(.10)
• Presentation	(.05)

Grading Scale		Letter to Numerical Grade Conversion	
100	A+	<i>Letter Grade</i>	<i>Numerical Equivalent</i>
93-99	A		
90-92	A-	A+	100
87-89	B+	A	95
83-86	B	A-	91
80-82	B-	B+	88
77-79	C+	B	85
73-76	C	B-	81
70-72	C-	C+	78
67-69	D+	C	75
63-66	D	C-	71
60-62	D-	D+	68
59 & below	F	D	65
		D-	61
		F	55

COURSE CALENDAR

DATE	TOPIC
August 24	<ul style="list-style-type: none"> • What is Educational Research? • Wonderments
31	<ul style="list-style-type: none"> • Introduction to the research library and tools. Meet at 4:05pm in the Architecture and Fine Arts Library [http://www.uflib.ufl.edu/afa/] for an orientation by Music Librarian Alan Asher • Music education research databases • Overview of the Educational Research Process
September 7	<ul style="list-style-type: none"> • Identifying and Selecting a Research Problem/Topic • Mendeley • APA Style • Music Education Rally
14	<ul style="list-style-type: none"> • Individual Topic Meetings • Reviewing Related Research Literature • Annotated Bibliographies
21	<ul style="list-style-type: none"> • Qualitative Research Methods
28	<ul style="list-style-type: none"> • Qualitative Data Collection and Analysis
October 5	<ul style="list-style-type: none"> • Quantitative Research Methods
12	<ul style="list-style-type: none"> • Quantitative Data Collection
19	<ul style="list-style-type: none"> • Quantitative Data Analysis
26	<ul style="list-style-type: none"> • Mixed Methods Research
November 2	<ul style="list-style-type: none"> • Action Research
9	<ul style="list-style-type: none"> • Writing a Research Proposal
16	<ul style="list-style-type: none"> • Policy Research in Music Education
22	<ul style="list-style-type: none"> • Integrating Research and Teaching • Presenting Research • Writing a Final Research Report
November 23	<ul style="list-style-type: none"> • Thanksgiving Break – No Class
30	<ul style="list-style-type: none"> • Research Ethics
December 7	<ul style="list-style-type: none"> • Research Proposal Presentations
10	<ul style="list-style-type: none"> • Research Proposal Papers Due by 11:59 PM

This syllabus is a guide. It may be varied as needed.