

# Qualitative Research in Music Education

MUE 7786

Time: Thursdays, periods 9-11 (4:05pm-7:05pm)

Spring 2018

## Professor

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## Course Description

The purpose of this course is to further understand and develop the skills required to design, conduct, and report music education research using qualitative approaches. Theoretical frameworks, data analysis procedures, and ethical considerations are examined.

## Course Goals and Objectives

Through full participation in the course, students will...

1. Gain an understanding of theoretical frameworks commonly applied in qualitative inquiry and socio-cultural contexts within which such research is conducted within the field of music education.
2. Become familiar with various methods of qualitative approaches to inquiry, including narrative, phenomenological, grounded theory, ethnographic, and case study research.
3. Design and carry out a music education research study utilizing an appropriate method of qualitative inquiry.

## Required Textbooks

American Psychological Association. (2010). *Publication manual*, 6th ed. APA. ISBN: 9781433805615

Creswell, J W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oakes, CA: ISBN: 978-1-4129-9530-6

*Additional readings and resources will be posted on Canvas.*

## Recommended Materials

Glesne, C. (2011). *Becoming qualitative researchers*. Boston, MA: Pearson. ISBN: 978-0-13-704797-0

Jackson, A. Y., & Mazzei, L. A. (2012). *Thinking with theory in qualitative research*. New York, NY: Routledge. ISBN: 978-0-415-78100-8

## MUE 7786 COURSE OUTLINE Spring 2018

Class Meeting	Topics/Assignments Due
1/11	NO CLASS - FMEA
1/18	<p><i>Introduction to qualitative research in music education; Overview of the five approaches</i></p> <ul style="list-style-type: none"> <li>Read: Shaw, J. (2016) "The music I was meant to sing": Adolescent choral students' perceptions of culturally responsive pedagogy. <i>Journal of Research in Music Education</i>, 64(1), 45-70. doi: 10.1177/0022429415627989</li> </ul> <p><b>Begin thinking about a topic for your final paper</b></p>
1/25	<p><i>Research Paradigms; Conducting Observations (in class exercise) and Initial Coding</i></p> <ul style="list-style-type: none"> <li>Read: Creswell Ch. 1 &amp; 2; Sipe &amp; Constable (1996)</li> </ul> <p><b>Due: Article Analysis #1</b> <b>Draft a purpose statement and research questions for your project</b></p>
2/1	<p><i>Qualitative research design: Examination of the five approaches</i></p> <ul style="list-style-type: none"> <li>Read: Creswell Ch. 3-5; Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. <i>The Qualitative Report</i>, 15(3), 754-760. Retrieved from <a href="http://nsuworks.nova.edu/tqr/vol15/iss3/19">http://nsuworks.nova.edu/tqr/vol15/iss3/19</a></li> </ul> <p><b>Due: Observation exercise</b></p>
2/8	<p><i>Data Collection and Analysis</i> <i>Manual and Technologically Assisted Analysis (Dedoose, Transcribe)</i></p> <ul style="list-style-type: none"> <li>Read: Creswell Ch. 6-8</li> </ul> <p><b>Due: Purpose statement, research questions and methodology</b></p>
2/15	<p><i>Writing and Crisis of Representation</i></p> <ul style="list-style-type: none"> <li>Read: Creswell Ch. 9; Nichols (2013) and (2016)</li> </ul> <p><b>Due: Interview exercise</b></p>
2/22	<p><i>Trustworthiness of Qualitative Research</i></p> <ul style="list-style-type: none"> <li>Read: Creswell Ch. 10</li> </ul> <p><b>Due: Article Analysis #2</b></p>
3/1	<p><i>Writing Workshop</i></p> <p><b>Due: Statement of purpose, research questions, review of literature, and methodology</b></p>
3/15	<p><i>Data Analysis Workshop</i> Peer review of initial data analysis</p>
3/22	<p><i>Evaluation of Qualitative Research</i> Discussion of studies from the three Article Analysis assignments</p> <p><b>Due: Article Analysis #3</b></p>
3/29	<p><i>Thinking with Theory</i> Applying theory to your project Read: Creswell Ch. 11; Jackson and Mazzei (on Canvas)</p>
4/5	<p><i>Writing Workshop</i></p> <p><b>Due: Data Presentation, Analysis, and Discussion</b></p>
4/12	<b>Research Presentations</b>
4/19	<b>Research Presentations</b>
Final	<b>Due: Final Full Manuscript</b>

This outline is a guide and will be varied as needed.

## Course Assessments (percentage of grade)

### Article Analyses (15%)

On three occasions, you will be required to select and analyze a qualitative music education study. A list of article options will be posted on Canvas. Your written evaluation must include:

1. Bibliographic information (APA)
2. Type of research
3. Purpose of the study
4. Methodology and presentation of the data
5. Results
6. Conclusions

Analyses will be discussed in class.

### Observation Exercise (12.5%)

Select a public or educational setting and spend 20 minutes observing the 'goings-on' of that location with an eye to any musical activities that may occur. Take detailed fieldnotes about what you observe. Then, write up the observation using "thick, rich description."

### Interview Exercise (12.5%)

Conduct a brief interview (about 15 minutes) with a musician about why he or she chose that career path. You must develop your own questions and format it according to the interview protocol distributed in class. Audio record the interview. Take fieldnotes during the interview. Within 48 hours of the interview, transcribe the interview and share the transcript with your participant. Once the participant has approved the transcript, write-up the interview by combining the transcript with your fieldnotes. Additional instructions will be provided in class.

### Research Project (40%)

Design and conduct a qualitative research study. Segments of this project will be due at various points throughout the semester (see Course Outline). This project will include at least two data sources (observation, interview, document analysis, etc.). If you wish to eventually present or publish this project, you must submit it to the IRB before starting data collection. The final write-up of the project should be 20-30 pages (including references) in APA form. Sections of the paper include:

1. Title page
2. Abstract
3. Introduction
4. Review of Literature (at least 10 related articles)
5. Methodology
6. Data presentation, analysis, and discussion
7. Findings/Conclusions
8. References

### Research Presentation (20%)

Consider this a "mini conference presentation." Give an oral report of your research project. The use of powerpoint and other audio/visual aids is highly encouraged.

## Grading Policy

A	100 – 93%
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
E	59 and Below

***It is each student's responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.***

Written assignments must be typed and use good writing style, correct grammar, spelling, and punctuation. Papers should use 1-inch margins, double spacing, and 12pt Times Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Hand written assignments will not be accepted.

Information on current UF grading policies may be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Make-Up Policy

Assignments missed due to personal illness or emergency may be made up with the professor's consent, but on the student's initiative.

***Assignments not submitted on the due date will receive a zero.***

<https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx>

## Attendance

Class attendance is expected and reflective of professional interest and commitment. **For each unexcused absence, a student's course grade will be lowered by five percentage points.** Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the instructor. **You must notify the instructor of your absence prior to the start of class.** *Extenuating circumstances will be considered on an individual basis.*

Students are expected to be prompt and ready to begin at the designated start time. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the

Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Any grade discrepancy should be brought to the instructor's attention immediately. Keep all original copies of assignments and grading documentation, hardcopy or electronic copies as distributed to students.

## Electronic Use Policy

You are highly encouraged to bring your laptop to every class. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g. checking Instagram or texting) will no longer be permitted to use it during class time.

## University Honesty Policy

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor or TA's in this class.

## Additional Resources

If you are in need of help, contact the following:

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>

Phone: 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies.