School of Music | University of Florida
Research in Music Education
MUE 6785 | Spring A 2020 | 3 credits

Class #	Professor	Email
26003	Dr. William I. Bauer	wbauer@ufl.edu
26004	Dr. Dale Bazan	dbazan@ufl.edu
26005	Dr. Manny Brand	mbrand@arts.ufl.edu
26006	Dr. Marshall Haning	mhaning@arts.ufl.edu
26007	Dr. Barry Hartz	barry.hartz@ufl.edu
26008	Dr. Megan Sheridan	mmsheridan@ufl.edu
26009	Dr. Stephanie Standerfer	standerfer@ufl.edu

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.

Office Hours
There are no specific office hours for this course as the instructor may be contacted at any time through the course website or via email. Emails will be responded to within 24 hours during the week and 48 hours on the weekend. If a phone or video chat consultation is desired, those may be arranged directly with the instructor.

Course Communications
Please post general questions on the Course Questions discussion board (the type of question that you would raise your hand to ask in class). Anyone – students or professors – should feel free to respond to these questions. For personal or grade questions, please contact the instructor through Canvas or make an appointment to speak via video chat or telephone.

Required Texts
Mertler, C. A. (2019). Introduction to educational research (2nd Ed.). Thousand Oaks, CA: SAGE. ISBN: 978-1-5063-6612-8.

Goss-Sampson, M. A. (2019). *Statistical Analysis in JASP 0.10.2: A Guide for Students.* Free e-book available at https://tinyurl.com/jasp-uf.

Additional Resources
Additional readings and resources may be accessed through the Canvas e-learning system:
http://ufl.instructure.com

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.

COURSE POLICIES

WORKLOAD & ASSIGNMENTS
This graduate course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful. The compressed format of this online course will require 15-20 hours of work per week to meet course expectations. *Late work will not be accepted unless prior arrangements have been with your instructor*.

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 take place using your UF email address and/or the Canvas messaging system. All students need to regularly check both of these at least once per day. Make checking them part of your daily routine. Likewise, unless there are extenuating circumstances, when you send your instructor an email or Canvas message during the week (M-F) you can expect a reply within 24 hours. Instructors will reply on weekends as they are able.

COURSE TECHNOLOGY
Students taking this course must have access to the following equipment and software:

- A recent computer running a current version of the operating system (no later than two years old). Computer should have sufficient RAM (8GB or more) and a large hard drive (128GB or larger).
- 1366 x 768 or higher resolution monitor
- Speakers and headphones/earbuds
- Webcam (can be integrated with your computer or laptop)
- High speed Internet connection
- Microsoft Office – available free for UF students at http://software.ufl.edu
- Other free software as noted in the syllabus and the Canvas course site

UF POLICIES

UNIVERSITY POLICY ON ACCESSIBILITY
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY ACADEMIC HONOR POLICY
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 (https://sccr.dso.ufl.edu/process/student-conduct-code/) 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 instructor of this class.

HEALTH AND WELLNESS RESOURCES
- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center http://www.counseling.ufl.edu/cwc/Default.aspx, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 352-392-1161
- University Police Department 352-392-1111 (or 9-1-1 for emergencies) – http://www.police.ufl.edu/

COURSE EVALUATION PROCESS
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

COURSE ASSESSMENTS

Item	When	Percentage of Final Grade
Module 1 Activities • Schedule and complete video chat with the instructor (1%) • Introduce yourself on the class discussion board (1%)	Module 1	2
Discussion Participation • Discussion posts and responses to peer posts	Modules 1-8	15
Reading Quizzes	Modules 1-8	25
Research Article Reviews (2 @ 2.5% each)	Modules 3 & 5	5
Mini-Projects • Research Scavenger Hunt (5%) • Annotated Bibliography (3%) • Review of Literature (5%) • Methodology (5%)	Module 2 Module 4 Module 6 Module 6	18%
Major Projects • Research Etude (15%) • Research presentation (7.5%) • Research proposal (12.5%)	Module 7 Module 7 Module 8	35%

Grading Scale	
100	A+
93-99	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 & below	F

Online etiquette, or *netiquette*, refers to the fact that because the body language, tone of voice, and instantaneous listener feedback cues found in face-to-face classrooms are often absent in online courses, certain considerations are important to keep in mind when interacting with fellow students and professors.

GENERAL NETIQUETTE GUIDELINES

When communicating online, you should always:
- Treat the professor with respect, including when using email or any other online communication.
- Always use your professors' proper title: Dr. or Professor. Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING!
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensively.

EMAIL NETIQUETTE

When you send an email or Canvas message to your instructor or classmates, you should:
- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that a message's author intended for the information to be passed along before you click the "forward" button.

DISCUSSION FORUM NETIQUETTE

When posting in the Discussion Forum in your online class, you should:
- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Always give proper credit when referencing or quoting another source.
- Read all messages in a thread before replying.
- Not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

COURSE OUTLINE

Please see the course site in Canvas for complete details of each week's activities. All due dates and times for assignments can be viewed on the Syllabus page of the course site.

<u>MODULE ONE</u> ~ **Introduction to Research in Music Education**

Objectives: Students will
1. Name and describe four methods that can be used to seek out answers to important questions
2. Describe the scientific method and how it can be applied to educational research topics
3. Summarize characteristics that define what educational research is and is not
4. Identify and define key terms associated with educational research
5. Identify various methods for conducting educational research
6. List and describe the major steps of the educational research process
7. Articulate the importance of exploring research in your specific discipline
8. Evaluate the perceived importance of educators' conducting their own research
9. Summarize various activities that must be conducted during each step of the educational research process
10. Evaluate why specification of a research problem is so critical
11. Describe the importance of carefully stating the research question
12. List various reasons for conducting a review of related research
13. Identify various issues that must be addressed when developing a research plan
14. List and describe examples of techniques for collecting qualitative and quantitative data
15. Describe how and when data analysis occurs in qualitative and quantitative research
16. Describe the importance of results, conclusions, and recommendations in a research study

<u>MODULE TWO</u> ~ **Research Problems and the Research Literature**

Objectives: Students will
1. Identify and appropriately focus the scope of a research problem or topic
2. Recall and apply definitions of terminology necessary in conducting educational research studies
3. Translate a research problem statement into a guiding research question, following guidelines for both qualitative and quantitative research questions
4. Describe the various purposes of conducting a review of related literature
5. Discuss what is meant by objectivity in a literature review
6. Distinguish between and provide examples of primary and secondary sources of information
7. Conduct searches for related literature using various bibliographic databases
8. List and describe various keys to organizing a literature review
9. Locate both primary and secondary sources of information appropriate for a topic of interest

<u>MODULE THREE</u> ~ **Qualitative Research**

Objectives: Students will
1. Describe the nature and essential characteristics of qualitative research studies
2. Summarize and describe the steps in the process of conducting a qualitative research study

3. Identify various approaches to conducting qualitative research
4. Summarize the basic steps and procedures in conducting ethnographic research
5. Identify various limitations of ethnographic research
6. Summarize the basic steps and procedures in conducting narrative research
7. Identify various limitations of narrative research
8. List and describe examples of purposeful sampling techniques
9. Name and describe the major categories of qualitative data collection techniques
10. Explain what is meant by the trustworthiness of qualitative data
11. Identify and define various criteria for determining the validity of qualitative research
12. Describe various strategies that can be used to enhance the validity of qualitative research
13. Describe the general process of inductive analysis

MODULE FOUR ~ Quantitative Research

Objectives: Students will
1. Describe the defining characteristics of quantitative research studies
2. List and describe the basic steps in conducting quantitative research studies
3. Identify and differentiate among various approaches to conducting quantitative research studies
4. List and describe the steps and procedures in conducting survey, correlational, causal-comparative, quasi-experimental, experimental, and single-subject research
5. Identify and discuss the strengths and limitations of various approaches to conducting quantitative research
6. Identify and explain possible threats to both internal and external validity
7. List and describe various probability sampling techniques for quantitative research
8. List and describe various nonprobability sampling techniques for quantitative research
9. Apply appropriate guidelines for sample sizes in quantitative studies
10. Name, describe, and provide examples of the four scales of measurement
11. Identify and describe major categories of data collection techniques in quantitative research
12. List and describe the types of evidence used to determine the validity of inferences drawn from quantitative data
13. Name and describe various techniques used to determine the reliability of quantitative data

MODULE FIVE ~ Mixed Methods Research / Quantitative Data Analysis

Objectives: Students will
- Describe the difference between a sample and a population.
- Describe the sampling techniques used in quantitative, qualitative, and mixed methods research.
- Differentiate between random selection and random assignment.
- Define validity, trustworthiness, and legitimation
- Evaluate whether the conclusions are warranted by the results of a research study.
- Evaluate the threats to validity that could exist in a research study.

MODULE SIX ~ Action Research / Research Proposals

Objectives: Students will
1. List and summarize concepts that underlie the use of inferential statistical analyses
2. Explain the difference between statistical significance and practical significance
3. Design quantitative data collection processes and apply appropriate statistical techniques for analyzing quantitative data for a research topic of interest
4. Describe the nature and purpose of action research
5. List various features of action research that define what it is and what it is not
6. Describe important reasons for using action research in educational settings
7. List, in order, the four stages—and the specific steps—of the action research process
8. List and differentiate among the three levels of action plans
9. List and describe techniques that can be used to enhance rigor in action research studies
10. Identify and discuss strengths and limitations of action research
11. Describe various purposes for developing a research proposal
12. List and describe three sections required in any research proposal
13. Delineate major differences between components of quantitative and qualitative research proposals
14. Develop a complete and accurate research proposal, appropriate for a research topic of interest

MODULE SEVEN ~ Research Presentations and Reports

Objectives: Students will
1. Provide a rationale for the importance of identifying your audience prior to writing a final research report
2. Explain the importance of maintaining anonymity and confidentiality in a research report
3. Discuss appropriate ways to report the results in qualitative studies
4. Discuss appropriate ways to report results in quantitative studies
5. Outline various practical guidelines for writing and why they are important to the writing process
6. Develop a research proposal presentation that utilizes best practices

MODULE EIGHT ~ Research Ethics / Coda

Objectives: Students will
1. List and describe ethical responsibilities of researchers when conducting research with human participants
2. Apply these guidelines for ethical research behavior in the development of research studies
3. Identify and apply key ethical components of an informed consent letter
4. Describe differences in ethical responsibilities between qualitative and quantitative research studies
5. Describe the purposes and functions of an institutional review board

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