

SYLLABUS  
School of Music  
University of Florida

## *Research in Music Education*

**MUE 6785 (3)**

Fall 2020

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. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 978-1-4338-3216-1

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

### **Additional Resources**

1. A Canvas course site has been established for use in this course. To access it 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://scholarly.billbauer.me>

## Course Goals

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

1. discuss the purpose and value of research in music education
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. analyze quantitative and qualitative data;
8. demonstrate growth in scholarly writing and presentation skills; and
9. employ proper APA style.

## UNIVERSITY OF FLORIDA 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](mailto: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.ua.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/>

## 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.

## ASSIGNMENTS

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

## ASSESSMENT CRITERIA

<u>Assessment</u>	<u>Weight</u>
Quizzes & Perusall	.20
Scavenger Hunt	.05
Research Article Reviews	.05
Research Etudes	.25
• Quantitative (.125)	
• Qualitative (.125)	
Data Analysis Project	.075
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	(.125)
• Presentation	(.05)

<b>Grading Scale</b>		<b>Letter to Numerical Grade Conversion</b>		
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
September 2	<ul style="list-style-type: none"> <li>• What is Educational Research?</li> <li>• Wonderments</li> </ul>
9	<ul style="list-style-type: none"> <li>• Introduction to the research library and tools</li> <li>• Music education research databases</li> <li>• Overview of the educational research process</li> </ul>
September 16	<ul style="list-style-type: none"> <li>• Identifying and Selecting a Research Problem/Topic</li> <li>• APA Style</li> <li>• Zotero</li> </ul>
23	<ul style="list-style-type: none"> <li>• Individual Topic Meetings</li> <li>• Reviewing Related Research Literature</li> <li>• Reading a Research Article</li> <li>• Annotated Bibliographies</li> </ul>
30	<ul style="list-style-type: none"> <li>• Qualitative Research Methods</li> </ul>
October 7	<ul style="list-style-type: none"> <li>• Qualitative Data Collection and Analysis</li> </ul>
14	<ul style="list-style-type: none"> <li>• Quantitative Research Methods</li> </ul>
21	<ul style="list-style-type: none"> <li>• Quantitative Data Collection</li> </ul>
28	<ul style="list-style-type: none"> <li>• Quantitative Data Analysis</li> <li>• Descriptive Statistics</li> </ul>
November 4	<ul style="list-style-type: none"> <li>• Mixed Methods Research</li> <li>• Measures of Relationships</li> </ul>
11	<ul style="list-style-type: none"> <li>• Veterans Day Observance – No Class Meeting</li> <li>• Action Research</li> <li>• Visual Depictions of Descriptive Analyses</li> </ul>
18	<ul style="list-style-type: none"> <li>• Presenting Research</li> <li>• Inferential Statistical Analysis</li> </ul>
25	<ul style="list-style-type: none"> <li>• Thanksgiving Break – No Class Meeting</li> <li>• Writing a Research Proposal</li> </ul>
December 2	<ul style="list-style-type: none"> <li>• Writing a Final Research Report</li> <li>• Research Ethics</li> </ul>
9	<ul style="list-style-type: none"> <li>• Writing a Final Research Report</li> </ul>
11	<ul style="list-style-type: none"> <li>• Final Research Proposal</li> </ul>

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