

SYLLABUS
School of Music
University of Florida

Research in Music Education

MUE 6785 (3)

Fall 2022

W (Periods 9-11)

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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.). Washington, D.C.: Author. [To be released in October 2019 – wait until then to acquire it]

Frierson-Campbell, C., & Froehlich, H. C. (2022). *Inquiry in music education: Concepts and methods for the beginning researcher* (2nd ed.). Routledge. <https://doi.org/10.4324/9781003057703>

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: <https://afa.uflib.ufl.edu/>
3. A UF Libraries Music Education Resource Guide can be located here: <https://guides.uflib.ufl.edu/MusicEducation>
4. The Scholarly Resources in Music Education website can be located here: <https://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

ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies [<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-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 GRADES AND GRADE POINTS POLICY

The university grades and grade points policy can be viewed here:

[<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext>].

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 in distress [<https://umatter.ufl.edu>].
- 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.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need [<https://shcc.ufl.edu>].

- University Police Department
352-392-1111 (or 9-1-1 for emergencies) [<http://www.police.ufl.edu/>]
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 [<https://ufhealth.org/emergency-room-trauma-center>].
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website [<https://gatorwell.ufsa.ufl.edu>] or call 352-273-4450.

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 [h\[ttps://gatorevals.aa.ufl.edu/public-results/\]](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.

ASSESSMENT CRITERIA

<u>Assessment</u>	<u>Weight</u>
Scavenger Hunt	.05
Research Article Reviews	.05
Research Etudes	.35
• Quantitative (.175)	
• Qualitative (.175)	
Data Analysis Project	.09
Research Proposal Project	.46
• Identifying the topic/Purpose Statement/Research Questions	(.02)
• Annotated Bibliography and Outline/Mind Map	(.05)
• Introduction and Review of Literature	(.05)
• Methodology	(.05)
• Peer Review Draft	(.05)
• Completed Paper - Final Draft	(.175)
• Presentation	(.065)

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"> • Modes of Inquiry in Music Education Research • Introduction to the research library and tools • Music education research databases
September	7	<ul style="list-style-type: none"> • Identifying and Selecting a Research Problem/Topic • APA Style • Zotero
	14	<ul style="list-style-type: none"> • Topic Discussion • Reviewing Related Research Literature • Reading a Research Article • 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 – Descriptive Statistics • Questionnaires
	12	<ul style="list-style-type: none"> • Quantitative Research Methods – Correlations
	19	<ul style="list-style-type: none"> • Quantitative Research Methods – Ex Post Facto and Experimental Studies
	26	<ul style="list-style-type: none"> • Mixed Methods Research
October	30	<ul style="list-style-type: none"> • Tools for Data Gathering
November	2	<ul style="list-style-type: none"> • NAFME Conference – No Class
	9	<ul style="list-style-type: none"> • Interpreting and Sharing Findings • Integrating Research and Teaching
November	16	<ul style="list-style-type: none"> • Presenting Research
November	23	<ul style="list-style-type: none"> • Thanksgiving Break – No Class
	30	<ul style="list-style-type: none"> • Research Proposal Presentations
December	7	<ul style="list-style-type: none"> • Research Proposal Papers Due

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