

SYLLABUS
School of Music | University of Florida
Research in Music Education
MUE 6785 | Summer A 2023 | 3 credits

<i>Class #</i>	<i>Professor</i>	<i>Email</i>
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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.

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

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. (2022). Introduction to educational research (3rd ed.). SAGE. ISBN: 978-1-5443-8831-1.

Goss-Sampson, M. A. (2022). *Statistical Analysis in JASP: A Guide for Students* (v 0.16). Free e-book available [HERE](#).

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 AND 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 15-18 hours of work per week to meet course expectations. *Late work will not be accepted unless prior arrangements have been made 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. You need to regularly check both of these at least once per day while enrolled in a course in the MMME Online Master's program. 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:

- Recent computer with a high-speed internet connection
- Webcam (may be integrated with your laptop or computer monitor)
- Speakers, headphones, and/or earbuds that will allow for discerning music listening
- Internet browser
- Email
- Software as specified in the course's Canvas e-Learning site
- e-Learning (Canvas)

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 [<https://gatorevals.aa.ufl.edu/public-results/>].

NETIQUETTE

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.

ASSIGNMENTS

Please see the course site in Canvas for complete details of each module's agenda. All assignments are due on the date specified. *Late work will not be accepted unless prior arrangements have been made with your instructor.* 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 contact the instructor as soon as possible to make arrangements to complete missed assignments at the earliest possible date.

DISCUSSIONS

Initial posts to the weekly discussion prompts should be completed by Friday at 11:59pm. At least one response to a classmate's post should be submitted by Saturday at 11:59pm. A second response to a different classmate's post should be submitted each week by Sunday at 11:59pm.

Proofread carefully before submitting discussion posts to try to avoid typos, awkward sentence structure, grammatical issues, improper punctuation, and the like. Practice your best scholarly writing in discussion forum posts. You might consider composing your posts in a word processor, using the spelling and grammar checkers in the program, and then copying and pasting the post into the discussion forum. You might also consider installing the free version of [Grammarly](#) on your computer, which can be used across programs and platforms, including Canvas. In addition, whenever possible, don't merely state your opinion. Rather, support your perspectives with citations from the readings or other sources.

COURSE ASSESSMENTS

Item	When	Percentage of Final Grade
<i>Module 1 Activities</i> <ul style="list-style-type: none"> • Schedule and complete video chat with the instructor (.5%) • Introduce yourself on the class discussion board (.5%) 	Module 1	1
Discussion Participation <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Research Scavenger Hunt (5%) • Annotated Bibliography (4%) • Review of Literature (5%) • Methodology (5%) 	Module 2 Module 4 Module 6 Module 6	19%
Major Projects <ul style="list-style-type: none"> • 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

COURSE OUTLINE

Please see the course site in Canvas for complete details of each week's activities, including all due dates/times for assignments.

MODULE ONE (5.1.23 - 5.7.23)
INTRODUCTION TO RESEARCH IN MUSIC EDUCATION

MODULE TWO (5.8.23 - 5.14.23)
RESEARCH PROBLEMS AND THE RESEARCH LITERATURE

MODULE THREE (5.15.23-5.21.23)
QUALITATIVE RESEARCH

MODULE FOUR (5.22.23-5.28.23)
QUANTITATIVE RESEARCH

MODULE FIVE (5.29.23 – 6.4.23)
MIXED METHODS RESEARCH / QUANTITATIVE DATA ANALYSIS

MODULE SIX (6.5.23.23 – 6.11.23)
ACTION RESEARCH / RESEARCH PROPOSALS

MODULE SEVEN (6.12.23.23 – 6.18.23)
RESEARCH PRESENTATIONS AND REPORTS

MODULE EIGHT (6.19.23.23 – 6.21.23)
RESEARCH ETHICS / CODA