

Qualitative Research in Music Education

MUE 7786

Time: M pd. 2-3 (MUB 232) & W pd. 3 (MUB 145)

Spring 2024

Professor

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MUB 356

Office Hours: Monday and Wednesday pd. 4; Other times available by appointment

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. (2019). *Publication manual*, 7th ed. APA. ISBN: 978-1433832161

Creswell, J W. & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. 4th ed. Thousand Oakes, CA: ISBN: 978-1506330204

Additional readings and resources will be posted on Canvas.

MUE 7786 COURSE OUTLINE Spring 2024

Class Meeting	Topics/Assignments Due
1/10 (No class 1/8)	<p><i>W: Introduction to qualitative research in music education; Overview of the five approaches</i></p> <ul style="list-style-type: none"> • Read: Creswell Ch. 1 & 2
1/15 & 17	<p><i>M: Research Paradigms</i></p> <ul style="list-style-type: none"> • Read: Creswell Ch. 3 & 4 • Brainstorm ideas for a group study <p><i>W: Research Paradigms cont.</i></p> <p>Due Wednesday: Article Analysis #1</p>
1/22 & 24	<p><i>M: Qualitative research design: Examination of the five approaches</i></p> <ul style="list-style-type: none"> • Read: Creswell Ch. 5 & 6 • 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 • <p><i>W: Conducting Observations, An Introduction</i></p> <p>Due Wednesday: Individual and Group Study Plans</p>
1/29 & 31	<p><i>M: Data Collection and Analysis</i></p> <ul style="list-style-type: none"> • Read: Creswell Ch. 7 & 8 • Study Planning <p><i>W: Conducting Interviews</i></p> <p>Due Wednesday: Observation exercise</p>
2/8	<p>Guest Speaker: Dr. Tami Draves Class meets on Thursday, 2/8 @ 4:05pm-7:05pm</p>
2/12 & 14	<p><i>M: Writing and Crisis of Representation</i></p> <ul style="list-style-type: none"> • Read: Creswell Ch. 9; Nichols (2013) and (2016) <p><i>W: Manual and Technologically Assisted Analysis (Dedoose, Transcribe, ChatGPT)</i></p> <p>Due Wednesday: Interview exercise</p>
2/19 & 21	<p><i>M: Trustworthiness of Qualitative Research</i></p> <ul style="list-style-type: none"> • Read: Creswell Ch. 10 and on Canvas <p><i>W: Group Study Work</i></p> <p>Due Wednesday: Article Analysis #2</p>
2/28 (No class 2/26)	<p><i>W: Group Study Work</i></p>
3/4 & 6	<p><i>M: Thinking with Theory</i></p> <p>Read: Creswell Ch. 11; Jackson and Mazzei (on Canvas)</p> <p>Due: Article Analysis #3</p>
3/11 & 13	<p><i>No Class – Spring Break</i></p>
3/18 & 20	<p><i>Data Analysis and Writing Workshop</i></p> <p>Due: Data Presentation, Analysis, and Discussion</p>
3/25 & 27	<p><i>Data Analysis and Writing Workshop</i></p>
4/1 & 3	<p><i>Group Study Work</i></p>

	<i>Book Club Discussions</i>
4/8 & 10	<i>Group Study Work</i> <i>Book Club Discussions</i>
4/15 & 17	<i>Group Study Work</i> <i>Book Club Discussions</i>
4/22 (No class on 4/24)	M: Research Presentations Due Wednesday: Final Full Manuscript

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. Details are provided on Canvas. 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.

Group Study (10%)

We will design and carry out a study as group. Throughout the semester you will be responsible for various components of this study and will be assessed on ability to complete the assigned tasks.

Research Project (30%)

Design and conduct a small qualitative research study. Segments (drafts) of this project will be due at various points throughout the semester. 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 15-20 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 “conference presentation.” Give an oral report of your research project. The use of slides and/or other audio/visual aids is expected.

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. Handwritten assignments will not be accepted.

Information on current UF grading policies may be found at

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

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.

Attendance

Attendance at all course meetings is expected and required as a part of your enrollment in this class. Active participation in class activities is critical to the achievement of the learning objectives for this course, and many class activities cannot be effectively replicated for make-up work outside of class interactions. In addition, attendance at professional commitments (such as class meetings) is a critical dispositional skill for music teachers.

The University of Florida recognizes the following acceptable reasons for absence from class: Illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). The University also recognizes the right of instructors to require documentation for absences other than religious holidays.

The music education faculty recognize that it is occasionally necessary for students to be absent from class for reasons other than those listed above. Personal commitments, self-care, and balancing workload are necessities for all people, including students and teachers. As developing teachers, however, it is important that students develop the ability to navigate these challenges while still fulfilling their professional obligations. Therefore, the faculty have adopted the following attendance policies:

- Absences for reasons recognized by the University of Florida (listed above) are always excused with proper documentation. Documentation must be provided to the instructor no later than two weeks after the student returns to class. This includes absences for illness. Note: A Verification of Visit form from the Student Health Care Center is not considered a medical excuse note. See the SHCC's policy on excuse notes [here](#).
- Students will be excused for two (2) absences per semester that are undocumented or occur for reasons other than those listed above ("personal absence"). Students are responsible for maintaining an awareness of how many times they have been absent and whether those absences have been excused or unexcused.
- Each undocumented or personal absence beyond the 2-absence limit will incur a 5% deduction from the final course grade.
- If a student is late to a class meeting without a documented and approved reason, they will be considered tardy. Three tardies will result in a 5% deduction from the final course grade.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). 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.

Course Evaluation

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/>.

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 (<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 professor or TA's in this class.

Additional Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).