Course Description

Introduction to research in music education. Emphasis placed on analysis of empirical research modalities and procedures for testing and measuring musical behaviors. The thrust will be to understand statistical results and their implications for improving classroom instruction.

Intended Learning Outcomes (MM)

1. **Research Strategy** Students will demonstrate the ability to develop a serious, comprehensive research strategy.

2. **Music History** Students must demonstrate the ability to identify style characteristics important to the genres and/or influential composers within a specific historical period.

3. **Writing** Students must effectively communicate musical, analytical, and/or historical concepts using written language.

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Read and interpret qualitative and quantitative research literature in the arts
2. Discriminate data-based information from speculation in the arts
3. Discriminate between research questions and methodologies appropriate for qualitative, quantitative, and hybrid designs
4. Design studies within specified guidelines to assure valid and reliable inference
5. Design studies using quantitative and qualitative methodologies
6. Propose, design, and complete an individual data-based study

It is assumed that the student will already have the skills and knowledge to:

- Use bibliographic facilities, search engines, and electronic resources effectively
- Write in a style appropriate for reporting data-based research

Required Texts

By Kenneth H. Phillips
Oxford University Press
Course Requirements

Course intended for students enrolled in the Graduate Music Program only. Students will be required to complete weekly readings and submit written assignments based on these readings, which should take approximately 1.5 – 2 hours to complete per week on average. Students will also participate in approximately 4 online discussions, an online training about the Institutional Review Board (IRB), an ethics quiz, and assemble a collection of research terminology which should take approximately 8-10 hours over the course of the semester. Additionally, students are required to research and read a minimum of 12 music education studies; design a research study including a the statement of the problem, purpose of the study, review of literature, methodology, findings and conclusions, and a bibliography, which should take approximately 30 hours to complete over the course of the semester. Individual pacing, particularly with regard to determining research interests and writing, may cause a significant fluctuation with regard to time necessary to complete tasks.

Course Assignments

1. Weekly Assignments/Discussion Questions
   (550 points total = Discussion Questions 4 @10 points, Weekly Questions 204 @ 2.5 pts each = 510 pts)

   Students should complete assigned readings by the scheduled due dates. Student work including written responses and/or discussions should demonstrate evidence of familiarity with the assigned materials. While students should read and interpret information, including drawing inferences and conclusions from the material, responses should include reference to relevant readings or research.

2. Acquire knowledge of research protocol and language (200 points)
   a. Demonstrate understanding of the Institutional Review Board process. (90)
      Attend an IRB training session
      http://www.sfasu.edu/researchcompliance/107.asp
      Upload a Certificate of Completion
   b. Demonstrate understanding of publication ethics in music education. (30)
      Read JRME Code of Ethics – Quiz in D2L/Brightspace
   c. Acquire qualitative vocabulary. (40)
      As you read through the qualitative studies in the text, develop a running list of phrases and terminology that are typically and consistently found in well-written qualitative studies. Are there any patterns that emerge regarding the terminology and the types of studies that those words or phrases are associated?
      Minimum 20 terms or phrases. Submit to DropBox.
   d. Acquire quantitative vocabulary. (40)
As you read through the quantitative studies in the text review quantitative research vocabulary or terminology and expand it to include: Effect Size, Correlation, ANOVA, ANCOVA, MANOVA, Factorial, Regression, Mixed Method (add other terms as they appear). Keep running list of vocabulary and definitions. Are there any patterns that emerge regarding the terminology and the types of studies that those words or phrases are associated? Minimum 20 terms or phrases. Submit to DropBox.

3. **Research Study/Final Paper** (250 points)

   Students will design a proposed study and submit a paper for the final project. Details in separate document.

   Approximately 1000 points available

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   \text{Grading: } \frac{\text{Points Earned}}{\text{Total Points Available}} = \text{Score}
   \]

### Tentative Course Outline

**Week 1 - Introductions**

- Read through Module 1 – Week 1
- Complete Introductory Paper and submit to dropbox
- Complete discussion board and comment on peer postings
- Look ahead over the assignments.

   Due Sunday, January 19 @11:30 pm

**Week 2 – Chapter 1**  What is Research in Music Education

- Reading: Pages 3 – 14
- Answer questions (Pages 14-15): 1-3, 5, 6, 8-20

   Due Saturday, January 25 @ 11:30 pm

**Week 3- Chapter 2**  The Research Study

- Reading: Pages 16- 29
- Answer questions (Pages 28-29): 2, 5, 6, 9 -13, 15-20

   Due Saturday, February 1 @ 11:30 pm
Week 4 - Chapter 3 Reading Research

Reading: Pages 30-45
Answer questions (Page 45): 1-5, 8, 11-12

Due Saturday, February 8 @ 11:30 pm

Week 5 - Chapter 4 Historical Research

Reading: Pages 49-64
Answer questions (Pages 64-65): 1, 2, 5-9, 11, 12

Discussion Question (Page 65): Debate the following: “A knowledge of the past, in reality, does not change the future. People keep on making the same mistakes.”

Due Saturday, February 22 @ 11:30 pm

Week 6 - Chapter 5 Philosophical Research

Reading: Pages 66-79
Answer questions (Pages 79-80): 2, 3, 5 - 7, 10, 11, 13-17, 20

Discussion Question (Page 80): “Is philosophical research really research?” Does it fit the definition as presented in Chapter 1?

Due Saturday, February 29 @ 11:30 pm

Week 7 - Chapters 6 and 7 Qualitative Research: Principles and Critical Reading

Reading: Pages 83-121
Answer questions (Pages 101): 1-3, 8-20
Answer questions (Pages 121-122): 1-4, 6, 8-15, 18, 20

Discussion Questions (Page 122): How do your own experiences with stressors and stress levels in teaching compare to the findings of the study by Scheib in Chapter 7? How can educators prevent or avoid burnout?

Due Saturday, March 7 @ 11:30 pm
Week 8- Chapter 8  Qualitative Research: Reflecting

Reading: Pages 123-149
Answer questions (Pages 148-149): 1-11, 13, 15-19

Due Saturday, March 21 @ 11:30 pm

Week 9-Chapter 9  Quantitative Research

Reading: Pages 153-170

Submit Proposed Title and Description for your Research Study (Final Paper)
Due Saturday, March 28 @ 11:30 pm

Week 10- Chapter 10  Data Analysis

Reading: Pages 171-190
Answer questions (Pages 189-190): 1, 7, 8, 10, 12, 13, 19, 20, 21, 23.

Discussion Question (Page 190): What is the intent or meaning behind the statement, “Behavioral researchers refrain from having ‘proven’ anything, even when significant results are found in a single study.”

Due Saturday, April 4 @ 11:30 pm

Week 11- Chapters 11, 12, 13  Quantitative Research: Descriptive, Experimental, and Clinical

Reading: Pages 191-284
Answer questions (Pages 214): 2-5, 10
(Pages 230): 1-5, 9, 15
(Pages 243): 1-5, 10
(Pages 255): 1-11
(Pages 279-280): 1-6, 11-12
(Pages 284): 1, 5, 12

Due Saturday, April 11 @ 11:30 pm
Week 12- Chapter 14 Mixed Methods Research

Reading: Pages 285-312
Answer questions (Pages 312-313): 1-12

Due Saturday, April 18 @ 11:30 pm

Week 13- Chapter 15 Action Research

Reading: Pages 317-330
Answer questions (Pages 330): 1-10, 12, 14, 17, 19, 21

Due Saturday, April 25 @ 11:30 pm

Week 14- Chapter 16 Integrating Research and Teaching

Reading: Pages 332-344
Answer questions (Pages 343): 1- 6, 11, 13-16, 18, 19, 20.

Discussion Question (Page 343): Based on what you have learned from the text about research and its role in improving education, how important do you think research is or should be in governing educational reform?

Due Saturday, May 2 @ 11:30 pm

Week 15- Be sure you have completed:

JRME Code of Ethics Quiz
Qualitative and Quantitative Terminology Assignments Due in DropBox
IRB Certificate of Completion Due in DropBox
Final Paper

Due May 6 @ 11:30 pm
Student Ethics and Other Policy Information; found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;


- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the
iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936- 468-2703.

This syllabus is subject to modification including additions, deletions, or revisions at any time.