9639 Research in Music Education

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Fall Semester 2017
Talbot College # 307
Mondays 2:30 to 5:20
Individual tutorials by appointment

Course description

This course is a guided reading course focusing on the advanced study of research thinking and methodologies in music education. Using a multi-disciplinary approach, students will examine a variety of ontological, epistemological and methodological perspectives on researching in music education. Students will be expected to read widely around methodologies, explore areas of research interest, and engage in critical thinking regarding the formation of research questions and protocols.

Learning Outcomes

- Demonstrate an in depth understanding of a range of methodologies used in music education research connecting them with research in other disciplines;

- Demonstrate the ability to conceptualize and design research protocols;

- Make informed judgments on complex issues in your specialist field;

- Communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.

- Develop capacity for research design, making appropriate connections between research questions, theoretical frameworks, and methodological approaches;

- Exercise personal responsibility and largely autonomous initiative in complex scholarly situations;
**Instructional methods**

The aim of this course is to guide you in focused reading on a range of research methodologies, questions, approaches and modes of thinking.

This class will be team taught by four professors in the Department of Music Education.

This class meets as a weekly seminar. You will also receive a weekly tutorial to discuss the work you are preparing for assessment and advise on reading.

**General Schedule**

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<tr>
<th>PhD Research Methods</th>
<th>Weeks</th>
<th>Dr.</th>
<th>Dates</th>
<th>Topics</th>
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| **Section 1**        | 1 - 3 | Patrick Schmidt | September 11 – Questions, Paradigms and Theories  
September 18 – Ethnographic Design as Qualitative Epistemology  
September 25 – Qualitative Analysis and its parameters |
| **Section 2**        | 4 - 6 | Kari Veblen | October 2* – surveying current research topics, literature reviews  
October 9 – No classes – Thanksgiving!  
October 17* – ‘thick description’ fieldwork  
October 24* –dissertations as sources  
*Alternate date to be determined with class |
| **Section 3**        | 7 - 9 | Cathy Benedict | October 30 – What do interviews look like and what do they convey? How do interview data speak? What do questions reveal about the questioner? How do I listen and for what do I listen?  
November 6 – What is an interview protocol? What do I need to know to do interviews? What makes a question effective / productive?  
November 13 – How do interview questions and research questions relate? What makes a good interview study? |
| **Section 4**        | 10 - 12 | Ruth Wright | November 20 – Case study methodology-appropriate questions, case selection and ethical and theoretical issues.  
November 27 – Case study design and implementation  
December 4 – Case study data analysis and reporting  
Required textbook:  
| Final Presentation   |       |       | December 11th |
Structure of the Course and Assignments

The overall structure for the class will be shared among all 4 sections. While weekly emerging elements may change depending on class needs and progress, one overarching structure will be shared among all 4 sections.

Evaluation

1. Weekly Readings & In-Class Contributions 30% of Total Grade

2. Final Paper / Presentation 70% of Total Grade
   Due date – At the end of the Term

Overarching Structure:

1. In order to create a connective personal thread, each student will elect a larger theme, which you will investigate throughout the term. You are to select you theme and share with the class prior to the beginning of the semester. We suggest broad themes such as: Gender, Creativity, Social Justice, Identity, or Power. Your chosen theme will be used in your personal contributions (weekly readings for example, see below), it will inform your presentations, and it will serve as the connecting element in your final paper.

2. Final Paper / Presentation
   a. A final written paper/presentation will be developed where methodological approaches discussed throughout the course will intersect with an analysis of your chosen research problem/question. This final paper should be around 2000 words in length and will be delivered alongside a 20-minute presentation, followed by 10 minutes of discussion
   b. Final papers/presentation will be shared with all peers in class and all four professors in the course.
   c. Final paper/presentation will be structured so as to present your research problem/question, discuss two possible methodological approaches to its investigation, and present a strength/weakness analysis of each approach.
   d. Presentations should expand and extend written element, incorporating multiple formats such as image, video, conceptual designs, tables, etc.

All general assignments will be guided by the following assessment criteria:

➢ The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;
➢ The ability to communicate an in depth understanding of a body of methodological knowledge
➢ The ability to reflect critically and make informed judgments upon complex issues within the field of music education
➢ Recognition of the complexity of knowledge and the potential contributions of other interpretations, methods and disciplines- in other words the ability to reflect upon the
possibility of other methodological viewpoints than those presented by a particular author or authors;
➢ The ability to conceptualize, design and implement scholarly research around identified methodologies;
➢ The intellectual independence to read widely around class discussion and seek out relevant literature;
➢ Accurate use of APA referencing style (6th edition)
➢ Clear and accurate expression in English

Course Readings & Required Textbook: See Above

Course readings will be assigned by individual professors (see below for general guidelines). Students will be expected to read widely around assigned readings and to demonstrate initiative in researching literature and identifying appropriate readings. Professors will be happy to advise upon suitability of identified literature.

General Policies

University Policy on Accommodation for Medical Illness. This can be found at [www.studentservices.uwo.ca/secure/index.cfm](http://www.studentservices.uwo.ca/secure/index.cfm). As of May 2008, the University has a new policy on Accommodation for Medical Illness, which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet her/his academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office.” Students with special learning needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made.

Instructor’s policy on illness and attendance. Full attendance at all classes is expected and medical documentation is required unless you have the permission of the instructor. If you are ill or some problem occurs that prevents you from attending class on a given day then you must notify the instructor to that effect either before or immediately after class. Unexplained absences will result in a reduction of three (3) points in your attendance/participation grade for each absence and (5) points for each absence when a class presentation is scheduled (each student will be assigned class presentations in advance). Students with medical documentation or an acceptable excuse for an absence will not be penalized and will be permitted to reschedule a presentation. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.

Statement on Academic Offences: “Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at [www.uwo.ca/univsec/handbook/appeals/scholoff.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf).
Plagiarism is a major scholastic offense. Students must write their assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt by using quotation marks where appropriate and by proper referencing such as footnotes or citations. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, www.turnitin.com.”