



9531A Research in Music Education

Fall 2022

Instructor:

Dr. Stephanie Horsley

Contact Information:

Dr. Horsley:

email: stephanie.horsley@uwo.ca

email Response Time: I endeavour to reply to messages within 24 hours between Monday and Friday and within 48 hours on Saturday and Sunday

Appointment Availability:

By Appointment through Zoom

Please use my [Calendly link to book a meeting](#). Meetings must be booked at least 24 hours in advance. Appointments will be confirmed through your UWO email and a Zoom meeting added to calendar invitation before the meeting. I am here to help! So please don't hesitate to reach out through email or Zoom.

Course Description and Rationale

This course will provide you with an introduction to the principles of quantitative and qualitative research in music education. As you learn more about how research evidence is produced, you will develop the skills and understanding necessary to become critical consumers of research evidence in our field and informed producers of such evidence. You will begin the process of research by identifying an area of research that is of interest to you, creating researchable questions, and situating them within existing bodies of research.

The life of a music educator is full of decisions. We choose and manage resources within a limited budget, select appropriate pedagogies, and operate effectively within our chosen education system (public or private). As professionals, we are expected to be responsible for our own decisions about what to do and how to do it.

But on what knowledge do we base these decisions? Knowledge is a slippery thing. How do we know what is true? What is reliable information? Educators are often asked to make dramatic changes to their practice based on research evidence, but how do we evaluate the quality of that evidence? Researchers suggest that knowledge that is obtained through careful, systematic inquiry is likely to be the most reliable basis for our decisions. As we add to this fund of knowledge, we develop the field of music education as a discipline. Practitioner research is also an important part of the development of our field, and this course will provide you with the skills and knowledge to conduct your own research along systematic research principles.

Learning Outcomes

By the end of this course, you should be able to:

1. Identify several goals you wish to accomplish as a learner in the course, develop a plan for achieving them, and self-assess your progress
2. Work cooperatively with peers to co-discover and -apply course ideas as well as provide feedback on classmates' ideas
3. Identify quantitative and qualitative research paradigms in music education and list their strengths and weaknesses;
4. Apply your knowledge of research methodologies, including research ethics, to critically evaluate existing research
5. Select and define an issue for investigation related to your own professional practice and the wider educational context and express it in terms of a research problem and research questions or hypotheses;
6. Critically evaluate the literature related to your chosen identified topic
7. Use the literature to frame and defend your research problem and questions
8. Discuss and peer-critique possible methodologies for undertaking systematic research of your chosen research problem and questions
9. Communicate your ideas clearly and appropriately in writing

Required Text and eLearning Tools

There are no required texts in this course. All course material will be available through our OWL site or on public website.

Statement on the use of open educational resources in this course

To the extent that it is possible, this course will use Open Educational Resources, including published research. This instructional choice reflects my own belief that research, at its best, is a public good and so the results of ethically grounded, peer-reviewed research should be available to everyone. This also enables access for all researchers to review and critique existing research. As you will see in the course, peer-review, feedback, and critique are all considered vital to the ongoing improvement of how we frame and conduct research.

eLearning Tools

OWL

To participate in the course, visit owl.uwo.ca and select Music 9531 650 GF22. OWL is our central hub for the course, and it will contain or have links to all course content, activities, and assessments. You will find introduction videos on how to use OWL for the course when your first log into the course site.

Hypothes.is

Hypothes.is a social annotation tool that allows anyone to leave notes, comments, and digital objects (e.g., weblinks, embedded videos) on any publicly accessible website. Hypothes.is is a

[free, open-sourced, neutral platform](#) that was initially designed to foster open discussion of text-based webpages.

We will be using this tool to critique, in small groups, open-access research articles. You will need to sign up for a hypothes.is account. **Please do not use your Western credentials** (e.g., email AND password. Feel free to use your @uwo.ca email, but *don't* combine it with your Western password). Hypothes.is will not send you spam. **This link for joining our private group for this class will be available in OWL.**

Instructional Methods and Class Schedule

This course is a fully online, asynchronous course, which means there are no “real time” meetings. The advantage of this for you is that you can work away at course materials at your own pace so long as you meet the course deadlines. You may even find that, after a series of face-to-face courses, teaching, and social outings that the chance to have one class that is asynchronous is a nice change of pace! If you find it helpful to independently schedule synchronous, “live” co-working time with group members on certain projects, please feel free to do so.

Teaching and Learning Approach in the Asynchronous, Active-Learning Classroom

This is an active learning course. What does this mean? It means that you will engage in activities that will help you co-construct your knowledge of the ideas and experiences we encounter in class. Furthermore, you will be asked to actively reflect and demonstrate how the ideas you encounter in the course can be applied to a topic of interest to you. **Be prepared to be an active participant in this course through forum discussions, groups activities such as social annotation using hypothes.is, and peer-review activities.** You may not “see” each other on Zoom every week, but you will most definitely “see” each other (and me!) online every week through your contributions to and co-learning through these activities. Because the class is built around co-learning through active learning, **it's important that you meet all deadlines in the course because your absence may affect your own learning and that of your colleagues.**

It's imperative that our classroom be a safe space for sharing and discussing ideas that may or may not align with your own views about music teaching and learning. **Discussion and interaction must be respectful and always approached through a lens that is open to new ideas and experiences. Critical discussion is always encouraged, but it must be carried out with respect and sensitivity to others.**

Weekly Schedule

Week	Date	Topic	What's Due?
1	Sept 8-14	What is educational research? Brainstorming Research Problems	Introductory VoiceThread Course Research Growth Setting Form Forum : Preliminary Research Problem
2	Sept 15-21	Literature Review Research Ethics	Small Group Hypothes.is Activity :
QUANTITATIVE RESEARCH METHODS			
3	Sept 22-28	Worldview, Hypothesis Writing, Correlation vs. Causation, The Normal Curve	Partner Forum Post: Writing a Hypothesis Participation Check Self-Assessment
4	Sept 29-Oct 5	Independent and Dependent T-Tests, ANOVA, MANOVA	Small Group Hypothes.is Activity
5	Oct 6-12	Regression, Chi-Squared, Correlation	Small Group Hypothes.is Activity
6	Oct 13-19	Study Design	Individual Written Study Critique
7	Oct 20-26	Putting it All Together: Applying quantitative concepts to your research idea	Individual Forum and Peer Feedback Mid-Point Research Growth Reflection and Self-Assessment Participation Check Self-Assessment
QUALITATIVE RESEARCH METHODS			
8	Oct 27- Nov 9	Fall Reading Week , Worldview, Writing Questions, Data Collection	Partner Forum Post: Writing Qualitative Research Questions
9	Nov 10-16	Narrative Inquiry, Ethnography, Case Study	Small Group Hypothes.is Activity
10	Nov 17- 23	Action Research, Qualitative Analysis	Small Group Hypothes.is Activity Participation Check Self-Assessment
11	Nov 24- 30	Qualitative Research in a Virtual World	Individual Written Study Critique
12	Dec 1-7	Putting it All Together: Applying qualitative concepts to your research idea	Individual Forum and Peer Feedback Final Research Growth Reflection and Self-Assessment Participation Check Self-Assessment
	Dec. 15	N/A (Course finished Dec 7, use this time to work on your framework paper)	Individual Research Framework Paper Due

Evaluation and Assignment Summaries

Evaluation Component	Brief Description	% of Grade	Due Date
Professional Research Growth (Self-Assessment with instructor discretion)	Outline your personal and professional research goals for the course. Select and implement concrete actions you can take to support attaining your goals and reflect on your success throughout the term.	20%	Sept 14 Oct 26 Dec 7
Small Group and Individual Participation and Learning (Self-Assessment with instructor discretion)	Select, share, lead, and respond to discussions on readings and ideas that support our course outcomes and research goals	30%	Sept 28 Oct 26 Nov 23 Dec 7
Individual Article Critique (Written Paper)	Apply your knowledge of research methodologies to write a maximum 5-page paper critiquing a research study of your choice	20%	Oct 19 Nov 30
Individual Research Framework (Written Paper)	Create and situate defensible research problems and questions within the research literature and suggest evidence-based methodological choices for gathering and analyzing data that will address your questions (maximum 6 pages)	30%	No later than Dec. 15

General Assignment Criteria:

[Forums and Hypothes.is](#)

Notice that these assignments fall under the “Participating and Self-Learning” Category and that you are responsible for self-assessing your own contribution to them. This is because these are meant to be practice activities. As noted above, this course uses active learning so that you can co-explore and learn ideas. These activities are meant to help you try out new knowledge and to practice in safe, supportive place before submitting instructor-graded assignments.

What’s most important here is not that you are always *right* but that you genuinely try to understand and work through new ideas and be supportive of feedback from myself and your peers. In addition, you are expected to actively give support and feedback as well. Your self-assessment here will be based on the extent that you can demonstrate with integrity that you “did the work” and did everything you could to help yourself and each other learn.

Your self-assessment will be submitted using a Microsoft Form that is found in our OWL site.

Professional Research Growth

Research is not a stagnant field: Researchers are constantly learning and unlearning what they know, and they recognize that learning is a life-long process that requires commitment and planning. For this portion of your grade, you must set goals that reflect where you want to grow as a researcher, including a plan for how you will pursue and meet those goals for the course, then assess, with your instructor, your progress at various points throughout the course.

Your self-assessment will be submitted using a Microsoft Form that is found in our OWL site.

Written Assignments

In addition to the content requirements of each written assignment, all written assignments will be guided by the following assessment criteria:

- The ability to communicate in *accessible language for any music educator* complex and/or ambiguous ideas, issues, and conclusions clearly and effectively. Please avoid jargon and the temptation to display your knowledge through complex, dense sentence structure. If we believe our ideas are worth sharing with our field, then we need to write them in accessible language, even if the tone is still a formal one.
- Accurate use of [APA referencing style](#) (7th edition)
- Clear and accurate expression in English

All written assignment will be submitted using the OWL Assignments tool.

General Policies:

University Policy on Accommodation for Medical Illness.

The Graduate Program in Music recognizes that a student's ability to fulfill academic responsibilities may, on occasion, be impaired by illness or injury. To ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's course grade shall be granted only in cases where there is documentation indicating that the student could not reasonably be expected to meet the academic responsibilities.

Documentation should be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor. Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

Health and Wellness

Students who are in emotional or mental distress should refer to [Health and Wellness](#) for a complete list of options about how to obtain help.

Instructor's policy on illness, attendance, and deadlines

Full attendance at all classes and timely completion of online elements of the course are expected 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 or incomplete online work 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 work will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.

Accessible Education Western

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.”

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519-661-3568

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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.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