

9651b Research in Music Education: Qualitative Research (2023)

Instructor

Dr. Stephanie Horsley

In-Person Session Time and Location

Mondays, 4:30-6PM

Talbot College, Room 310

Contact Information:

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.

Course Description and Logistics:

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 set goals and reflect on their growth as qualitative researchers, read widely around methodologies, explore areas of research interest, and engage in critical thinking regarding the formation of research questions and protocols.

Learning Outcomes:

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

- Demonstrate an in-depth understanding of a range of methodologies used in music education research by connecting them with research in other disciplines and contributing to scholarly discussions and peer feedback
- Effectively communicate (verbally and in writing) complex and/or ambiguous methodological, theoretical, and practical ideas, issues, and conclusions related to music education

- Compare and evaluate different qualitative methodological approaches in relation to a research topic of your choice in a specialist field of music education
- Demonstrate, in writing and through presentation, the capacity to conceptualize and design a qualitative study to answer specific music education questions by making appropriate connections between research questions, theoretical frameworks, and methodological approaches
- Exercise your personal responsibility and largely autonomous initiative in complex scholarly situations, in part by setting personal learning goals and by planning and documenting your pursuit of them.

Instructional Methods and Class Schedule

Blended Learning Approach

Please note this is a **blended course**. We will meet from 4:30-6PM on Mondays for discussions and group activities that take place synchronously. Other activities (both independent and with your classmates) will occur asynchronously through the course OWL site.

Teaching and Learning Approach

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 have impacted your own beliefs about and actions toward qualitative research in music education. Be prepared to be an active participant in this course through discussions, groups activities, and presentations, both in person and online. With that in mind, it's imperative that our classroom be a safer 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 experience. Critical discussion is always encouraged, but it must be carried out with respect and sensitivity to others. You are expected to attend every class and complete the online component of the course in accordance with the course schedule.

Course Sessions at a Glance

Monday, January 10 - February 14th, 4:30-6PM in-class course component. Check weekly course content in OWL for due dates for online components of the course.

February 21 – Reading Week, no class

Monday, Feb. 28 - March 28 in-class course component. Check weekly course content in OWL for due dates for online components of the course.

Monday, April 4: 4:30-7PM Final Presentations and course celebration, open to the public

Topic Schedule:

Jan. 9 – Course Intro, Research Paradigms and Theories

Jan. 16 – Qualitative Design and Research Questions
Jan. 23 – Qualitative Analysis and its Epistemic Parameters
Jan. 30 – Standard Approaches of Qualitative Research in Practice
Feb. 6 – Interview and Focus Groups
Feb. 13 – Observation
Feb 20 - Reading week: No classes or online tasks
Feb. 27 – Document and artifact collection
Mar. 6 – Video and Photo elicitation
Mar. 13 – Analysis of Data
Mar. 20 – Validity and trustworthiness
Mar. 27 - Presentation of Data
April 3 - Research Project Final Presentations NOTE: **class will run from 4:30- 7PM this day** to allow enough time for presentation

Course Readings:

Course readings will be assigned by on a weekly basis and will be available either through the course OWL site or Western Libraries. Students should also read widely around assigned readings and are expected to demonstrate initiative in researching literature and identifying appropriate readings. I will be happy to advise upon suitability of identified literature.

Research Project Assignments

1. In order to create a *connective personal thread*, each student will elect a larger *theme*, which you will share/suggest at the first day of class and continue to investigate throughout the term. I suggest broad themes such as: Gender, Creativity, Social Justice, Identity, Musical Development, Pedagogy 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. I want to assure you that you do not need to have an idea for your final presentation fully formed by the first week, or even weeks, of class. We will work together as a class to help refine research ideas based on the broader theme that you select in the first week.
2. Final Presentation
 1. Present two methodological approaches and processes discussed throughout the course and demonstrate how they intersect with an analysis of your chosen research problem/question
 2. Present your research problem/question, situate it comparatively between two distinct research methodologies, and present a strength/weakness analysis of each
 3. Presentations should be guided by a written script submitted with your presentation.
 4. Presentations should expand and extend the written element, incorporating multiple formats such as image, video, conceptual designs, tables, etc.

5. This final presentation is open to the music education PhD and faculty community, and should be approximately 15 minutes long followed by 10 minutes of discussion.

Evaluation and Assignment Summaries

Further information will be provided for each assignment as they are introduced.

Evaluation Component	Individual and Group Learning	Percentage of Grade	Due Date
Personal and Professional Research Growth	Select a research topic and outline your personal and professional research goals in relation to it. Select and implement concrete actions you can take to support attaining your goals and reflect on your success throughout the term.	20%	Jan 12 Feb 27 April 3
Weekly Reading & Contribution to Class Learning (in-person and online)	Select, share, lead, and respond to discussions on readings and ideas that support our course outcomes and research goals. Provide supportive, yet critical, feedback to your fellow students to support their professional learning and growth.	30%	Weekly
Research Project			
Topic Selection and Draft Literature Review	Choose your research questions based on your personal connective thread and submit a draft literature review that synthesizes research on the topic so far and argues for the importance of addressing your questions. Provide feedback to your classmates on their drafts.	15%	Feb. 6
Draft Methodology	Share a draft presentation and written draft of your research project's two methodological approaches and provide feedback to your classmates on their work based on what you know so far.	15%	Mar. 20 (presentation); Mar. 27 (Feedback due)
Research Project Final Presentation	Present your research project. Presentations are open to the public. NOTE: Final class will run from 4:30-7PM to accommodate presentations.	20%	April 3

General Assignment Criteria:

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

General Policies:

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.

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

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.”

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 shall 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.

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 using 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.”