MUSIC 9531
RESEARCH METHODS IN MUSIC EDUCATION

Instructor:
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Contact Information:
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I am here to help and want you to feel that you've successfully completed this course, so please don't hesitate to reach out through email or Zoom if you have a question that doesn't belong in our course discussion forums.

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. Occasionally, I am in back-to-back meetings and may arrive a few minutes late our appointment.

Course Description and Rationale
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.

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, in part by identifying an area of research that is of interest to you, creating researchable questions to, and situating them within existing bodies of research.

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 hypothesis/es
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 to purchase 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 GF23. 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 you 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.**

Generative Artificial Intelligence (Gen AI) Tools

This course does not require you to sign up for or use any Gen AI tools.

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 over several days 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 and offering alternative points of view is always encouraged, but it must be carried out with respect and sensitivity to others, and in such a way that it upholds [Western's Student Code of Conduct](#).**

Weekly Schedule

Wk	Date	Topic	What's Due?
1	Sept 7-13	What is educational research? Brainstorming Research Problems	1. Introductory **VoiceThread** 2. Course Research Growth Setting **Form** 3. **Forum:** Preliminary Research Problem
2	Sept 14-20	Literature Review Research Ethics	1. Small Group **Hypothes.is Activity**:
QUANTITATIVE RESEARCH METHODS			
3	Sept 21-27	Worldview, Hypothesis Writing, Correlation vs. Causation, The Normal Curve	1. Partner **Forum** Post: Writing a Hypothesis 2. Participation Check **Self-Assessment**
4	Sept 28-Oct 4	Independent and Dependent T-Tests, ANOVA, MANOVA	1. Small Group **Hypothes.is Activity**
5	Oct 5-11	Regression, Chi-Squared, Correlation	1. Small Group **Hypothes.is Activity**
6	Oct 12-18	Study Design	1. Individual **Written Study Critique**
7	Oct 19-25	Putting it All Together: Applying quantitative concepts to your research idea	1. Individual **Forum** and Peer Feedback 2. Mid-Point Research Growth Reflection and **Self-Assessment** 3. Participation Check **Self-Assessment**
QUALITATIVE RESEARCH METHODS			
8	Oct 25- Nov 8	**Fall Reading Week**, Worldview, Writing Questions, Data Collection	1. Partner **Forum** Post: Writing Qualitative Research Questions
9	Nov 9-15	Narrative Inquiry, Ethnography, Case Study	1. Small Group **Hypothes.is Activity**
10	Nov 16- 22	Action Research, Qualitative Analysis	1. Small Group **Hypothes.is Activity** 2. Participation Check **Self-Assessment**
11	Nov 23- 29	Qualitative Research in a Virtual World	1. Individual **Written Study Critique**
12	Nov. 30-6	Putting it All Together: Applying qualitative concepts to your research idea	1. Individual **Forum** and Peer Feedback 2. Final Research Growth Reflection and **Self-Assessment** 3. Participation Check **Self-Assessment**
	Dec. 14	N/A (Course finished Dec 7, use this time to work on your framework paper)	1. **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 13 Oct 25 Dec 6
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 27 Oct 25 Nov 22 Dec 6
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 18 Nov 29
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. 14

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: I expect that you won't be, and that's not only okay but helpful to your own learning! What's most important in these activities is 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 expective 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-assessments for will be submitted using a Microsoft Form that is found in our OWL site.

Unless otherwise noted in the instructions for these activities and *if you choose, you may use Chat GPT or other Generative AI and/or grammar/spelling checker tools such as Grammarly for forums activities*. Since the goal is not to post a perfect post (and these tools will *not* ogive you a perfect piece of content) but to critique and learn, I expect that, if you choose to use them, you will critically assess and refine the answers as necessary, just as you will when you are responding to your peer's discussions throughout the term.

If you choose to use a Generative AI tool for your discussion forums, *you must*:
- Share which tool(s) you used
- Share which prompts you used as the initial prompt as well as any prompts you used to refine the tool's generated content
- Outline any additional changes you made to the final content generated by the AI
- Explain the decision behind why you refined (if at all) any of the Gen AI content, and why you felt comfortable with the final content post.

You many not use Generative AI tools for hypothes.is assignments. These tools will likely cause you more frustration than not in the hypothes.is assignment as they do not have the ability to critically read and give detailed responses to individual research articles.

If you choose to use Grammarly or other spelling/grammar tools: These tools can be helpful for individuals wishing to improve grammar and spelling. You are welcome to use them for our discussion and hypothes.is posts only. If you choose to use them beyond a simple spell or grammar check in tools like Microsoft word, that is, you are using them as an essential part of your writing process rather than a final check on what you believe to be is polished work, then you should
1. Let me know in a private email which tool you used and
2. Share how using the tool helped you to improve your writing

My goal here is that, by reflecting on how the tools are improving your spelling and grammar that you will eventually stop needing to use them altogether. These tools are not allowed on your written papers.

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

Written Papers

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
- **You may not use Chat GPT or any other Generative AI or grammar/spelling checker tool such as Grammarly for the Written Papers in this course**. All work must be original and your own.

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

Timely completion of 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 meeting a course deadline, please let me know as soon as possible. Late work will only be accepted and graded if permission has been granted by the instructor in advance of the deadline or if you have medical documentation or an acceptable excuse for an absence.

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, except in cases where Generative AI tools are allowed by the instructor. 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