

MUS 511 – Research Methods in Music Fall 2017 Syllabus	
Instructor: Dr. Jeff Bright	
E-mail: jeff.bright@wku.edu	Phone: 270-745-4024
Class Location: online	
Instructor's Office Hours: By Appointment	

***Note:** This document and other class related materials are available at <https://blackboard.wku.edu>.

Course Description:

Problems and methods of research in music education. Includes application of pure and action research and investigation of published research in music education.

Prerequisites: Graduate Standing

Learning Outcomes: Upon completing this course, students should be able to:

- Use music research resources to locate research on a given topic
- Write a research paper using APA format
- Cite references in APA format
- List and describe the basic steps in the research process
- Review and critique research literature
- Write a hypothesis
- Use a survey client to develop an online survey
- Calculate and interpret descriptive statistics
- Select proper inferential statistical calculation for use in comparing results
- Interpret results from the use of inferential statistics
- Use proper research ethics
- Give a brief description of the history of research
- Analyze research papers
- Know when to use quantitative or qualitative research approaches
- Use computer programs for statistical computations
- Use the appropriate research tool for obtaining data
- Develop a research problem, collect and analyze data and report findings in a research paper

Textbooks and Required Materials:

Required Texts: Altrichter, H., Posch, P. & Somekh, B. (2005). *Teachers investigate their work: an introduction to the methods of action research*. New York, NY: Routledge.

Phillips, K.H. (2008). *Exploring research in music education & music therapy*. New York, NY: Oxford University Press Inc.

VandenBos, G.R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C: American Psychological Association.

Recommended Text: Ary, D., Jacobs, L.C. & Razavieh, A. (2002). *Introduction to research in Education* (6th ed.). Belmont, CA: Wadsworth/Thomas Learning.

Madsen, C.K., & Madsen, C.H. (1997). *Experimental research in music* (3rd ed.). Raleigh, N.C: Contemporary Publishing Company.

Major Course Topics:

- 1) To become aware of the role of research in music education.
- 2) To understand the research methodologies relevant to music education research.
- 3) To become familiar with the types of contemporary music education research being published.
- 4) To learn appropriate research writing style and material content.
- 5) To analyze research and interpret research results.
- 6) To complete a formal research paper written in APA style.

Description of Course Assignments:

1. *Reading Questions:* Questions to test reading assignment comprehension.
2. *Article Reviews/Responses:* Find articles of interest in peer reviewed journals that address your final research paper/capstone topic. Post a review of the article on the blackboard discussion board to share with your peers. Each review should be selected with the idea that it will be included in the literature review portion of your proposal. Every student will be required to read their peers critiques and comment on that critique on the blackboard discussion board.
3. *Collaborative Institutional Training Initiative (CITI):* CITI assignments are required to give you a historical and ethical perspective of conducting research. Both courses must be completed before you will be allowed to implement your research. This is a University requirement.
4. *Personality Quiz:* This assignment is for you to experience the type of tests available for use in your research.
5. *APA Assignment:* This assignment is designed for you to gain an understanding of how to list references in APA style.
6. *Descriptive Statistics Assignment:* This assignment is designed for you to understand how descriptive statistics are calculated leading to a better comprehension of what these statistics represent.
7. *Qualtrics Survey Assignment:* This assignment is designed so you can become familiar with a program that will allow you to collect survey data online.
8. *APA Table Assignment:* Using the data collected in your qualtrics survey assignment you will design a properly formatted APA style table to report that data.
9. *Pearson Assignment:* This assignment is designed so you can learn how to calculate and comprehend this often used correlation statistic.
10. *Proposal Video Assignment:* A presentation of your research proposal recorded and uploaded to YouTube.
11. *Written Research Proposal:* This is your final project where you outline your capstone research in proposal form which should include the purpose of the study, review of literature as well as the method you plan to use to conduct your research.
12. *Mid-term and Final exams:* Assessments to determine your understanding of course content.

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Reading Questions (11)	11 @ 10 pts. Ea.	See syllabus
CITI (RCR)	50	9/5/17
CITI (LHB)	50	9/5/17
Personality Quiz	10	9/12/17
Article Critiques (5)	5 @ 30 pts. Ea.	See syllabus
Article Critique Responses (5)	5 @ 5 pts. Ea.	See syllabus
APA Assignment	50	9/26/17
Mid-term Exam	100	10/3/17
Descriptive Statistics Assignment	15	10/17/17
Qualtrics Survey Assignment	10	10/17/17
APA Table Assignment	15	10/24/17
Pearson Assignment	15	11/7/17
Proposal Video Presentation (Final Project)	50	11/28/17
Written Proposal (Final Project)	100	12/7/17
Final Exam	100	12/5/17
TOTAL	850	

The following represents the grade equivalent for accumulated points:

A = 760-850 (90-100%)

B = 675-759 (80-89%)

C = 590-674 (70-79%)

D = 505-589 (60-69%)

F = <505 (<60%)

Attendance and Participation Policy: This is an online course so all content will be delivered electronically through the WKU Blackboard platform as well as through email messages. Online courses, by their very nature, do not require a physical presence but participants will still be expected to keep up with all classroom reading, assignments, discussion board posts and their prescribed deadlines. While online courses do offer the participants a certain amount of flexibility it is important that assignment deadlines (especially discussion board posts) be strictly followed. Students who do not participate in classroom activities (presentations, assignments and discussion board posts) will find their grades reduced accordingly.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights

and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Sexual Misconduct Assault Policy: *Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and*

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

COURSE SCHEDULE

DATE	TOPIC/READING	ASSIGNMENTS DUE
CLASS 1 AUG. 22 Online	<u>Class Introduction</u> 1) Read <i>Introduction to Research in Education</i> : Chapter 1 Pg 1-18 1) Read Induction, Deduction and the Scientific Method 1) Scientific Method Summary Video 2) Syllabus & Blackboard Use 3) Read <i>Music & Spatial Performance</i> , Music training causes enhancement and Mozart effect article critique. 4) Sample Research Article, Sample Critique & Article Critiques 5) Searching for Articles 6) Research Paper, Research Topic & APA Style/Format 7) CITI Training Modules	Watch Instructional Videos Online in Class 1 Folder No Assignments Due Today
CLASS 2 AUG. 29 Online	<u>Researching Music</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 1 Research in Music Education and Music Therapy Chapter 2 The Research Study 2) Read <i>Publication Manual of the American Psychological Assoc.</i> Chapter 1 Writing for the Behavioral and Social Sciences Chapter 2 Manuscript Structure and Content	3) Reading Questions (Due by 8:30 pm on Tuesday, August 29 th) 4) CITI Module: Social Behavioral Responsible Conduct of Research Course (RCR) http://www.citiprogram.org (Due by 8:30 pm on Tuesday, September 5 th)
CLASS 3 SEPT. 5 Online	<u>Contents of a Research Paper</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 3 Reading Research 2) <i>Experimental research in music (available on blackboard)</i> : Chapter 3	3) Reading Questions 4) CITI Module: Social Behavioral Responsible Research Course (Live Human Beings) http://www.citiprogram.org 5) Submit Article to be used for Critique 1 for review and approval. (All three assignments Due by 8:30 pm on Tuesday, September 5 th)
CLASS 4 SEPT. 12 Online	<u>Introduction to Action Research</u> 1) <i>Teachers investigate their work: an introduction to the methods of action research</i> : Chapter 1 Introduction: What is in this book? Chapter 2 The Research Diary: Companion to the research process Chapter 3 Finding a Starting Point for Your Own Research 2) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 15 Action Research 3) Action Research Articles (available on blackboard):- Learning from experiences in action: music in schools promote healthy coping with grief and loss. - Streamlined reflective action research for creative instructional improvement.	4) Reading Questions 5) Personality Test Report results of personality test to me at jeff.bright@wku.edu (Reading Questions and Personality Test are due by 8:30 pm on Tuesday, September 12 th) 6) <i>Should be working on article critique #1</i> 7) <i>Begin thinking of action research topics that would interest you and that you could study in your classroom.</i> 8) Schedule and have individual consultation by September 19th
CLASS 5 SEPT. 19 Online	<u>Principles of Qualitative Research</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 6 Principles of Qualitative Research Chapter 7 Critical Reading of Qualitative Research 2) <i>Teachers investigate their work: an introduction to the methods of action research</i> : Chapter 4 Clarifying the Starting Point of Research Chapter 5 Data Collection Chapter 6 Data Analysis	3) Reading Questions 4) Article Critique #1 post to blackboard discussion board 5) <u>Submit final research paper topic for approval</u> (Assignments 3-5 due by 5:30 pm on Tuesday, September 19 th) 6) Respond to critique posts (due midnight Wednesday, Sept. 20 th)
CLASS 6 SEPT. 26 Online	<u>Developing Action Strategies</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 8 Reflecting on Qualitative Research 2) <i>Teachers investigate their work: an introduction to the methods of action research</i> : Chapter 7 Developing Action Strategies and Putting them into Action	3) Answer reading questions 4) APA Reference assignment 5) Article Critique #2 post link to video presentation on blackboard and send written critique to jeff.bright@wku.edu (Assignments 3 - 5 due by 5:30 pm on Tuesday, September 26 th) 6) Respond to video critique (due midnight on Wednesday, Sept. 27 th) 7) <i>Begin work on introduction for final action research proposal</i>

CLASS 7 OCT. 3 Online	<u>Mid-Term Exam</u>	(Mid-term exam due by 8:30 pm on Tuesday, October 3 rd)
CLASS 8 OCT. 10 Online	<u>Principles of Quantitative Research</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 9 Principles of Quantitative Research Chapter 10 Analysis of the Data 2) Read <i>Introduction to Research in Education</i> : Pg. 162-171 Sampling – on blackboard	3) Reading Questions 4) Article Critique #3 post to blackboard discussion board 5) Submit 1 st draft of introduction to jeff.bright@wku.edu (Assignments 3-5 due by 5:30 pm on Tuesday, October 10 th) 6) Respond to critique posts (due midnight on Wednesday, Oct. 11 th) 7) Schedule and have individual consultation by October 17th
CLASS 9 OCT. 17 Online	<u>Descriptive Statistics</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 11 Quantitative Research – Descriptive 2) Watch class lecture videos	3) Reading Questions 4) Descriptive statistics worksheet 5) Develop survey on Qualtrics and post link on blackboard (Assignments 3-5 due by 5:30 pm on Tuesday, October 17 th)
CLASS 10 OCT. 24 Online	<u>Experimental Research</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 12 Quantitative Research - Experimental	2) Reading questions 3) APA format table assignment 4) Article Critique #4 post to blackboard discussion board (Assignments 2-4 due by 5:30 pm on Tuesday, October 24 th) 5) Respond to critique posts (due midnight on Wednesday, Oct. 25 th)
CLASS 11 OCT 31 Online	<u>Clinical Research</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 13 Quantitative Research - Clinical	2) Reading Questions 3) Article Critique #5 post link to video presentation on blackboard and send written critique to jeff.bright@wku.edu (Assignments 2-3 due by 5:30 pm on Tuesday, October 31 st) 4) Respond to critique posts (due midnight on Wednesday, Nov. 1 st) 5) <i>Begin writing the literature review for your research proposal – do not wait - start now – draft of literature review will be due next week</i>
CLASS 12 NOV. 7 Online	<u>Mixed Methods – Qualitative/Quantitative</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 14 Mixed Methods Research	2) Reading questions 3) Pearson correlation worksheet 4) Literature review 1 st draft (Assignments 2-4 due by 8:30 pm on Tuesday, November 7 th)
CLASS 13 NOV. 14 Online	<u>Historical/Philosophical Research</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 4 Historical Research Chapter 5 Philosophical Research	2) Reading questions (Assignment 2 due by 8:30 pm on Tuesday, November 14 th) 3) <i>Begin writing the methods section for your research proposal</i>
CLASS 14 NOV. 21 Online	<u>Integrating Research and Teaching</u> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 16 Integrating Research and Teaching 2) <i>Teachers investigate their work: an introduction to the methods of action research</i> : Chapter 8 Making Teachers' Knowledge Public Chapter 9 Behind the Scenes: A Theoretical Foundation for Action Research	3) <u>First draft of entire final paper – Introduction and literature review revisions with methods first draft</u> (Assignments 3 due by 8:30 pm on Tuesday, November 21 st)
CLASS 15 NOV. 28 Online	<u>Action Research Proposal Presentations</u> 1) Post video presentation link on Blackboard discussion board (Presentation Video Due by 5:30 pm on Tuesday, November 28 th) 3) Respond to each presentation by midnight on Wednesday, November 29 th)	1) Research proposal presentations – limit to 20 minutes powerpoint presentations are encouraged 2) WKU IRB proposal for your action research project (Presentation Video & IRB Due by 8:30 pm on Tuesday, November 28 th)
CLASS 16 DEC. 5 Online	<u>Final Exam</u>	1) Final exam (due Tuesday, December 5 th by midnight) 2) <u>Final written draft of your action research proposal</u> (due by midnight on Thursday, December 7 th)