SYLLABUS
School of Music
University of Florida

Research in Music Education

MUE 6785 (3)
Fall 2021
W (Periods 9-11)

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Office Hours: As posted or by appointment
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Course Description

The purpose of this course is to equip graduate music education students with the knowledge and skill to be able to locate, read, and understand the research literature in music education, applying it to their practice. In addition, students will learn to design research studies to systematically explore questions related to music teaching and learning.

Required Texts

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Mertler, C. A. (2022). *Introduction to educational research* (3rd Ed.). Thousand Oaks, CA: SAGE. ISBN: 978-1-5063-6612-8.

Additional Resources

1. A Canvas course site has been established for use in this course. To access it use a World Wide Web browser and open the following URL: https://ufl.instructure.com/

2. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: http://www.uflib.ufl.edu/music/

3. A UF Libraries Music Education Resource Guide can be located here: http://guides.uflib.ufl.edu/MusicEducation

4. The Scholarly Resources in Music Education website can be located here: http://scholarly.billbauer.me

Course Goals
Through full participation in this course, the graduate music education student will:
1. discuss the purpose and value of research in music education
2. utilize printed and electronic sources of music education reference materials;
3. read and analyze current research studies in music education;
4. describe common methodologies used for music education research;
5. apply music education research to teaching practice;
6. design a proposal for a research study;
7. analyze quantitative and qualitative data;
8. demonstrate growth in scholarly writing and presentation skills; and
9. employ proper APA style.

UNIVERSITY OF FLORIDA POLICIES

Students Requesting Accommodations due to Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Health and Wellness Resources
- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center
  http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
  Student Health Care Center, 392-1161.
- University Police Department
  392-1111 (or 9-1-1 for emergencies) – http://www.police.ufl.edu/

Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via

https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

EXPECTATIONS

Workload
This course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful.

Attendance: Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with Dr. Haning before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Class Participation: Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor will evaluate the quality, quantity, and appropriateness of each student's oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, the instructor will use his subjective judgment of this behavior in the determination of borderline final grades. The dynamics of this class, and its ultimate value to you, require you to come to class prepared (read assignments), bringing questions and comments to stimulate discussions.

Email: Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine. Likewise, unless there are extenuating circumstances, when you send me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

ASSESSMENT CRITERIA

Assessment	Weight
Quizzes	.20
Scavenger Hunt	.05
Research Article Reviews	.05
Research Etudes	.25

- Quantitative   (.125)
- Qualitative   (.125)

Data Analysis Project	.075
Research Proposal Project	.35

- Identifying the topic/Purpose Statement/Research Questions   (.02)
- Annotated Bibliography and Outline/Mind Map   (.03)
- Introduction and Review of Literature   (.05)
- Methodology   (.05)
- Peer Review Draft   (.05)
- Completed Paper - Final Draft   (.125)
- Presentation   (.05)

Grading Scale	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 & below	E

COURSE CALENDAR

Key
C – Available in the Canvas course site
M – Mertler

DATE	TOPIC
Week 1	- What is Educational Research? - Wonderments
Week 2	**Meet in the Architecture & Fine Arts (AFA) Library** [http://cms.uflib.ufl.edu/afa/Index.aspx] - Introduction to the research library and tools with Dr. Alan Asher, Music Librarian - Music education research databases - Overview of the Educational Research Process
Week 3	- Identifying and Selecting a Research Problem/Topic - APA Style - Zotero
Week 4	- Reviewing Related Research Literature - Reading a Research Article - Annotated Bibliographies
Week 5	Qualitative Research Methods
Week 6	Qualitative Data Collection and Analysis
Week 7	Quantitative Research Methods
Week 8	Quantitative Data Collection
Week 9	- Quantitative Data Analysis - Descriptive Statistics
Week 10	- Mixed Methods Research - Measures of Relationships
Week 11	- Action Research - Visual Depictions of Descriptive Analyses
Week 12	- Writing a Research Proposal - Inferential Statistical Analysis
Week 13	Writing a Final Research Report

Week 14	• Research Ethics • Integrating Research and Teaching • Presenting Research
Week 15	Research Proposal Presentations
Final Exam	Research Proposal Papers Due (uploaded to Canvas) by 12:00 noon

This syllabus is a guide. It may be varied as needed.