

Qualitative Research in Music Education

MUE 7786

Time: Thursdays 4:05pm-7:05pm, MUB 145

Spring 2022

Professor

Dr. Megan M. Sheridan

Email: mmsheridan@ufl.edu

MUB 356

Office Hours: Monday and Wednesday pd. 4; Other times available by appointment

Course Description

The purpose of this course is to further understand and develop the skills required to design, conduct, and report music education research using qualitative approaches. Theoretical frameworks, data analysis procedures, and ethical considerations are examined.

Course Goals and Objectives

Through full participation in the course, students will...

1. Gain an understanding of theoretical frameworks commonly applied in qualitative inquiry and socio-cultural contexts within which such research is conducted within the field of music education.
2. Become familiar with various methods of qualitative approaches to inquiry, including narrative, phenomenological, grounded theory, ethnographic, and case study research.
3. Design and carry out a music education research study utilizing an appropriate method of qualitative inquiry.

Required Textbooks

American Psychological Association. (2019). *Publication manual*, 7th ed. APA. ISBN: 978-1433832161

Creswell, J W. & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. 4th ed. Thousand Oaks, CA: ISBN: 978-1506330204

Additional readings and resources will be posted on Canvas.

Recommended Materials

Glesne, C. (2011). *Becoming qualitative researchers*. Boston, MA: Pearson. ISBN: 978-0-13-704797-0

Jackson, A. Y., & Mazzei, L. A. (2012). *Thinking with theory in qualitative research*. New York, NY: Routledge. ISBN: 978-0-415-78100-8

MUE 7786 COURSE OUTLINE Spring 2022

Class Meeting	Topics/Assignments Due
1/6	<i>Introduction to qualitative research in music education; Overview of the five approaches Research Paradigms; Conducting Observations (in class exercise) and Initial Coding</i> - Read: Creswell Ch. 1 & 2 - Read: Shaw, J. (2016) "The music I was meant to sing": Adolescent choral students' perceptions of culturally responsive pedagogy. <i>Journal of Research in Music Education</i>, 64(1), 45-70. doi: 10.1177/0022429415627989 Begin thinking about a topic for your final paper
1/13	<i>FMEA – no class</i>
1/20	<i>Qualitative research design: Examination of the five approaches</i> Read: Creswell Ch. 3-5; Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. <i>The Qualitative Report</i>, 15(3), 754-760. Retrieved from http://nsuworks.nova.edu/tqr/vol15/iss3/19 Due: Article Analysis #1 Due: Observation exercise Draft a purpose statement and research questions for your project
1/27	<i>Data Collection and Analysis Manual and Technologically Assisted Analysis (Dedoose, Transcribe)</i> Read: Creswell Ch. 6-8 Due: Purpose statement, research questions, and methodology
2/3	<i>Writing and Crisis of Representation</i> Read: Creswell Ch. 9; Nichols (2013) and (2016) Due: Interview exercise
2/10	<i>Trustworthiness of Qualitative Research</i> Read: Creswell Ch. 10 Due: Article Analysis #2
2/17	<i>Writing Workshop</i> Due: Statement of purpose, research questions, review of literature, and methodology
2/24	<i>Writing Workshop (continued)</i>
3/3	<i>No Class – Dr. Sheridan at OAKE</i> <i>Asynchronous Activities on Canvas: Data Analysis Workshop</i>
3/10	<i>No Class – Spring Break</i>
3/17	<i>Thinking with Theory</i> Applying theory to your project Read: Creswell Ch. 11; Jackson and Mazzei (on Canvas) Due: Article Analysis #3
3/24	<i>Writing Workshop</i> Due: Data Presentation, Analysis, and Discussion
3/31	<i>Writing Workshop</i>
4/7	Research Presentations
4/14	Research Presentations
Final	Due: Final Full Manuscript

This outline is a guide and will be varied as needed.

Course Assessments (percentage of grade)

Article Analyses (15%)

On three occasions, you will be required to select and analyze a qualitative music education study. A list of article options will be posted on Canvas. Your written evaluation must include:

1. Bibliographic information (APA)
2. Type of research
3. Purpose of the study
4. Methodology and presentation of the data
5. Results
6. Conclusions

Analyses will be discussed in class.

Observation Exercise (12.5%)

Select a public or educational setting and spend 20 minutes observing the 'goings-on' of that location with an eye to any musical activities that may occur. Take detailed fieldnotes about what you observe. Then, write up the observation using "thick, rich description."

Interview Exercise (12.5%)

Conduct a brief interview (about 15 minutes) with a musician about why he or she chose that career path. You must develop your own questions and format it according to the interview protocol distributed in class. Audio record the interview. Take fieldnotes during the interview. Within 48 hours of the interview, transcribe the interview and share the transcript with your participant. Once the participant has approved the transcript, write-up the interview by combining the transcript with your fieldnotes. Additional instructions will be provided in class.

Research Project (40%)

Design and conduct a qualitative research study. Segments of this project will be due at various points throughout the semester (see Course Outline). This project will include at least two data sources (observation, interview, document analysis, etc.). If you wish to eventually present or publish this project, you must submit it to the IRB before starting data collection. The final write-up of the project should be 20-30 pages (including references) in APA form. Sections of the paper include:

1. Title page
2. Abstract
3. Introduction
4. Review of Literature (at least 10 related articles)
5. Methodology
6. Data presentation, analysis, and discussion
7. Findings/Conclusions
8. References

Research Presentation (20%)

Consider this a "conference presentation." Give an oral report of your research project. The use of powerpoint and other audio/visual aids is highly encouraged.

Grading Policy

A	100 – 93%
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
E	59 and Below

It is each student's responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.

Written assignments must be typed and use good writing style, correct grammar, spelling, and punctuation. Papers should use 1-inch margins, double spacing, and 12pt Times Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Hand written assignments will not be accepted.

Information on current UF grading policies may be found at

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Make-Up Policy

Assignments missed due to personal illness or emergency may be made up with the professor's consent, but on the student's initiative.

Assignments not submitted on the due date will receive a zero.

Attendance

Class attendance is expected and reflective of professional interest and commitment. **For each unexcused absence, a student's course grade will be lowered by five percentage points. You must notify the instructor of your absence in a timely manner.** *Extenuating circumstances will be considered on an individual basis.*

Students are expected to be prompt and ready to begin at the designated start time. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

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.](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

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/>.

Electronic Use Policy

You are highly encouraged to bring your laptop to every class. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g. checking Instagram or texting) will no longer be permitted to use it during class time.

University Honesty Policy

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

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 professor or TA's in this class.

Additional Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).