

# **Qualitative Research in Music Education**

**MUE 7786**

**Time: Th 4:05pm-7:05pm (MUB 145)**

**Spring 2026**

## **Professor**

Dr. Megan M. Sheridan

Email: [mmsheridan@ufl.edu](mailto:mmsheridan@ufl.edu)

MUB 122

Office Hours: MW pd. 3

## **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 be able to...

1. Describe and apply theoretical frameworks commonly applied in qualitative inquiry and socio-cultural contexts within which such research is conducted in the field of music education.
2. Analyze and apply 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**

Creswell, J W. & Poth, C. N. (2023). *Qualitative inquiry and research design: Choosing among five approaches*. 5<sup>th</sup> ed. Thousand Oaks, CA: ISBN: 9781544398396

*Additional readings and resources will be posted on Canvas.*

## MUE 7786 COURSE OUTLINE Spring 2026

Class Meeting	Topics/Assignments Due
1/15	FMEA – No face-to-face meeting
1/22	<i>Overview of the five Approaches</i> <i>Introduction to qualitative research in music education; Philosophical Assumptions and Interpretive Frameworks</i> <b>Due: RR #1</b>
1/29	<i>Five Qualitative Approaches</i> <b>Due: RR #2</b> <b>Due: Article Analysis #1</b>
2/5	<i>Qualitative research design: Examination of the five approaches</i> <i>Conducting observations</i> <b>Due: RR #3</b> <b>Due: Individual Study Plan</b>
2/12	<i>Data Collection and Analysis; Conducting Interviews</i> <b>Due: RR #4</b> <b>Due: Observation exercise</b>
2/19	<i>Writing and Crisis of Representation</i> <b>Due: RR #5</b> <b>Due: Interview exercise</b>
2/26	<i>Writing Qualitatively</i> <b>Due: RR #6</b>
3/5	<i>Trustworthiness of Qualitative Research</i> <b>Due: RR #7</b> <b>Due: Article Analysis #2</b>
3/12	<i>Thinking with Theory</i> <b>Due: RR #8</b> <b>Due: Article Analysis #3</b>
3/19	<i>No Class – Spring Break</i>
3/26	<i>More Theory...</i> <b>Due: RR #9</b>
4/2	<i>Validity and the “Post”</i> <b>Due: RR #10</b>
4/9	<i>Data Analysis and Writing Workshop</i> <b>Due: Data Presentation, Analysis, and Discussion</b>
4/16	<b>Research Presentations</b> <b>Due: Final Full Manuscript</b>

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

### Course Assessments (percentage of grade)

Weekly Reading Reflections (10%)  
 Article Analyses (15%) - three at 5% each  
 Observation Exercise (12.5%)  
 Interview Exercise (12.5%)  
 Research Project (30%)  
 Research Presentation (20%)

## **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 adhere to APA style.

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

## **Late Work Policy**

Late work is not accepted unless prior arrangements have been made with the instructor. All assignments are due on the indicated due date and time. ***Assignments not submitted on the due date will receive a zero.***

## **Attendance**

Attendance at all course meetings is expected and required as a part of your enrollment in this class. Active participation in class activities is critical to the achievement of the learning objectives for this course, and many class activities cannot be effectively replicated for make-up work outside of class interactions. In addition, attendance at professional commitments (such as class meetings) is a critical dispositional skill for music teachers. Undocumented absences will result in a 5% deduction from the final course grade.

Information about university-wide policies and resources can be found [here](#).