

*"The mind is a fire to be kindled, not a vessel to be filled."  
— Plutarch*

# **MUS\_ED 423-0: Paradigms & Processes in Music Education Research**

Northwestern University—Fall, 2005  
Tues & Thurs 12:30 to 1:50 p.m., MAB 229

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## **COURSE SYLLABUS**

### **Course description:**

An introduction to the major paradigms and methods used in music education research, the principal sources of research information, and the challenges facing contemporary music education researchers and those who utilize research findings to inform teaching practice. For those in the doctoral program, the course partners with the first ProSeminar course in the Fall and leads to more advanced courses in research offered by music education faculty and faculty in other departments at Northwestern. For Masters students, the course is one of the first courses in the foundation series that will lead to degree completion. For all, the course will help students understand how research can inform practice and serve as a springboard for future advanced work in the field of music education.

### **Course Objectives:**

- ✓ to develop an awareness of the critical role research plays in understanding music behavior and in setting a foundation for better teaching
- ✓ to become competent consumers of research who can distinguish between baseless and credible claims
- ✓ to learn basic data assessment techniques that can be applied not only in systematic research but also in day-to-day teaching (e.g., classroom assessment techniques)
- ✓ to provide sound, systematic bases upon which your own professional inquiries might proceed
- ✓ to acquire bibliographic skills and familiarity with research journals and pertinent research publications in music education
- ✓ to provide a foundation for data collection & analysis that may be pursued in either MUS\_ED 424 (Qualitative Research) or MUS\_ED 425 (Quantitative Research)

### **Professional Teaching Standards Met By This Course**

**General:** #4 Planning for Instruction, #8 Assessment, #10 Reflection and Professional Growth

**Technology:** #1 Basic Operation, #3 Application, #5 Productivity Tools, #6 Information Access, #7 Research/Problem-Solving

**Unit Standards:** #2 Assessment

**Content:** #5

**Required Texts:**

- Creswell, J.W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Huff, D. (1993). *How to lie with statistics* (Reissued ed.). New York: Norton.
- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

**Other Materials:**

- a basic calculator for statistical work will come in handy as you complete the Stat Worksheets and to complete the Final Exam (to be useful, the calculator must have a square root function)
  - for the Stat Worksheets, the calculations can be performed using Excel or another similar spreadsheet application, as will be demonstrated
- a USB FlashDrive for storage of data files; 128 or 256 MB capacity recommended
- Students will be required to utilize Blackboard for class assignments and virtual "discussions" outside of class. Point a web browser to <http://courses.northwestern.edu>, then click on "Login" and provide your NUnet username & password. The email address used for communication in Blackboard is the one entered into the Northwestern system. To change your email address, point your web browser to: <http://snap.it.northwestern.edu/> and click on "Edit your directory information" on the left side of the screen under the "NetID" category. After entering your NUnet username & password, you will reach a page where you can click on the "View/Edit Your Information" button to access and/or edit your information. If you have any difficulty with this process, contact the NU Help Desk at (847) 491-HELP.

**All assignments are to be completed by the beginning of class meeting date listed below:<sup>1</sup>**

TU Sept 20	Chapter 1: The process of conducting research Huff: <i>How to lie with statistics</i> (all)
TH Sept 22	Chapter 2: Quantitative and Qualitative Approaches Chapter 3: Identifying a Research Problem
TU Sept 27	Introduction to Electronic Resources, Jeanette Casey, Deering Library Chapter 4: Reviewing the Literature (PC Lab)
TH Sept 29	<b>Assignment due: Wonderments.<sup>2</sup></b>
TU Oct 4	Chapter 5: Specifying a Purpose and Research Questions or Hypotheses
TH Oct 6	Chapter 6: Collecting Quantitative Data
TU Oct 11	Chapter 7: Analyzing and Interpreting Quantitative Data
TH Oct 13	Introduction to Statistics <b>Worksheet #1 due</b>
TU Oct 18	Chapter 8: Collecting Qualitative Data <b>Quantitative Reflection Paper Due</b>
TH Oct 20	NO CLASS (CIC)
TU Oct 25	Chapter 9: Analyzing and Interpreting Qualitative Data
TH Oct 27	Chapter 11: Experimental Designs
TU Nov 1	Chapter 12: Correlational Designs <b>Worksheet #2 due</b>
TH Nov 3	Chapter 10, Reporting and Evaluating Research Proposal Workshop
TU Nov 8	Chapter 15: Ethnographic Designs <b>Qualitative Reflection Paper Due</b>
TH Nov 10	Chapter 16: Action Research
TU Nov 15	Chapter 13: Survey Designs <b>Worksheet #3 due</b>
TH Nov 17	Presentations: <b>Proposals due</b>
TU Nov 22	Presentations: <b>Proposals due</b>
TH Nov 24	<i>Happy Thanksgiving</i>
TU Nov 29	Final exam review
TH Dec 1	<b>Final exam</b>

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<sup>1</sup> Course Schedule is subject to change as class needs and interests warrant.

<sup>2</sup> Submit your work to the "Discussion Board" area of Blackboard and provide hardcopies – one each for SDL and JRB – which can be delivered in class or to the appropriate faculty mailboxes in MAB 112 on or before the due date listed above.

### Grading

<b>WND:</b> one short paper (six “wonderments”)	<b>10%</b>
<b>R:</b> two reflection papers (5-6 pages each) on research articles	<b>20%</b>
<b>WRK:</b> three statistical worksheets & one set of field notes	<b>15%</b>
<b>FE:</b> final examination	<b>25%</b>
<b>FP:</b> final project (literature review, research questions, description of proposed data collection, annotated bibliography, and presentation to class)	<b>30%</b>

*Additional guidelines for the assignments will be provided in class.*

**Course Total** = (.1 x WND) + (.2 x R) + (.15 x WRK) + (.25 x FE) + (.3 x FP)

### Grading Scale

<u>A</u>	<u>A-</u>	<u>B+</u>	<u>B</u>	<u>B-</u>	<u>C+</u>	<u>C</u>	<u>C-</u>	<u>F</u>
92.01-100	90-92	88-89.99	82.01-87.99	80-82	78-79.99	72.01-77.99	70-72	0-69.99

### Policies

We expect work to be submitted on time, but will provide a 24-hour grace period for unexpected problems, e.g., a technical problem with a computer system or some personal issue that prevents timely submission. Outside of the grace period, work can be turned in up to one full week late, but the grade will be *lowered by at least one letter grade*, regardless of its quality. Assignments submitted more than a week late will not be accepted.

### Attendance

You are expected to attend each day of class. We understand that there may be times when you cannot come to class for good reason, however. You will be responsible for the information discussed in class, of course, and we will be available to assist you with makeup work. Failure to attend and play an active role in the in-class discussions will result in very poor results for written work and an unacceptably low level of understanding, i.e., there is a *very strong negative correlation* between the number of absences and course grade.

### Useful Resources:

- Research Books & Edited Monographs
  - Abeles, H. F., Hoffer, C. R., & Klotman, R. H. (1995). *Foundations of music education* (2<sup>nd</sup> ed.). New York: Schirmer Books. [MUSIC: MT 2 .A23 1995]
  - Gall, J. P., Gall, M. D., & Borg, W. R. (2003). *Educational research: An introduction* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.
  - Boyle, D. J. & Radocy, R. E. (1987). *Measurement and evaluation of musical experiences*. New York: Schirmer Books. [MUSIC: ML 3838 .B79M4]
  - Colwell, R. (Ed.). (1992). *Handbook of research on music teaching and learning*. New York: Schirmer Books. [MAIN Core (Large): L 780.7 H2362]
  - Colwell, R. & Richardson, C. P. (Eds.). (2002). *New handbook of research in music teaching and learning*. New York: Oxford University Press. [MUSIC reference (non-circulating): MT 1 .N486]
  - Kerlinger, F. N. (1986). *Foundations of behavioral research* (3<sup>rd</sup> ed.). New York: Holt, Rinehart, & Winston. [MAIN (has 2<sup>nd</sup> edition, 1973): 150.72 K39f 1973]

- Linton, M., & Gallo, P. S., Jr. (1975). *The practical statistician: Simplified handbook of statistics*. Monterey, CA: Brooks/Cole. [out of print, but excellent text!]
- Madsen, C. K., Greer, R. D., & Madsen, C. H. (Eds.). (1975). *Research in music behavior: Modifying music behavior in the classroom*. New York: Teachers College Press. [MUSIC: MT 1 .M133]
- Madsen, C. K., & Prickett, C. A. (Eds.). (2003). *Applications of research in music behavior*. Tuscaloosa, AL: University of Alabama Press. [MUSIC: MT 1 .A66; also available online at: [http://emedialibrary.com/reader/reader.asp?product\\_id=21057](http://emedialibrary.com/reader/reader.asp?product_id=21057)]
- McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5<sup>th</sup> ed.). New York: Longman. [MAIN: 370.72 M167r]
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications. [MAIN Large Books: L 300.72 M643q 1994]
- Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in psychology and education* (3<sup>rd</sup> ed.). New York: John Wiley & Sons. [MAIN: 150.72 M665s]
- Phelps, R. P., Ferrara, L., & Goolsby, T. W. (Eds.). (1993). *A guide to research in music education* (4<sup>th</sup> ed.). Lanham, MD: Scarecrow Press. [MUSIC: MT 1 .P5 1993]
- Rainbow, E. L., & Froehlich, H. C. (1987). *Research in music education: An introduction to systematic inquiry*. New York: Schirmer Books. [MUSIC: MT 1 .R26R4]
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications. [MAIN: 370.72 S782a]
- Shavelson, R. J. (1996). *Statistical reasoning for the behavioral sciences* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon. [MAIN: 150.72 S533s 1996]
- Tuckman, B. W. (1988). *Conducting educational research*, (3<sup>rd</sup> ed. or later). New York: Harcourt Brace Jovanovich. [MAIN: 370.78 T898c]
- online resource for William Trochim's (2001) *The research methods knowledge base* (2<sup>nd</sup> ed.). Cincinnati, OH: AtomicDogPublishing.com (\$19.95 at: <http://www.atomicdog.com>.)
- Primary Music Education Research Journals & related topics
  - *Journal of Research in Music Education*
  - *Research Studies in Music Education*
  - *Music Education Research*
  - *Bulletin of the Council for Research in Music Education*
  - *British Journal of Music Education*
  - *Contributions to Music Education*
  - *Update*
  - *The Quarterly*
  - *Southeastern Journal of Music Education*
  - *Educational Researcher*
  - *Music Perception*
  - *Psychology of Music*
  - *Psychomusicology*
  - *International Journal of Education and Arts* (available online at <http://ijea.asu.edu/>)... selected Education research journals.
- Circulars: Music Researcher's Exchange, SRIG newsletters