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

**MuEd 8112:**
Introduction to Research Methods and Design in Arts Education

University of Minnesota—Spring, 2008
Meeting time: Wednesday 4:00-6:30 p.m.
PHSR; Ferguson 157

_Dr. Scott D. Lipscomb, Associate Professor_
Office Hours: by appointment
or via email at anytime
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**COURSE SYLLABUS**

**Course description:**
A survey of 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. As part of the research sequence, this course constitutes one of the core courses in the Music Education graduate program, leading to more advanced courses in research offered by music education faculty and faculty in other departments at the University of Minnesota. The primary purpose of this course is to help students understand how research can inform practice and serve as a springboard to future advanced work in the field of arts education, generally, and music education, specifically.

**Incoming competency of students expected by instructor:** graduate student in music, music education, or other arts or permission of instructor.

**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 MuEd 8113 (Advanced Applications of Quantitative Research) or MuEd 8118 (Advanced Applications of Qualitative Research)
Required Texts:

Optional Text (strongly recommended, but available in library reference section):

Other Materials:
- ready access to a spreadsheet program (like Microsoft Excel) for statistical work will come in handy as you complete the Stat Worksheets and the Final Exam; use of the “formula” functions in Excel will be demonstrated in class (and may change your life forever!)
- Students will be required to utilize WebCT for submission of class assignments and virtual "discussions" outside of class.
All assignments are to be completed by the beginning of class meeting date listed below:

- Week 1: Jan. 23 - Review syllabus
- Week 2: Jan. 30 - Chapter 1: The Process of Conducting Research, Chapter 2: Quantitative and Qualitative Approaches
- Week 3: Feb. 6 - Huff: How to lie with statistics (all), Chapter 3: Identifying a Research Problem
  Assignment due: Wonderments
- Week 4: Feb. 13 - Chapter 4: Reviewing the Literature (meet in Ferguson 259), Introduction to Electronic Resources (Tim Maloney, Head Music Librarian)
- Week 5: Feb. 20 - Chapter 5: Specifying a Purpose and Research Questions or Hypotheses, Chapter 6: Collecting Quantitative Data
- Week 6: Feb. 27 - Chapter 13: Survey Designs, Chapter 7: Analyzing and Interpreting Quantitative Data
- Week 7: March 5 - Introduction to Statistics
- Week 8: March 12 - More Stats, Worksheet #1 due
- Week 9: March 26 - Chapter 8: Collecting Qualitative Data, Chapter 9: Analyzing and Interpreting Qualitative Data
  Quantitative Reflection Paper Due
- Week 10: April 2 - NO CLASS
- Week 11: April 9 - Chapter 11: Experimental Designs, Chapter 12: Correlational Designs
  Worksheet #2 due
- Week 12: April 16 - Chapter 10: Reporting and Evaluating Research, Proposal Workshop
- Week 13: April 23 - Chapter 15: Ethnographic Designs, Chapter 17: Mixed Methods Designs
  Qualitative Reflection Paper Due
- Week 14: April 30 - Chapter 18: Action Research, Worksheet #3 due
- Week 15: May 7 - Oral Presentations, Final Exam review (bring your questions!)
  Final Projects due
  Final exam (completed online prior to 6:00 p.m. on May 14th)

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1 Course Schedule is subject to change as class needs and interests warrant.
2 Submit your work to the “Discussion Board” area of WebCT on or before the due date listed in the Schedule of Assignments above.
Grading

WND: one short paper (six “wonderments”) 10%
R: two reflection papers (5-6 pages each) on assigned research articles 20%
WRK: three statistical worksheets & one set of field notes 15%
FE: final examination 20%
FP: final project (literature review, research questions, description of proposed data collection, annotated bibliography, and presentation to class) 35%

Additional guidelines for the assignments will be provided in class.

Course Total = (.1 x WND) + (.2 x R) + (.15 x WRK) + (.20 x FE) + (.35 x FP)

Grading Scale

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<th>Grade</th>
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<tr>
<td>A</td>
<td>92.01-100</td>
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<td>A-</td>
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<td>88-89.99</td>
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Policies

I 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. I 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 I 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 (use most recent edition available)


• Primary Music Education Research Journals & related topics
  o *Journal of Research in Music Education*
  o *Research Studies in Music Education*
  o *Music Education Research*
  o *Bulletin of the Council for Research in Music Education*
  o *British Journal of Music Education*
  o *Contributions to Music Education*
  o *Update*
  o *The Quarterly*
  o *Southeastern Journal of Music Education*
  o *Educational Researcher*
  o *Music Perception*
  o *Psychology of Music*
  o *Psychomusicology*
  o *International Journal of Education and Arts* (available online at http://ijea.asu.edu/)

… selected Education research journals.

• Circulars: Music Researcher’s Exchange, SRIG newsletters