

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

University of Minnesota—Fall 2015
Meeting time: Wednesdays, 4:30-7:00 p.m.
Paul Haack Seminar Room; Ferguson 157

Dr. Scott D. Lipscomb, Associate Professor

Office Hours: by appointment
or via email at anytime

Office: 148 Ferguson Hall
phone: (612) 624-2843

lipscomb@umn.edu

Facebook: <https://facebook.com/sdlipscomb>

Twitter: @scottlipscomb

COURSE SYLLABUS

Course description:

A survey of the major paradigms and methods used in arts education research (especially music-related research), principal sources of research information, and the challenges facing contemporary arts 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 to 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 majors or permission of instructor.

Course Objectives: This course will provide students the opportunity ...

- ✓ to develop an awareness of the critical role research plays in understanding musical 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 situations (e.g., classroom assessment techniques);
- ✓ to learn to use spreadsheet software (e.g., Excel) as an effective and efficient calculation tool;
- ✓ to provide sound, systematic bases upon which their own professional inquiries might proceed;
- ✓ to acquire bibliographic skills and familiarity with research journals and pertinent research publications in the arts (esp. music education);
- ✓ to develop a scholarly writing style and to familiarize themselves with (and apply) the requirements of the style manual of the American Psychological Association (APA, 6th ed.);
- ✓ to formulate a research problem related to a selected topic of interest and formulate a systematic & coherent research plan, communicating this project in writing; and
- ✓ to provide a foundation for data collection & analysis that may be pursued in MuEd 8119 (Advanced Applications of Research in Arts Education).

Required Texts:

- [C] Creswell, J.W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0133831535 [available in hardcopy or etext version].
- [H] Huff, D. (1993). *How to lie with statistics* (Reissued ed.). New York: Norton. ISBN: 9780393310726
- [B] Battersby, M. (2009). *Is that a fact?* New York, NY: Broadview Press. ISBN: 9781551115870
- [APA] American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [**must be 6th edition**] ISBN: 9781433805615

Recommended Text:

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research*, 3rd ed. Chicago, IL: The University of Chicago Press. ISBN: 978-0226065663 [available in hardcopy or etext version]

Other Materials:

- access to a spreadsheet application (like Microsoft Excel) for statistical work will be necessary to 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 Moodle for submission of class assignments and virtual "discussions" outside of class
 - point your web browser to the MyU portal (<https://www.myu.umn.edu>)
 - enter your X500 username & password
 - once logged on, you will see a list of Moodle sites for courses in which you are enrolled, including MuEd 8112
- though not a requirement of the course, you may also find the companion web site for the Creswell text useful; the URL (web address) for the companion site can be found in the preface pages of the text.

Schedule of Assignments:

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

Week 1 <i>Sept. 10</i>	review syllabus outline course requirements & expectations H: read entire text (an “easy read”) C: Chapter 1 & 2: The Process of Conducting Research & Identifying a Research Problem
Week 2 <i>Sept. 17</i>	C: Chapter 3: Reviewing the Literature APA: Chapters 6 & 7 Introduction to Electronic Resources Assignments due²: Wonderments and Huff: 5 Questions

¹ Course Schedule is subject to change as class needs and interests warrant.

² Submit your work to the appropriate forum on the Moodle course site on or before the due date listed in the Schedule of Assignments above.

Week 3 Sept. 24	NO CLASS C: Chapter 4 & 5: Specifying a Purpose and Research Questions or Hypotheses & Collecting Quantitative Data FP: Identify topic
Week 4 Oct. 1	Bias in Research and Stylistic Issues in Scholarly Writing APA: Chapters 1-5 FP: Submit proposed research question(s), constructs, & variables
Week 5 Oct. 8	NO CLASS C: Chapter 6 & 12: Analyzing and Interpreting Quantitative Data & Survey Designs B: Chapters 1-8
Week 6 Oct. 15	C: Chapter 10: Experimental Designs C: Chapter 11: Correlational Designs Quantitative Reflection Paper Due
Week 7 Oct. 22	Introduction to Statistics B: Chapters 9-13 CITI Training module completed (https://www.citiprogram.org/) FP: report on three relevant resources
Week 8 Oct. 29	C: Chapter 7 & 8: Collecting Qualitative Data & Analyzing and Interpreting Qualitative Data Worksheet #1 due FP: Submit annotated bibliography
Week 9 Nov. 5	NO CLASS C: Chapter 9: Reporting and Evaluating Research APA: Ch. 8 In-class Proposal Workshop FP: submit initial draft
Week 10 Nov. 12	C: Chapter 14 & 15: Ethnographic Designs & Narrative Research Designs Worksheet #2 due FP: complete review of peer's paper
Week 11 Nov. 19	C: Chapter 16: Mixed Methods Designs C: Chapter 17: Action Research Designs FP: submit revised draft (incorporating peer comments) to Dr. L
Week 12 Nov. 26	NO CLASS (Thanksgiving)
Week 13 Dec. 3	Individual meetings with Dr. L; discuss oral presentation and final draft of project Worksheet #3 due Qualitative Reflection Paper Due FP: Dr. L will return revised paper with evaluation and comments
Week 14 Dec. 10	Oral Presentations [class is likely to go past 7 p.m.] Final Exam review (bring your questions!) Final Version of Projects due (including completed IRB proposal)
Finals Week Dec. 17	Final exam (completed online <i>prior to 7:00 p.m.</i>)

Grading

WND: one short paper (six “wonderments”)	10%
A: assignments made throughout the semester	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	15%
FP: final project (literature review, research questions, description of proposed data collection, annotated bibliography, and presentation to class)	30%

Additional guidelines for the assignments will be provided in class.

$$\text{Course Total} = (.1 \times \text{WND}) + (.1 \times \text{A}) + (.2 \times \text{R}) + (.15 \times \text{WRK}) + (.15 \times \text{FE}) + (.30 \times \text{FP})$$

Grading Scale:

$\geq 92 = \text{A}$	$\geq 78 \text{ AND } < 80 = \text{C+}$
$\geq 90 \text{ AND } < 92 = \text{A-}$	$\geq 70 \text{ AND } < 78 = \text{C}$
$\geq 88 \text{ AND } < 90 = \text{B+}$	$\geq 60 \text{ AND } < 70 = \text{D}$
$\geq 82 \text{ AND } < 88 = \text{B}$	$< 60 = \text{F}$
$\geq 80 \text{ AND } < 82 = \text{B-}$	

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 to a maximum grade of 75* (a “C”), the actual grade will be determined by the quality and completeness of the work. 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.

Academic dishonesty will result in a course grade of “F” and the instructor will initiate appropriate actions at the university level. See the statement on academic misconduct later in this syllabus.

Potentially Useful Resources:

- Primary Music Education & Music Therapy 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*
 - *Journal of Music Therapy*
 - *Music Therapy Perspectives*
 - *Journal of Technology in Music Learning* (Dr. Lipscomb, Editor)
 - *Journal of Music, Technology, and Education*
 - *Update*
 - *The Quarterly*
 - *Educational Researcher*
 - *Music Perception*
 - *Psychology of Music*
 - *Psychomusicology*
 - *International Journal of Education & the Arts* (available online at <http://www.ijea.org>)
- ... also, peruse other selected Education research journals.
- Selected Online Indexes and Databases
 - PsycINFO
 - PsycARTICLES
 - Web of Science**
 - Digital Dissertations**
 - as a student at a Big Ten school, you have *free* access to any dissertation published since 1997 by a student at another CIC institution
 - ERIC (Educational Research Information Clearinghouse)
 - Google Scholar (<http://scholar.google.com/>)
 - Ingenta
 - JSTOR
 - Project Muse
 - PubMed (includes Medline)
 - ScienceDirect
 - Sociological Abstracts

University Policies

Statement on accommodations for disabilities

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- If you are registered with the DRC and have a current letter requesting reasonable accommodations, please share your accommodation letter with me as soon as possible during the semester in order to secure accommodations in a timely manner.

Additional information is available on the DRC website: <https://diversity.umn.edu/disability/>

Statement on mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic

performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu>

Statement on classroom conduct (<http://www.oscai.umn.edu/conduct/student/> and/or http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

Statement on academic misconduct

(http://regents.umn.edu/sites/default/files/policies/Academic_Misconduct.pdf)

Scholastic misconduct is broadly defined as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Statement regarding sexual harassment

(<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>)

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. University policy prohibits sexual harassment. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity, 419 Morrill Hall.

The University of Minnesota is an equal opportunity employer and educator.

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