MuEd 8119:
Advanced Applications of Research Methods
University of Minnesota—Spring, 2009
Meeting time: Thursdays 4:00 to 6:30 p.m.; PHSR (Ferguson 157)

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or via email at anytime
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COURSE SYLLABUS

Course description: A review of empirical research methods and design with emphasis on both quantitative and qualitative models. This course will involve the study of descriptive & inferential statistical techniques used as quantitative analytical tools and/or coding, categorization, and emergent approaches utilized in qualitative data analysis, affording students an opportunity to practically apply knowledge gained in previous research courses, including MuEd 8112, 8115, and 8118. Research projects proposed in any of these classes will provide the basis for data collection, analysis & interpretation, and completing a written report placing the results of this study in the context of our present state of knowledge regarding the chosen topic. Upon completion, students are strongly encouraged to submit the completed study for consideration for inclusion in the program of an appropriate regional or national conference; in exceptional cases, the project may even be worthy of publication in a peer-reviewed journal.

Incoming competency of students expected by instructor: graduate student in music, music education or other arts or permission of instructor. Students should have completed MuEd 8112, and/or 8118; students would further benefit from having taken (or taking concurrently) MuEd 8115.

Statement of Course Objectives:
This course will provide the student an opportunity to …
✔ develop an awareness of the critical role that research plays in understanding musical behavior and in setting a foundation for better teaching
✔ learn how research can inform teaching practice
✔ discover that every quality research project provides questions to be answered via future research
✔ receive practical, hands-on experience working with a variety of quantitative and qualitative research methods
✔ develop evaluative skills that will enable critical analysis of research studies found in the literature

Required texts (order from amazon.com or other online bookseller):

Recommended:
Additional Materials & Requirements:

- Students will be required to use statistical software for analyzing collected data. The software is installed on computers in student labs all across campus or available via a UMN internet connection and, therefore, is readily accessible to students.
- **PC users can access SPSS using Remote Desktop which is a built-in program in the Windows operating system.**
- **Mac users will need to download the Mac-compatible version from the Microsoft web site:** [http://www.microsoft.com/mac/downloads.mspx](http://www.microsoft.com/mac/downloads.mspx)
- use the following login information to gain access to SPSS via the Windows "Start" menu:
  - Computer: freya.cla.umn.edu
  - Domain: UMN.EDU [must be IN CAPS]
  - login: use X500 username & password to log on
- If you plan to work with statistical software on-campus, you will need storage media (USB Flash Drive is recommended) appropriate to lab in which you plan to work for saving your data files. It is imperative that you maintain files on media in your possession … do not rely on lab server storage and always have a backup.
- Course materials and electronic communication will be available via WebCT. Electronic communication will also be used to contact the instructor and/or other students.

Schedule of Assignments (subject to change):

January 22nd
- Course Goals & Objectives
- Huff (review entire text)
- Research Ethics, the Institutional Review Board, & Research Foundations
- **FP:** Formulate/Revise Research Question(s) & Proposed Research Design

January 29th
- **FP:** Post Completed IRB form to WebCT
- Introduction to SPSS; network access

February 5th
- Review of Research Terms & Definitions
- L&G: Chapters 1 & 2
- Getting Started with SPSS
- JP: Chapters 1-3
- **FP:** Present SPSS Codebook & Identify data types

February 12th
- **NO CLASS** (MMEA)

February 19th
- Tests of Statistical Significance
- L&G: Chapters 3 & 4
- Preparing an SPSS Data File (in preparation for data collection)
- JP: Chapters 4 & 5
- **Present self-selected article #1 to class**

February 26th
- Frequency & Ordered Data
- L&G: Chapters 5 & 6
- Preliminary Analysis, part 1
- JP: Chapters 6-8

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1 Any changes related to due dates for assignments or exam dates will be communicated to students via email.
2 Though there are a certain number of topics (i.e., specific research designs) that have been pre-selected as necessary to cover, from the 4th week of the quarter on, additional topics will be largely determined by the interests of individual class members and knowledge required to complete the proposed research projects.
March 5th
Score Data
L&G: Chapters 7 & 8
Preliminary Analysis, part 2
JP: Chapters 9 & 10
Present self-selected article #2 to class
FP: Begin Data Collection (when IRB approval received)

March 12th
Exploring Relationships
JP: Chapters 11-15
Interpreting Results
L&G: Chapter 9

March 19th
Spring Break

March 26th
Comparing Groups
JP: Part Five: Chapters 16 to 19
Specific Comparisons Using Post-Hoc Analyses
L&G: Chapter 10
Present self-selected article #3 to class

April 2nd
Comparing Groups (continued)
JP: Part Five, Chapters 20 to 22
Strength of Association Measures
L&G: Chapters 11 & 12

April 9th
FP: Present Preliminary Data Analysis & Interpretation

April 16th
FP: Present Initial Draft of Poster

April 23rd
NO CLASS [continue preparations for presentation of Final Project]

April 30th
Practice Presentation to class (preparation for formal presentation next week)

Tuesday, May 5th from 2:30 to 4:00 p.m. (required participation)
FP: Poster Presentation to Doctoral Seminar
(Music Ed faculty & doctoral students)

Grading:

- 15% - reading assigned materials, preparation of questions/comments, and class participation
- 30% - three short papers evaluating selected research studies relevant to Final Project topic
- 40% - Final Project paper
- 15% - Final Project poster

Course grades will be assigned according to the following scale:

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\begin{align*}
& \text{>= 92 = A} & \text{>= 78 AND < 80 = C+} \\
& \text{>= 90 AND < 92 = A-} & \text{>= 70 AND < 78 = C} \\
& \text{>= 88 AND < 90 = B+} & \text{>= 60 AND < 70 = D} \\
& \text{>= 82 AND <88 = B} & < 60 = F \\
& \text{>= 80 AND <82 = B-} & 
\end{align*}
\]

University of Minnesota Grading Policy: The Meaning of a Letter Grade

A Represents achievement that is outstanding relative to the level necessary to meet course
requirements.

B  Represents achievement that is significantly above the level necessary to meet course requirements.

C  Represents achievement that meets the course requirements in every respect.

D  Represents achievement that is worthy of credit, even though it fails to meet fully the course requirements.

F  Represents failure and signifies that the work was either 1) completed, but at a level of achievement that is not worthy of credit or 2) was not completed and there was no agreement between the instructor & student that the student would be awarded an “I.”

Short Papers: Each student will be required to complete a thorough review & evaluation of three primary research articles related to their topic of choice during the semester (30% of grade). Each of these papers (3-5 pages in length) must use the checklist provided by Dr. Lipscomb as a basis for evaluation and clearly state the relevance to the topic of the student’s Final Project. As always, citations and references must be in APA format.

Final Project: Each student will be required to complete a small research project – including data collection – during the course of the semester (40% of grade). The project will be submitted in written form (15 to 20 pages) and an oral presentation of the research will be made to members of the Doctoral Seminar (see date & time of this required session in the Schedule of Assignments section of this syllabus). The paper/presentation must include an introduction (background, need for the study, significance, assumptions, etc.), a clear statement of the Research Question(s), the design & method of data collection used (with justification), and data analysis & interpretation. The written version of the project must include an annotated bibliography (minimum of 18 relevant sources) with citations and references in APA format.

Poster: Each student is required to extract essential information from the written paper and create a poster presentation of the study (15% of grade). This poster should include a clear & concise presentation of the study background, research question(s), design, results, and conclusions … including citations & references in APA format. This poster should be of the caliber presented at a regional or national conference … and, in fact, students are encouraged to use their class project as the basis for a proposal submitted to such a conference, so they will have the experience of presenting research outcomes to peers in an effort to make a significant contribution to our growing state of knowledge within the field.

COURSE GUIDELINES:

a) Assignments are designed as part of the learning process and must be type written or word-processed. All written work must be submitted using a 10-12 pt. Times Roman-style font with 1-1.25” margins.

b) Participation in this course is important as achievement depends on having experienced the content of previous lessons. It is essential that you keep up with the content and progress of the class, participating proactively in class discussions.

Technology
A variety of technologies offer possibilities to enhance the research and learning process. For example, such technologies make systematic analysis, complex analysis, and logical presentation of findings possible.

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3 Please understand that the awarding of an “I” is only for the purpose of extreme extenuating circumstances beyond a student’s control and will never be awarded solely in the case where the student failed to accomplish the work in a timely manner during the semester. An “incomplete” is assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.
available within a timeframe and level of professionalism that was rare in earlier decades. Both audio and video recording of field observations and interviews facilitate review and reflection, allowing the development of purposeful, reasoned, and goal-directed thinking about research and learning.

**Diversity**

A fundamental assumption of this class is that all communication and dialogue is based on the right of every individual to participate fully and contribute to our understanding of specific course content and diverse approaches to the subject matter in general. Diversity relates to, but is not limited to, the following: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status.

**Scholastic Dishonesty:** the University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offence that includes, but is not limited to, cheating on a test or other class work, plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work in one’s own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, Dr. Lipscomb will initiate disciplinary proceedings against the student. Any student caught plagiarizing a written document or not appropriately crediting sources used in project work will receive a grade of “0” and disciplinary proceedings will be initiated. It’s not worth the risk—don’t do it!

**University Policies**

See [http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html](http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html) for a list of policies related to teaching with links to those policies. Also see [http://www1.umn.edu/usenate/usen/policies.html](http://www1.umn.edu/usenate/usen/policies.html) for University Senate policies related to Teaching/Education.

**Statement on accommodations**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

**Statements on classroom conduct**

[http://www1.umn.edu/usenate/policies/classexpectguide.html](http://www1.umn.edu/usenate/policies/classexpectguide.html)


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**Statement on academic misconduct**


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 your 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://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf](http://www1.umn.edu/regents/policies/humanresources/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.

**Support Services**
Go to [http://www1.umn.edu/ohr/teachlearn/syllabus/specialserv.html](http://www1.umn.edu/ohr/teachlearn/syllabus/specialserv.html) to see some possible support services for students.

**Coda**
I look forward with great anticipation to this course. Rest assured that I am eager to talk to or communicate with you about any concerns you may have. You can communicate by telephone, e-mail, or in person. Don’t hesitate to make an appointment to see me when needed.

*Pagers & cell phones are disruptive to this class.*
*ALWAYS turn them off when entering the classroom.*