

SUMMER 2008 – MUS 400: RESEARCH I (2 quarter-units – June 16 – August 22)
Hybrid Course with three face-to-face meetings: a) Thu 6/19, 2:00 p.m.; b) TBA; c) TBA.

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Introduction to Music Education Research – Literature and Methods

COURSE DESCRIPTION

The course introduces entering graduate students to research in music education, concentrating on content as well as on methodological, stylistic, and philosophical issues that arise when writing about music within a music education setting. In addition, students familiarize themselves with basic statistical concepts, the library, and standard reference tools and electronic resources, as these apply to their areas of interest.

The main topics covered are:

- (a) Research as philosophy, process, and method – Introduction to music research
- (b) Critical analysis of music education research literature
- (c) Introduction to qualitative, quantitative, and mixed-design research methods
- (d) Introduction to basic statistical concepts
- (e) Development and analysis of research questions
- (f) Research resources search strategies – Literature review process in research
- (g) Writing a research proposal

The approach involves reading and discussing articles both on music and on writing about music, as well as on conducting research. *Critical analysis* of the readings, regarding content or style, presumes a questioning attitude:

- i. What is the question addressed by the research study? How has the research question been laid out? Is the structure of the study clear?
- ii. How do the methods of the study in question compare to the relevant methodological standards?
- iii. Who is the article written for and is its style/content appropriate for the intended audience?
- iv. Is the approach exemplified in the reading internally consistent? Is it inclusive of most aspects relevant to the topic?
- v. Does the concluding section accomplish what the introduction set out to do?
- vi. What are the assumptions underlying the study?
- vii. What are the contributions of the study? What can we benefit from it?
- viii. Could there have been alternative approaches to the same research question(s)? Are alternative interpretations of the presented results possible?

COURSE REQUIREMENTS

The course will be conducted as a practicum in research methods and bibliography. Specific learning objectives, readings, and tasks will comprise distinct course modules. All are responsible for the readings and are expected to be prepared to discuss them as part of each module's activities. Specific articles will be assigned to each student, who will then act as a leader for the relevant online discussion.

In preparation for the **discussion of the readings**:

- a) analyze the structure of the readings' argumentation
- b) identify the main thes(is)es and methodolog(y)ies
- c) summarize the readings' contributions

Tips: Read the assigned studies at least twice. Quickly scan each reading once and reread it while underlining important passages and writing comments on the reading's margins or on a separate paper.

Tasks include:

- a) completing writing assignments related to each week's readings;
_ writing assignments will be drafted online using Blackboard's Discussion Board;
_ each student will act as discussion leader for the readings assigned to her/him and all students will work together to come to an agreement for the final version, also submitted online via the Discussion Board;
online collaboration instructions are included in a separate document.
- b) compiling annotated bibliographical information from assigned source types on topics customized to the students' interests.

All writing assignments (individually-graded group assignments) will be submitted electronically via the discussion board and will be returned with grades and comments within a week after submission. Any questions regarding the comments/grades will be addressed by email and/or by appointment. See the "Assignments" section on Blackboard for details. Annotated bibliographies will be monitored once, half-way through the quarter. They will provide the basis for the literature review portion of the final paper (see below).

At the end of the quarter each student is expected to **submit a portfolio** containing:

- a) **An annotated bibliography** on a topic of interest, compiled and monitored throughout the quarter. The bibliography should include (approximately) 3-6 items from general reference sources, 4-8 books, 10-15 journal articles, and 4-8 web pages, preferably concentrating on articles from scholarly journals. Compiling and annotating the bibliography is crucial to the successful completion of item (b), below.
- b) **One short essay** on a topic of your choice (4-7 pages; double-spaced; at least 1" margins all around). The essay will essentially be the introduction to a hypothetical research study and will include a research problem, review of related literature (which will include items from (a) and may also include readings assigned for the class), research questions and/or hypotheses, and a purpose statement for a proposed research study. The essay must be followed by a 'References' section that includes all sources cited. In-text and 'References' section citation style must follow a consistent format. Citations in the syllabus and on the lecture notes follow APA style (see the Resources section on p.5 for more on citation formats and writing style).

GRADING

<i>Module Assignments</i>	40%
<i>Module Bibliographies</i>	10%
<i>Final portfolio</i>	50% (<i>Annotated. Bibl.</i> : 20% – <i>Essay</i> : 30%)

Grading scale:

A: 100-94%	A-: 93-89%	B+: 88-85%	B: 84-81%	B-: 80-77%
C+: 76-73%	C: 72-69%	C-: 68-65%	D: 64-61	F: 60-0%

TEXTBOOK

Creswell, J. W. (2002). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd edition. London: Sage Publications. [Library Call #: 300.72 C923r2003].

ADDITIONAL REQUIRED READINGS (available online through the DePaul Library website, Blackboard, or the World Wide Web)

Bauer, W. I., Reese, S., and McAllister, P. A. (2003). Transforming music teaching via technology: The role of professional development. *Journal of Research in Music Education*, 51(4): 289-301.

(Available on-line as a .pdf file – DePaul Library – ProQuest)

Berger, A. A. and Cooper, S. (2003). Musical play: A case study of preschool children and parents. *Journal of Research in Music Education*, 51(2): 151-165.

(Available on-line as a .pdf file – DePaul Library – ProQuest)

Brinkman, D. and Mallett, C. (2000). Questions asked in job interviews of music teachers. *Journal of Music Teacher Education*, 10(1): 16-23. (Available on-line as a .pdf file – DePaul Library – ProQuest)

DeMorest, S. M. and Morrison S. J. (2000). Does music make you smarter? *Music Educators Journal*, 87(2): 33-39, 58. (Available on-line as a .pdf file – DePaul Library – ProQuest)

Dowling, W. J. (1999). The development of music perception and cognition. In *The Psychology of Music (2nd edition)*, D. Deutsch (Ed.). San Diego: Academic Press. (Available on-line as a .pdf file – Blackboard)

Flohr, J. W., Miller, D. C., and deBeus, R. (2000). EEG studies with young children. *Music Educators Journal*, 87(2): 28-32. (Available on-line as a .pdf file – DePaul Library – ProQuest)

Gorman, A. (1999). The ‘Mozart Effect’: Hard science or hype? Unpublished paper, University of Colorado, Department of Computer Science.

(Available on-line as a .pdf file – Google – Keywords: Gorman Mozart Effect)

Keihn, M. T. (2003). Development of music creativity among elementary school students. *Journal of Research in Music Education*, 51(4): 278-288.

(Available on-line as a .pdf file – DePaul Library – ProQuest)

Kennedy, M. A. (2002). Listening to the music: Compositional processes of high school composers. *Journal of Research in Music Education*, 50(2): 94-110.

(Available on-line as a .pdf file – DePaul Library – ProQuest)

Rauscher, F., Shaw, G., and Ky, K. (1995). Listening to Mozart enhances spatial-temporal reasoning: Towards a neurophysiological basis. *Neuroscience Letters*, 15: 44-47. (Available on-line as a .pdf file – Blackboard)

Rauscher, F., Shaw, G., and Ky, K. (1993). Music and spatial task performance. *Nature*, 365: 611.

(Available on-line as a .pdf file – Blackboard)

Reimer B. (2003). Several alternative views and a synergistic proposal: An experience-based philosophy of music education. In *A Philosophy of Music Education; Advancing the Vision*. Upper Saddle River, NJ: Prentice Hall. [Library Call #: 780.71 R363p2003]

(Available on-line as a .pdf file – Blackboard)

Shuter-Dyson, R. (1999). Musical ability. In *The Psychology of Music (2nd edition)*, D. Deutsch (Ed.). San Diego: Academic Press.

(Available on-line as a .pdf file – Blackboard)

StatSoft, Inc. (2008). Electronic Statistics Textbook. Tulsa, OK: StatSoft. WEB: <http://www.statsoft.com/textbook/stathome.html>. (On-line free textbook. We will only explore portions of the first two sections: ‘Elementary Concepts’ and ‘Basic Statistics’)

RESOURCES

Writing Resources

- *Sites with information on the APA (American Psychological Association) Style Manual:*
 - a) [Publication manual of the American Psychological Association, 5th ed.](#) (2001). Washington, DC: American Psychological Association. [Library Call# 808.06615 P976a2001] *Several copies available in the Lincoln Park Library, reference collection, and in the Loop Library stacks.*
 - b) <http://www.uwsp.edu/psych/apa4b.htm> (University of Wisconsin, Stevens Point)
 - c) http://owl.english.purdue.edu/handouts/research/r_apa.html (Purdue University)
 - d) <http://www.beadsland.com/weapas/> (Web Extension to the APA Style Manual)
- *Music citation styles – University of Western Ontario:*
<http://www.lib.uwo.ca/music/citing.html>
- *Sites with instructions on how to write a summary:*
<http://leo.stcloudstate.edu/acadwrite/summary.html> (St. Cloud State University)
<http://karn.ohiolink.edu/~sg-ysu/sumwg.html> (Youngstown State University)
<http://writingcenter.tamu.edu/content/view/30/0/> (Texas A&M University)
- *Guide for Writing Research Papers Based on Modern Language Association (MLA) Documentation*
<http://writing.colostate.edu/guides/> (Colorado State University)
<http://www.ccc.commnet.edu/apa/> (Capital Community College, Hartford, Connecticut)
- *BIBLIOSCAPE* (list of on-line style manuals):
<http://www.biblioscape.com/styleMan.htm>
- *DePaul Writing Center* (advice on term-paper writing):
<http://condor.depaul.edu/~writing>
- Lynch, P. J. and Horton, S. (2002). *Web Style Guide* (2nd Edition). New Haven, CT: Yale University Press. <http://www.webstyleguide.com/index.html?/contents.html>

Other Resources

- *Library:* <http://www.lib.depaul.edu>
- *ITD* (software training): <http://www.itd.depaul.edu/website/students/default.asp>
- *Dean of Students Office* (your voice in DePaul): <http://studentaffairs.depaul.edu/dos>
- *Office of Student Affairs* (academic counseling for international students, students with disabilities, student athletes, etc.): <http://studentaffairs.depaul.edu/departments.html>
- *Student Support Services* (programs designed to support students from first-generation-university-attendance and low-income families): <http://condor.depaul.edu/~sss>

JOURNAL DATABASES

The DePaul Library website [<http://www.lib.depaul.edu/>] provides online access to a large number of academic journals.

Below is a short-list of online databases with full-text access to articles from journals in music, music education, psychology, and other areas relevant to the course. They are part of the alphabetic database listing available at <http://www.lib.depaul.edu/eresource/database.asp>:

- | | |
|---------------------------|---------------------------------|
| _ Academic Search Premier | _ JSTOR |
| _ Education Abstracts | _ MUSE |
| _ ERIC | _ Music Education Resource Base |
| _ IIMP | _ ProQuest |

Make sure you familiarize yourselves with the above databases and become particularly confident with *ProQuest*, *IIMP*, *MUSE*, and *Music Education Resource Base*. See also EBSCO Host, a database aggregator that provides access to several databases, including some of the ones mentioned above.

Do seek the help of the reference librarians [http://depaul.cb.docutek.com/vrlplus/vrl_entry.asp], who will be able to walk you through the short-listed databases, help you focus your searches, and make valuable suggestions for resources relevant to your chosen topics.

CONDUCT

Ethics

- You are expected to abide by the University policies on academic honesty and integrity as outlined in the *Student Handbook* ([http://sr.depaul.edu/catalog/catalogfiles/2007-2008W/Handbook for Undergraduate Studies/pg33.html](http://sr.depaul.edu/catalog/catalogfiles/2007-2008W/Handbook%20for%20Undergraduate%20Studies/pg33.html)).

Violations of these policies will not be tolerated and are subject to sanctions up to and including expulsion from the university. Violations include but are not limited to: cheating, plagiarism, fabrication, falsification or sabotage of research data, destruction or misuse of the university's academic resources, and alteration or falsification of academic records.

- **Be respectful of all class members. Be prepared to accept and offer criticism, to question and be questioned.** Intellectual disagreements and conflicts that do not involve personal attacks are strongly encouraged. They are necessary in order to formulate strong intellectual argumentation skills and improve understanding.

Work Habits

- Observe all communicated deadlines. Pre-approved delays will receive a 2-point penalty; other delays will receive a 5-point penalty. Emergencies and special situations will be dealt with on an individual basis.

COURSE OUTLINE

The course outline includes only topics and basic resources addressed per module. Extensive assignment instructions, resources, deadlines, and latest information per module are available on Blackboard's *Assignments* section. Log on to Blackboard at <http://oll.depaul.edu> using your Campus Connect ID and password.

INTRODUCTION (first face-to-face meeting – 2:00 p.m. Thursday, June 19; assignments completed by Monday evening, June 23)

Introductions – Expectations – Blackboard overview – Syllabus analysis
Citation styles – Resource search strategies – Evaluation of internet resources
Final project general description – Annotation of sources – Collaboration instructions

MODULE 1 (assignments completed by Monday evening, June 30)

Research as philosophy, process, and method – Research do's and don'ts – Reliability vs. Validity – Research in music

Lecture notes based on information from Kerlinger, F. N., and Lee, H. B. (2000). *Foundations of Behavioral Research* (4th edition). Toronto: Thompson Learning. [Chapter 1] [Library Call # 150.72 K39fa2000]

MODULE 2 (assignments completed by Monday evening, July 7)

Music as form, practice, social agency, education, utility, and experience: Consolidating and reconciling music's many faces – Critical analysis of readings – Selection and annotation of reference sources

Reimer (2003)

MODULE 3 (assignments completed by Monday evening, July 14)

Perceptual and cognitive aspects of music development and education – Types, operational definitions, and measures of musical abilities – Critical analysis of readings – Selection and annotation of material from books

Dowling (1999) – Shuter-Dyson (1999)

MODULE 4 (assignments completed by Monday evening, July 21)

Utilitarian approach to music education – The “Mozart Effect” – Musical training and general intelligence – Music and the brain – Identifying key components in a reading – Selection and annotation of material from books (continued)

Rauscher *et al.* (1995)

Gorman (1999) – DeMorest & Morrison (2000)

Flohr *et al.* (2000)

MODULE 5 (second face-to-face meeting – tentative date: Monday July 28 – assignments completed by Thursday evening, July 31)

Assessment of the course so far – Review of search techniques for Journal articles – Examples of qualitative and quantitative research in music education – Analysis of study components (research problems/questions - literature review - statement of purpose - methodology - results/conclusions) – Basic concepts in statistics – Selection and annotation of material from Journal articles

Kennedy (2002) – Berger & Cooper (2003)

Kiehn (2003) – Bauer *et al.* (2003)

MODULE 6 (assignments completed by Thursday evening, August 7)

Qualitative, quantitative, and mixed research components – Identifying a research topic – The importance of literature review to new research – Using literature maps to develop a research study – Basic concepts in statistics – Selection and annotation of material from Journal articles (continued)

Creswell (2002), Chapters 1 & 2 (pp. 3-48)

MODULE 7 (assignments completed by Thursday evening, August 14)

Writing the introduction and purpose statement for a research study – Compiling a Literature Map – Basic concepts in statistics – Selection and annotation of material from Journal articles (continued)

Creswell (2002), Chapters 4 & 5 (pp. 73-104)

MODULE 8 (last face-to-face meeting – tentative date: Thursday, August 21)

~25-minute paper presentations, followed by ~15 minutes questions/discussion – Discussion of the submitted Annotated Bibliographies – Course wrap-up and evaluations

Deadline for submission of Final Portfolios: TBA