UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
MUED 417/671 – Music Education Research Methods and Literature
Fall 2020

Instructor Office Email Office Hours	Adam Patrick Bell CHF 220 adam.bell@ucalgary.ca By appointment
Day(s),time(s) and location of Class	Mondays & Wednesdays 2:00PM - 3:15PM (Synchronous sessions via Zoom).
Learning resources: required readings, textbooks and materials	Elliott & Silverman. *Music Matters* (2nd ed.) Oxford, 2014. Note: This book is currently out of stock, but not needed until the second half of the semester. Also, the instructor can get 40% off, so students are advised not to order at this time.
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology: • A computer with a supported operating system, as well as the latest security, and malware updates; • A current and updated web browser; • Webcam (built-in or external); • Microphone and speaker (built-in or external) or headset with microphone; • Current antivirus and/or firewall software enabled; • Broadband internet connection. Most current laptops will have a built-in webcam, speaker and microphone.
Prerequisites	MUSI 631: Notes: Required course for all MMus and MA students.
Course description	An introduction to research in the field of music education including quantitative, qualitative, and philosophical studies. Students will critically engage with foundational and contemporary music education literature, and develop their own literature reviews that appropriately situate and contextualize their research proposals within the field.
Course learning outcomes	By the completion of this course, successful students will be able to: 1. Understand and discuss key aspects of foundational research in the field of music education 2. Identify and discuss music education research most closely related to their own areas of inquiry 3. Understand, discuss, and critique research methods used in music education 4. Articulate in writing a rationale for their own research based on knowledge of accomplishments and voids in previous music education research 5. Engage with philosophical and critical writings in music education 6. Develop and write a personal philosophy of music education statement

Course schedule	TBD
Assessment components	**Assignment 1: Report and Presentation on Current Related Issues and Research** Value: 30% Due Date: TBD, but typically at the midpoint of the semester Type: written report (15%) and oral presentation (15%) Description: Students will read and review 10-12 articles (or chapters) from the past decade in the field of music education that most closely relate to their own research interests. These readings will be selected in consultation with the instructor. For each article, students must write a synopsis of 100-200 words detailing how the study was conducted, its findings, its strengths and weaknesses, and how it informs their own research agendas. In addition to the written report, students will give an oral presentation in class and facilitate discussion. **Assignment 2: Report and Presentation on Related Foundational Research** Value: 40% Due Date: TBD, but typically toward the end of the semester Type: written report (20%) and oral presentation (20%) Description: Students will read and review a foundational text in the field of music education. The text will be selected in consultation with the instructor. In reading the text, students will need to pay critical attention to the author's (or authors') rationale for research, method(s), and analyses. In other words, students will be answering the questions (1) Why did the author conduct this research and how do they make an argument for doing this research, and (2) How did they conduct this research and analysis? In addition, the report should include relevant reception of the work, such as how it has been both lauded and criticized. Finally, the report should discuss the relevance (or lack thereof) of this work currently. In addition to the written report, students will give an oral presentation in class and facilitate discussion. **Assignment 3: Research Rationale** Value: 10% Due date: During the semester Type: written report (5%) and oral presentation (5%) Description: A short, concise statement (1-2 pages) that draws on knowledge of previously published research to demonstrate a need for the proposed research study. In addition, students will present the statement orally in class and facilitate discussion on the rationale, including soliciting perspectives on how the work can be improved. **Assignment 4: Philosophy Statement** Value: 20% Due date: During the semester Type: written report (10%) and oral presentation (5%) Description: A written statement (2-3 pages) outlining the student's philosophy of music education that draws on (1) teaching and learning experiences and (2) educational philosophy. In addition, students will present the statement orally in class and ask for feedback from peers.
Assessment expectations	<u>Guidelines for Submitting Assignments</u> Written assignments must be submitted via D2L

	Criteria That Must Be Met To Pass This seminar is a required course for graduate students, who must obtain a B- in order to pass. Expectations for Writing: Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details. All written and oral presentations will be evaluated in terms of content, form and language competency. Expectations for Attendance and Participation: All students are expected to attend the seminar regularly and participate actively in discussions. **Late Assignments** **Late assignments will be accepted up to 1 week late with a 25% penalty. Assignments more than a week late will not be accepted.**
Grading scale	For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Grading System and Transcripts of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html. • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. A+ = 100-98%; A = 97-94%; A- = 93-90%; B+ = 89-86%; B = 85-80%; B- = 79-76%; C+ = 75-70%; C = 69-66%; C - = 65-60; D+ = 59-56%; D = 55-51%; F = 50.99% or lower
Guidelines for Zoom Sessions	Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more

	information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ . Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.). Recording Zoom class sessions is at the discretion of the instructor; missing a Zoom class is equivalent to missing an in-person class. The instructor *may* record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session – but this is not a requirement. Should an instructor choose to record a class session, students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.
Academic Accommodation	It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .
Academic integrity, plagiarism	Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. For information on the Student Academic Misconduct Policy and Procedure please visit: https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf and https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.
Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines