

Course Title	Research Methodology in Music				
Course Code	MUS 600				
Course Type	Compulsory				
Level	Master, 2 nd Cycle				
Year / Semester	1 st year, 1 st semester				
Teacher's Name	TBA				
ECTS	10	Lectures / week	3 hours/14 weeks	Laboratories / week	NO
Course Purpose and Objectives	<p>This course is designed to familiarize students with the key forms of research in music and provide them with the opportunity to develop their academic writing and research design skills. Emphasis will be given to the study and analysis of published research studies and the critical evaluation of important methodological issues of research in music; a process through which the students will construct and will eventually develop their own research proposal.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Explain/Refer to the main schools for research and critical thinking and elaborate of their importance for the progression of music. • Elucidate on/Describe and compare the characteristics of the various research methodological approaches in Music. • Analyze, critically, a wide spectrum of published research in Music. • Employ and evaluate hard-copy and electronic tools in Music. • Develop skills in academic writing. • Conduct literature review in the discipline of their music concentration. • Develop a research proposal, utilizing/choosing the most appropriate procedures and approaches, always in alignment with the research aims/research questions. 				
Prerequisites	NONE		Co-requisites	NONE	
Course Content	<p>This course will be delivered in a seminar form, through which students will be exposed to key forms of research in music (philosophical research, historical research, comparative research, empirical research, etc.) and the main research methods (quantitative, qualitative, combined). Published research studies in music will be</p>				

	<p>employed/studied in order to analyze the characteristics and trends in: (a) quantitative research methods (descriptive research, experimental designs, review questionnaire etc.), (b) qualitative research methods (individual and group interviews, observation, ethnography, case studies, action research etc.) as well as (c) combined methodological research models.</p> <p>During this course the research evaluation criteria will be discussed, with particular emphasis on validity, reliability, generalization, copyright and ethics. Students will be asked to critically discuss articles in their music area of expertise, and they will apply various evaluation criteria and analyze a number of ontological, epistemological, methodological and evaluative assumptions relating to several research schools. Throughout this process, students will be able to obtain experience of all five chapters of the research process (the problem/question, the literature review, the methodology, coming into results, and drawing conclusions).</p> <p>The course will focus both in developing the theoretical background and in cultivating skills in academic writing and research. Under that light, students will be provided with the opportunity of familiarizing themselves with the use of print and electronic research tools in music, such as databases, library catalogs, discographies, music-sheet files, bibliographies and the Internet. That being the case, as graduate students, they will come in contact with a broad spectrum of scientific magazines and music; hence they will be able to perform a literature research, by employing various means of resources in a university library. Finally, students will learn to use at least one citation system (APA, Chicago, etc.).</p> <p>The course is organized to allow students to develop their final project, their Dissertation. Throughout the course (lectures), students will be provided with the opportunity of critically reviewing, both their own as well as their fellow-students, writing style and skills and conduct a literature review on a subject of their choice, thus applying and developing the principles of academic writing. Through this interactive process, students will reflect on the research questions raised, whilst utilizing/choosing the most appropriate procedures and approaches, always in alignment with their research aims/research questions.</p>
Teaching Methodology	Face to face
Bibliography	<p>Selection of articles and sources by the Instructor</p> <p>English</p> <p>Bayne, P. S. (2008). <i>A guide to library research in music</i>. Metuchen, NJ: Scarecrow Press. (ISBN: 0810862115)</p>

Bell, J. (2005). *Doing Your Research Project* (4th ed.). Birkshire, England: Open University Press. McGraw-Hill Education. McGraw-Hill House. (ISBN 0335215041)

Blaxter, L., Hughes, C. & Tight, M. (2006). *How to Research* (3rd ed.). Birkshire, England: Open University Press. McGraw-Hill Education. McGraw-Hill House. (ISBN 033523867X)

Clark, E. & Cook, N., eds. (2004). *Empirical Musicology: Aims, Methods, Prospects*. USA: Oxford University Press. (ISBN: 0195167503)

Denzin, N. K. & Lincoln, Y. S. (eds) (2011) *The Sage Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications. (ISBN-10: 1412974178)

Gottlieb, J. (2008). *Music Library and Research Skills*. Upper Saddle River, NJ: Pearson Prentice Hall. (ISBN: 0131584340)

Sampsel, L. J. (2009). *Music Research: A Handbook*. New York: Oxford University Press. (ISBN: 0195171195)

Tettlie, C. B., & Tashakkori, A. (2009). *Foundations of mixed methods research design: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. California: Sage Publications. (ISBN: 0761930124)

Assessment	<table border="1"> <tr> <td data-bbox="470 1321 1013 1366">Exams</td> <td data-bbox="1013 1321 1228 1366">30%</td> </tr> <tr> <td data-bbox="470 1366 1013 1411">Class Participation and Attendance</td> <td data-bbox="1013 1366 1228 1411">10%</td> </tr> <tr> <td data-bbox="470 1411 1013 1456">Assignments</td> <td data-bbox="1013 1411 1228 1456">20%</td> </tr> <tr> <td data-bbox="470 1456 1013 1500">Project</td> <td data-bbox="1013 1456 1228 1500">40%</td> </tr> <tr> <td data-bbox="470 1500 1013 1545">Total:</td> <td data-bbox="1013 1500 1228 1545">100%</td> </tr> </table>	Exams	30%	Class Participation and Attendance	10%	Assignments	20%	Project	40%	Total:	100%
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