

Course Unit Title:	Research Methodology in Music Education
Course Unit Code:	MUS 650
Type of Course Unit: (Compulsory/Optional)	Compulsory
Level of Course Unit: (first, second or third cycle)	Master (2 nd Cycle)
Year of Study:	1
Semester when the unit is delivered:	1
Number of ECTS credits allocated:	10
Name of lecturer(s):	TBA
Learning Outcomes of the course unit:	
<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. 	
Mode of Delivery:	Distance Learning
Prerequisites and co-requisites:	None
Recommended optional program components:	None
Course Contents:	
<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>	

Description:

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 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.

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).

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.).

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.

Required or Recommended Reading(s):

Selection of articles and sources by the Instructor

English

Ary, D., Jacobs, C. L. & Razavieh, A. (1990). *Introduction to Research in Education* (4th ed.). Forth Worth: Harcourt Brace College Publishers. (ISBN 0030324629)

Bayne, P. S. (2008). *A guide to library research in music*. Metuchen, NJ: Scarecrow Press. (ISBN: 0810862115)

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)

Colwell, R. (2006). *MENC Handbook of Research Methodologies*. Oxford: Oxford University Press. (ISBN: 0195304551)

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

Duckles, V. H., & Reed, I. (1997). *Music Reference and Research Materials: An Annotated Bibliography*. 5th ed. New York: Schirmer Books. (ISBN 0788155547)

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

Phelps, R. P., Ferrara, L., Sadoff, R. H., & Warburton E. C. (2004). *A guide to research in music education* (5th ed.). Metuchen, NJ: Scarecrow Press. (ISBN: 0810852403)

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)

Wingell, R. J. & Herzog, S. (2000). *Introduction to research in music*. Upper Saddle River, NJ: Prentice Hall. (ISBN: 0130143324)

	<p>Greek Παπαναστασίου, Κ., & Παπαναστασίου, Ε. (2005). <i>Μεθοδολογία εκπαιδευτικής έρευνας</i>. Λευκωσία: Έκδοση συγγραφέων. (ISBN: 9963817629)</p> <p>Ψαρρού, Μ. Κ., & Ζαφειρόπουλος, Κ. (2001). <i>Επιστημονική έρευνα: θεωρία και εφαρμογές στις κοινωνικές επιστήμες</i>. Αθήνα: Δάρδανος. (ISBN: 9789608041899)</p>						
Planned learning activities and teaching methods:	Virtual lectures, labs, group work, assignments and exams.						
Assessment methods and criteria:	<table border="1"> <tr> <td>Ongoing Evaluation Activities</td> <td>50 %</td> </tr> <tr> <td>Final Examination</td> <td>50 %</td> </tr> <tr> <td></td> <td>100 %</td> </tr> </table>	Ongoing Evaluation Activities	50 %	Final Examination	50 %		100 %
Ongoing Evaluation Activities	50 %						
Final Examination	50 %						
	100 %						
Language of Instruction:	English						
Work Placement(s):	No						
Place of Teaching:	Blackboard Virtual Learning Platform						