MUGT 611 - Research Methodologies in Music Performance, Music Pedagogy, and Applied Performance Science

Contents

Course outline: MUGT 611 - Research Methodologies in Music Performance, Music Pedagogy, and Applied Performance Science

Land acknowledgement*: McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognises, and respects these nations as the traditional stewards of the lands and waters on which we meet today.*

General information

Term and year: Summer 2024 (May 1 – May 30)
Course pre-requisite(s): N/A
Course schedule (class day(s) and time): Monday, Tuesday, Wednesday, Thursday 11:05am – 1:25pm
Number of credits: 3 credits

Instructor information

Name and title: Dr. Liliana Araújo
E-mail: liliana.araujo@mcgill.ca
Office location: A-623
Office hours by appointment
Communication plan: Please use the discussion area in MyCourses for general queries. Alternatively, please communicate with me by email. I will normally respond within 24 hours.

Name and title: Dr. Andrea Creech
E-mail: andrea.creech@mcgill.ca
Office location: A-722
Office hours by appointment
Communication plan: Please use the discussion area in MyCourses for general queries. Alternatively, please communicate with me by email. I will normally respond within 24 hours.

Course overview

This seminar offers a comprehensive exploration of research methodologies within the interdisciplinary areas of Music Performance, Pedagogy, and Science. The seminar equips participants with the theoretical foundations, practical skills, and critical perspectives necessary for designing and conducting creative, rigorous and innovative research that responds to practical and meaningful questions in a range of music settings. Topics will include theoretical foundations of empirical research; quantitative, qualitative, and mixed-method paradigms and methods; and ethical considerations. Activities will include interactive lectures, collaborative projects, and self-directed inquiry.

Learning outcomes

By the end of this course, you should be able to:

1. Articulate the ways in which personal experiences, motivations, and values influence ways of knowing and doing research;
2. Critically self-evaluate issues within your personal practice and identify possible solutions using evidence from literature;
3. Compare quantitative and qualitative research paradigms and their applications to your field of interest.
4. Appraise the suitability of different methodologies to critically address research problems;
5. Select and define an issue for investigation related to your own interests and express it in terms of a research problem and research questions or hypotheses;
6. Use research evidence and theoretical literature to frame and justify your research problem and questions;
7. Communicate your ideas clearly and appropriately both orally and in writing;
8. Reference work following APA guidelines.

> **Commented [LSAD4]:** Integration of cognitive, affective, and psychomotor components in learning outcomes

> **Commented [BD5R4]:** nice to see these emerge here.

Instructional methods

This course will be taught in-person at the Schulich School of Music. This is an intensive course with class dates from May 1 – 30 inclusive. Supplemental course materials and learning modules will be available as necessary on myCourses. Daily activities will include:

- Reflection and peer feedback on participants' own experience, focusing on students' topics of interest;
- Small Group Work / Pair-work: this includes discussion, specific practical activities, problem solving activities;
- Direct lecturing input
- Participants' self-study: includes reflection on prepared readings and participation in class.

> **Commented [LSAD6]:** Sustainability pedagogies: the classes were centred around students' experiences and interests, shared through pair work, peer-feedback and reflective sharings.

Expectations for student participation

Students should consult MyCourses on a daily basis, where they will see the preparation requirements, the details of class activities, discussion boards, suggestions for further reading, and the assessment information. Students are expected to attend all sessions and to participate fully in discussions and other activities. In the event that a student cannot attend a session, they are expected to notify the instructors in advance.

Please note that the guideline for planning learning activities is that one credit equals about 45 hours of student work. Thus, for this three-credit course it is expected that students engage with about **135 hours of work**. Those hours include all contact time (e.g., lecture, tutorial, presentations, assessment) for a course, as well as the time students spend doing assignments, preparing for class, and reviewing material for a course.

Please refer to McGill's Learning Resources for additional guidance and tips on to stay on track and make the most of learning.

EDI statement: Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, differences in opinion are welcome but should be pursued without personal attack and aggression, and instead, should be handled with respect and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

> **Commented [LSAD7]:** Encouraging a learning environment that values socio-affective, culturally-responsive and empowering practices.

Class recordings

No audio or video recording is expected, unless otherwise discussed and agreed with the instructors.

Required course materials

The following readings offer essential content for successful completion of the course and are available to download and read online. Guidance on specific required chapters will be given at each relevant class.

- Williamon, A., Ginsborg, J., Perkins, R., & Waddel, G. (2021). *Performing music research: Methods in music education, psychology, and performance science*. Oxford University Press.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. John Wiley and Sons.
- Miksza, P., & Elpus, K. (2018). *Design and analysis for quantitative research in music education*. OUP.
- Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE. (Reference copies available in the library)
- Sage Research Methods website: https://methods-sagepub-com.proxy3.library.mcgill.ca/
- APA Publication Manual (for Writing and Referencing Guidelines): https://libraryguides.mcgill.ca/c.php?g=337869&p=5098399

All books are available through the McGill library portal.

Your Liaison Librarian can support you in accessing online materials in the Library collection, purchasing online versions of your print course materials where possible, and trouble-shooting issues with online Library resources. Consult the Library's Services for Teaching for more information.

Optional course materials

Other readings relevant to specific topics will be made available on myCourses. You are encouraged to research and find materials relevant to the course that best align with your interests.

Commented [LSAD8]: Created opportunities for students to find resources that aligned with their interests and values

Course content

Course Overview

Commented [LSAD9]: The course was organized into topics that applied values-thinking competencies in conducting research, asking questions about the 'How' and Why" of research and underpinning individual, cultural and domain-specific values and beliefs.

Block	Block Topic	Timeline of course content delivery
Block 1 - May 1-2 2 classes	Introduction to the Course and Research Questions	Intro and Course Outline Research Topics and Questions
Block 2 - May 6-9 4 classes	On Building Research Arguments (The Big 'Why')	Research Problems Developing Literature Reviews Examining music sub-disciplines On APA formatting and referencing
Block 3 - May 13-16 4 classes	The Big 'How' of Research	Research Paradigms Worldview Ontologies & Epistemology Research Methodologies Research Methods
Block 4 - May 21 – 23 3 classes	On Conducting Research	Intro to Ethics Care in Research Limitations to Research Epistemological Issues in Design and Implementation Data Collection
Block 5 - May 27 –30 4 classes	Data collection and Analysis	Data Analysis Group Presentation

Please check myCourses daily for updates, preparatory tasks, and additional resources.

DATE	TOPIC	READINGS
Block 1: Introduction to the Course and Research Questions		
Session 1 Wed. May 1	Introduction and Research Questions	
Session 2 Thurs. May 2	Connecting Research Topics and Questions	**Williamon et al. (2021) Ch. 1.1 –** Developing Research Questions
Block 2: On Building Research Arguments (The Big 'Why')		
Session 3 Mon. May 6	Research Problems and Developing Literature Reviews	**Miksza et al. (2023).** Conducting a review of literature. In *Music education research: An introduction* (pp. 39-58). OUP. **McGregor (Ed). (2018).** Introduction and research questions. In *Understanding and evaluating research: A critical guide* (pp. 2-51). Free online here.
Session 4 Tues. May 7	Examining Your Field	Consult: SAGE Project Planner (*here*.).
Session 5 Wed. May 8	Writing research	APA Writing and Referencing guidelines
Session 6 Thurs. May 9	Putting it together	
May 10	Assignment 1 – Annotated Bibliography	
Block 3: The Big 'How' of Research		
Session 7 Mon. May 13	Research Paradigms	**Williamon et al. (2021)** Ch. 1.2 - The nature of knowledge. **Creswell, J. C. (2009).** Ch. 1: Selection of a Research Design.
Session 8 Tues. May 14	Research Methodologies	**Williamon et al. (2021)** Ch. 2.1.1 - Qualitative Features Ch. 2.2.1 - Quantitative Features Ch. 2.3.1 - Multi-strategy Features
Session 9 Wed. May 15	Research Methodology and Methods: Toolkits	**Carter, S., & Little, M. (2007)**. Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies, and Methods in Qualitative Research. *Qualitative Health Research, 17*(10), 1316-1328.
Session 10 Thurs. May 16	Comparing research methodologies	
May 17	Assignment 2 – Critique of Research Methodologies	
Block 4: On Conducting Research		
May 20	*Bank Holiday – no scheduled class*	
Session 11 Tue. May 21	Introduction to Ethics and Care	**Williamon et al (2021)** Ch. 3.2 - Ethical Considerations, Guiding Principles and Procedures **Merriam & Tisdell (2016)** pp. 260 – 266: headings "How Ethical Considerations Relate to the Trustworthiness of Qualitative Research"; and "Summary".
Session 12 Wed. May 22	Ethics Training	*This session is self-directed to complete the TCPS 2 – Core ethics training*
Session 13 Thurs. May 23	Introduction to data collection and analysis	**Merriam & Tisdell (2016)**: Ch. 6 – Being a Careful Observer CH. 7 – Mining Data from Documents and Artefacts. **Williamon et al. (2021)** Ch. 6 – Interviews
May 24	Assignment 3 – TCPS 2 – Core ethics	

Block 5: Data Collection and Analysis		
Session 14 Mon. May 27	Data Collection cont'd	**Williamon et al. (2021) Ch. 10** – Descriptive Statistics Watch Victoria Clarke's lecture entitled "What is Thematic Analysis" (Youtube) **Braun, V., Clarke, V., & Hayfield, N. (2022)**. 'A starting point for your journey, not a map': Nikki Hayfield in conversation with Virginia Braun and Victoria Clarke about thematic analysis. *Qualitative Research in Psychology, 19*(2), 424–445.
Session 15 Tues. May 28	Data Analysis Practice	
Session 16 Wed. May 29	Data Analysis Practice	
Session 17 Thurs. May 30	Assignment 4	Reporting Research - Group Presentations (in class)

Evaluation

Assignments are to be uploaded to myCourses. If you have any questions, please reference: FAQs for students using myCourses: Assignments.

Assignment 1 - Annotated Reference list (20%)
Submission: Due MAY 10 @ 23.59 EDT

Over the first two blocks (6 classes), students will identify a research topic, and will, using library searches, identify **5 papers** that report empirical studies relating to their research topic. The first assignment is an annotated reference list, showing some of the key components of each study, and focusing on the relationship between research questions and methods. Students should attempt to assemble a group of papers that demonstrates at least three different research approaches. Submission should be in a Word document, with student identification (name) and the following table:

Full reference in APA	Research Topic and Context	Research Questions and/or objectives	Research design (Methodology)	Methods	Approach to Analysis

Assignment 2 - Critique of research designs and methodologies (25%)
Submission: May 17 @ 23.59 EDT

Over the third block of classes (4 classes), students will discuss and reflect on the different research designs and methods that are represented on their annotated reference lists. Assignment 2 will be a paper where students provide a critical discussion of at least three different research approaches included on their list, 1) critiquing the relationship of the research questions with the method, 2) highlighting the underpinning values concerning what 'counts' as knowledge; 3) positioning the design and method within a research paradigm, 4)

6

identifying what kinds of knowledge can be accessed or constructed through each approach, and 5) discussing the strengths or limitations of each. Students should draw upon and reference at least two of the course texts concerning methodology. Submission should be in a Word document, with student identification (name), and a **word count of 2,000 words**. All sources used in this paper should be cited in text and included in a reference list (not included in the word count), following APA referencing guidelines.

Assignment 3 - Ethics training (30%)

Submission: May 24 @ 23.59 EDT

Over the fourth block of classes (3 classes), students will discuss epistemological and ethical issues, using their reference list as examples. By the end of this block, they will have completed the TCPS 2 – Core ethics training and the assignment is the submission of the TCPS 2 Certificate.

This assignment will be based on completion of the training confirmed by submitting the TPCS 2 certificate.

Assignment 4 – Reporting Research – Group Presentation (25%)

Submission: May 30, in class time, Powerpoint submission @ 23.59 EDT

During the fifth block of classes (3 classes) students will experiment with collecting and analyzing data. In class we will create two or three datasets relating to specific research questions (e.g., using a rating scale; interviews; structured observations). In pairs, students will choose one of the datasets and carry out an analysis, identifying the approach they are taking (e.g., inductive; deductive; thematic analysis; descriptive statistics; event sampling...). The assignment consists of a 15 min presentation and will include:

- The research question
- The method used to collect the data
- The rationale for the approach to analysis
- The data analysis procedure
- A brief conclusion
- Reference list

All sources used or mentioned in the presentation in this paper should be cited in the powerpoint as relevant and included in a reference list, following APA referencing guidelines.

Assessment Organizer

Name of assignment	Due date	% of final grade
Annotated Reference list	May 10 2024	20%
Critique of research designs and methodologies	May 17, 2024	25%
Ethics training	May 24, 2024	30% (completion)
Reporting Research - Group Presentations	May 30, 2024	25%

Assessment Rubric

Assignment 1(Annotated Reference list): A, B, D, E

Assignment 2 (Critique of research designs and methodologies): A, B, C, D, E

Assignment 3b (Ethics training): completion

Assignment 4 (Reporting Research Presentation): A, B, C, D, E, F

	Criteria	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
A	**Explanation of issues**	Issue/concept to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/concept to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/concept to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown	Issue/problem to be considered critically is stated without clarification or description.
B	Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
C	**Conclusions and related outcomes**	Conclusions and related outcomes (implications, limitation, concluding question) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (implications, limitation, concluding question) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (implications, limitation, concluding question s) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (implications, limitation, concluding question) are oversimplified.
D	**Academic Writing**	Demonstrates detailed attention to organization, content, presentation, formatting, and referencing (APA 7th Edition)	Demonstrates consistency in organization, content, presentation, and referencing (APA 7th Edition), although there may be some lapses.	Follows expectations for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
E	**Communication (written or verbal)**	Clarity and coherence in discussing ideas and presenting work, including careful attention to spelling, grammar and paragraph structure; the structure of the work is easy to follow and highly engaging, with sophisticated integration of ideas.	Clarity and coherence in discussing ideas and presenting work, including careful attention to spelling, grammar and paragraph structure with some occasional edits needed; the structure of the work is easy to follow and engaging, with clear	Coherence in discussing ideas and presenting work, with occasional edits needed in spelling, grammar and paragraph structure; the structure of the work is visible but not always easy to follow, needing additional improvement in making clear links between ideas.	Limited clarity and coherence in discussing ideas and presenting work, with strong editing needed; the structure of the work is disjointed and impede understanding and engagement with the work.

			transitions and links between ideas.		
F	**Collaboration**	All group members show a clear and shared understanding of the topic, and shared leadership in answering to questions and presenting the work. There is respectful and positive interaction between group members, and a cohesive approach to the work.	All group members show a clear and shared understanding of the topic, and some members take the lead in answering to questions and presenting the work. There is respectful interaction between group members, and a coordinated approach to the work.	Some group members show a clear understanding of the topic, with some members taking the lead in answering to questions and presenting the work. There is respectful interaction between group members, but the approach to the work is somewhat fragmented.	The group shows limited understanding of the topic, and limited ability to answer to questions and presenting the work on behalf of the group. There is respectful interaction between group members, but the approach to the work is disjointed and individualised.

- Language of submission

  In accord with McGill University's Charter of Students' Rights, students in this course "have the right to complete their graded written course work in either French or English, except in courses where language proficiency is an objective." (Approved by Senate on October 25, 2017)

  Conformément à la *Charte des droits de l'étudiant* de l'Université McGill, chaque étudiant a «le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

- Academic integrity

  "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information).

  « L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et procédures disciplinaires. » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.)

Additional statements

Artificial Intelligence (AI) Tools | Copyright |Intellectual property

- **Artificial Intelligence (AI) Tools:** AI detection tools are tools designed to identify content that is partially or wholly generated by AI. These tools (specifically regarding generated text) are unreliable and often inaccurate, a statement corroborated by OpenAI, the creators of ChatGPT. McGill therefore discourages the use of AI detection tools.

- **Copyright**: © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

- **Intellectual property:** We ask for everyone's cooperation in ensuring that course materials are not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you for your help with this.

Inclusive learning environment | Workload management skills | Assessment | Learning support resources | Mercury course evaluations

- **Inclusive learning environment.** As this course's instructors, we endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or Student Accessibility and Achievement.

- **Workload management skills:** If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, do not hesitate to seek support from Student

Services.

- **Assessment**: The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.

- **Learning support resources:** Consult resources from Teaching and Learning Services (TLS) on topics such as time management, study strategies, group work, exam prep, and more. TLS also offers opportunities to connect with an academic peer mentor through Stay on Track and to attend workshops. For further individualized support check out the programs and resources from Student Accessibility & Achievement.

- **Mercury course evaluations**: Mercury course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

Charter of Students' Rights | Basic needs | Pronouns | Respect | Wellness | Sustainability

- **Charter of Students' Rights**: Additional policies governing academic issues that affect students can be found in the McGill Charter of Students' Rights.

- **Basic needs:** If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the Dean of Students, who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.

  [adapted from Goldrick-Rab, 2017]

- **Pronouns:** Please email us if you would like us to refer to you by a different name than the name indicated in your student record or to inform me of your pronouns.

- **Respect:** The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

- **Wellness:** Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; wellness resources are available on campus, off campus, and online.

- **Sustainability:** McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. This course has been designed following principles of social, environmental, economic and cultural sustainability. See the Office of Sustainability.