



UNIVERSITI TEKNOLOGI MARA

MUE702: RESEARCH IN MUSIC EDUCATION

Course Name (English)	RESEARCH IN MUSIC EDUCATION APPROVED
Course Code	MUE702
MQF Credit	4
Course Description	This course is designed to enable students to learn about the concepts and philosophies in conducting research in music and music education. An overview of the methodological roots of qualitative and quantitative research, its basic assumptions and goals, plus its applications to music education is included. Students will be expected to design their own research proposal as the culmination of this course, which is a preparation for their dissertation.
Transferable Skills	Demonstrate ability to analyze issues/problems from multiple angles and make suggestions.
Teaching Methodologies	Lectures, Blended Learning, Reading Activity, Discussion, Directed Self-learning , Journal/Article Critique
CLO	<p>CLO1 Explain the concepts underlying quantitative and qualitative research methodologies and characteristics of both paradigms.</p> <p>CLO2 Evaluate and apply quantitative and qualitative concepts to appropriate research topics/problems.</p> <p>CLO3 Prepare a research proposal that addresses an appropriate research problem with good background, literature review and methodology</p>
Pre-Requisite Courses	No course recommendations
Topics	
1. Introduction to educational research 1.1) Research as a scientific inquiry 1.2) Overview of basic and applied research 1.3) Overview of quantitative and qualitative research 1.4) Mixed methods approach	
2. Foundations of research 2.1) Identify good research topics 2.2) Research topic and research problem 2.3) Research questions	
3. Literature Review 3.1) Citing sources 3.2) References	
4. Population and Sampling 4.1) Sampling methods for qualitative and quantitative methods	
5. Data collection techniques 5.1) Questionnaires 5.2) Interviews 5.3) Observations	
6. Ethics in research 6.1) Gaining permission 6.2) Ethics processes	
7. Developing research instruments 7.1) Quantitative and qualitative methods	
8. Analysis of data 8.1) Overview of data for both quantitative and qualitative methods	

9. Constructing a research proposal

9.1) Contents of research proposal

10. Citations and references

10.1) APA formatting style

10.2) APA citations and references

11. Writing styles and formatting

11.1) Avoiding plagiarism

Assessment Breakdown		%	
Continuous Assessment		100.00%	

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Assignment	Problem tree Problem statement Research objectives & questions Article review	30%	CLO2
	Individual Project	Proposal	50%	CLO3
	Test	Quiz 1 and 2	20%	CLO1

Reading List	Recommended Text
	<ul style="list-style-type: none"> • Cohen, L., Manion, L. & Morrison, K. 2000, <i>Research methods in education.</i>, 5 Ed., Rutledge Falmer London • Fraenkel, J. R. & Wallen, N. E. 2015, <i>How to design and evaluate research in education.</i>, 10 Ed., McGrawHill Boston • Robson, C. 2002, <i>Real world research: A resource for social scientists and practitioner-researchers</i>, 2 Ed., Blackwell Pub. Oxford • Zainudin Awang 2010, <i>Research methodology for business and social science</i>, UPENA Shah Alam

Article/Paper List	Recommended Article/Paper Resources
	<ul style="list-style-type: none"> • Susan Hallam 2010, The power of music: Its impact on the intellectual, social and personal development of children and young people, <i>International Journal of Music Education</i>, Vol. 28, 22 http://DOI: 10.1177/0255761410370658 • Marco Thom 2016, Crucial skills for the entrepreneurial success of fine artists, <i>Artivate: A Journal of Entrepreneurship in the Arts</i>, 5, 22 http://artivate.org • Andrea Creech, Ioulia Papageorgi, Celia Duffy, Frances Morton, Elizabeth Haddon, John Potter, Christophe de Bezenac, Tony Whyton, Evangelos Himonides and Graham Welch 2008, From music student to professional: the process of transition, <i>British Journal of Music Education</i>, 25, 18 http://doi:10.1017/S0265051708008127 • Gary E. McPherson 2005, From child to musician: skill development during the beginning stages of learning an instrument, <i>Psychology of Music</i>, 33, 32

Other References	This Course does not have any other resources