

Course Unit	-	Field of study	-
Master in	Teaching of Musical Education in the Basic School	School	School of Education
Academic Year	2023/2024	Year of study	1
Type	Annual	Semester	-
Level	2-1	ECTS credits	6.0
Code	5051-764-1001-00-23		
Workload (hours)	162	Contact hours	T - <input type="text"/> - <input type="text"/> TP 45 PL - <input type="text"/> TC - <input type="text"/> S - <input type="text"/> E - <input type="text"/> OT 9 O - <input type="text"/>

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Mario Anibal Goncalves Rego Cardoso, Sofia Marisa Alves Bergano

### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Knowing the problems and research paradigms in Music Education mobilizing the epistemological and methodological foundations that guide them.
2. Discutir temáticas e as teorias no campo do estudo da prática musical e dos seus atores e contextos.
3. Differentiate conceptual and methodological aspects of research in Music Education.
4. Formulate problems and research objectives and, based on them, select research plans, data collection techniques and decide on their processing.
5. To develop and implement research projects in Music Education, applying knowledge, methodologies and skills that suit the particularity of each project.
6. Develop academic writing skills.

### Prerequisites

Before the course unit the learner is expected to be able to:  
Not applicable.

### Course contents

1. Epistemological issues of research; 2. From positivist paradigm to quantitative research; 3. From interpretive paradigm to qualitative research; 4. From socio-critical paradigm to multimethodological or mixed plans.

### Course contents (extended version)

1. Epistemological issues of research:
  - Research paradigms: positivist paradigm, interpretive paradigm, socio-critical paradigm
  - From foundations to methodological options: quantitative, qualitative, praxeological research
  - Ethical concerns and limits of research
2. From positivist paradigm to quantitative research:
  - Research designs
  - Research problem
  - Literature review
  - Research hypotheses
  - Definition of the variables
  - Sample
  - Data collection
  - Data processing: descriptive statistics and inferential statistics (with SPSS or equivalent)
  - Internal and external validity of investigations
  - Presentation and discussion of results
3. From interpretive paradigm to qualitative research:
  - Research designs
  - The emergence of the research problem
  - Literature review
  - Definition of research objectives
  - Participant group
  - Data collection
  - Data analysis procedures (using NVivo or other QAD software)
  - Validation of qualitative research
  - Data presentation (traditional writing and postmodern writing)
4. From socio-critical paradigm to multimethodological or mixed plans:
  - Research designs
  - The definition of action-oriented research problems for change and evaluation
  - Literature review
  - The participatory dimension of research projects
  - Definition of politically and ideologically committed research objectives
  - Recolha e tratamento de dados (abordagens mistas)
  - Validation and co-construction of research results
  - The quality of socio-critical research processes

### Recommended reading

1. Biggs, M. , & Karlsson, H. (Eds). (2012). The Routledge Companion to Research in the Arts. Routledge.
2. Dogantan-Dack, M. (Ed. ). (2016). Artistic practice as research in music: Theory, criticism, practice. Routledge.
3. Miksza, P. , & Elpus, K. (2018). Design and analysis for quantitative research in music education. Oxford University Press.
4. Russell, J. A. (2018). Statistics in music education research: a reference for researchers, teachers, and students. Oxford University Press
5. Williamon, A. , Ginsborg, J. , Perkins, R. , & Waddell, G. (2021). Performing music research: Methods in music education, psychology, and performance science. Oxford University Press

### Teaching and learning methods

(1) Exploration of the themes using active learning methodologies, namely project-based learning and problem-based learning; (2) analysis and discussion of research projects in Music Education; (3) discussion of the themes in small or large groups.

### Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)

Assessment methods

- Practical Work - 40% (Practical work to be carried out during the semester.)
- Projects - 60% (Written component of the project (40%) and individual presentation (20%))

2. Assessment by exam - (Regular, Student Worker) (Supplementary, Special)

- Final Written Exam - 100%

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation			
Mario Anibal Goncalves Rego Cardoso, Sofia Marisa Alves Bergano	Jacinta Helena Alves Lourenço Casimiro da Costa	Graça Margarida Medeiros Teixeira e Santos	Carlos Manuel Costa Teixeira
28-12-2023	03-01-2024	03-01-2024	09-02-2024

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