**CTMU 7970: Special Topics – Case Studies in Music Education**

*SYLLABUS*

**Fall 2025**

**Instructor:** Nancy H. Barry, Ph.D.

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Office Hours: Please email to schedule an appointment for either on-campus or virtual

meetings.

**IMPORTANT:** Set up your Canvas Notifications to alert you when an Announcement is posted, an Assignment is due, a grade is posted, etc. Watch the *Notification Settings* video and other videos at this link for useful information for optimizing your Canvas experience: [Video Guide - Instructure Community](https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#student-videos).

**Required Text, Apps, and Readings:**

Hancock, D. R., Algozzine, B., Lim, J. H. (2021). *Doing case study research: A practical guide for beginning researchers* (4th ed.)*.* Teachers College Press. ISBN 978-0-8077-6586-2

Atlas.ti Qualitative Data Analysis software

* + Free trial version available: [Free Trial Version | ATLAS.ti (atlasti.com)](https://atlasti.com/free-trial-version/)

Additional Readings and videos will be provided in Canvas FILES and through on-line links

# Course Description:

CTMU 7970 provides an opportunity to apply foundations, methods, and applications of ***qualitative research*** in specific music education settings by developing and completing a small-scale case study research project.

# Course Objectives:

*The student will be able to. . .*

* Describe and apply different methodologies for qualitative research in music education
* Define specific research topics in music education
* Describe and critique examples of qualitative research from published music education literature
* Complete a human subjects research (HSR) *Expedited IRB Protocol* form
* Develop and conduct a “mini” qualitative research project on a topic relevant to your area of music education
* Code, analyze, and interpret qualitative data using Atlas.ti
* Write a short (approximately 10 – 20 pages) research paper in APA format (“mini” project based upon a limited data set, such as interviews and field observations)

**Course Requirements:**

Participation in Synchronous Class Meetings 10%

On-line Canvas Quizzes for Readings and Modules 50%

IRB Protocol Form for Qualitative Research Project 10%

<https://cws.auburn.edu/OVPR/pm/compliance/irb/home>

[ORIC - Human Research (IRB) - Endeavor Toolkit](https://cws.auburn.edu/OVPR/pm/compliance/irb/toolkit) (click on SUBMISSION FORMS)

Data Transcription and Preliminary Atlas.ti Coding 10%

FINAL RESEARCH PROJECT: 20%

MINI research report describing a very small-scale qualitative study

APA format, Correct English grammar, free of spelling errors and “typos” required for “A” grade

Provide appropriate in-text citations throughout each section of your document to support your assertions, choice of methods and procedures, etc.

Length (approximately 10 - 20 typed, double-spaced pages)

See [Electronic Thesis and Dissertation Guide – Graduate School](https://graduate.auburn.edu/current-students/electronic-thesis-dissertation-guide/) for formatting guidelines and templates

**Grading System:**

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

**Course Policies and Procedures:**

ATTENDANCE:

Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

Make-up exams and assignments may be arranged for full credit within not more than two weeks after a documented excused absence. Make-up exams and assignments for partial credit for absences not meeting above “excused” criteria may be arranged pending instructor review.

ACCOMMODATIONS:

Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AUAccess and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: **ACCESSIBILITY@auburn.edu** or **(334) 844-2096** (V/TT). The Office of Accessibility is located in Haley Center 1228.**(mailto:ACCESSIBILITY@auburn.edu) (**[**tel:(334)844-2096**](tel:(334)844-2096)**)**

ACADEMIC HONESTY:

All portions of the Auburn University Student Academic Honesty code (Title XII)found in the **Student Policy eHandbook** will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. **(https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839)**

CLASSROOM BEHAVIOR:

The Auburn University Classroom Behavior Policy is strictly followed in this course; please refer to the **Student Policy eHandbook** for details of this policy. **(**[**https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839**](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839)**)**

EMERGENCY CONTINGENCY STATEMENT:

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

AI POLICY: GENERATIVE AI TOOLS NOT PERMITTED IN THIS COURSE

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

AI tools for basic editorial suggestions such as Grammarly [Grammarly: Free AI Writing Assistance](https://www.grammarly.com/) are permitted but MUST BE ACKNOWLEDGED at the bottom of the title page of the assignment.

**FINAL PROJECT CONTENTS**

**Title Page**

**Abstract**

250-word summary including Purpose, RQs, brief description of participants, methods and procedures, findings, and recommendations

**Introduction**

Present a strong, logical argument supporting why this study is important and could be useful for music educators. Include in-text references throughout to support your arguments.

Purpose Statement

Research Questions - just a few broad, overarching questions (3 – 4) you hope to address through your research project, NOT the same as individual interview or survey questions

**Literature Review**

Minimum of 12 scholarly sources (peer-reviewed journal articles and scholarly books). Informal web sources such as blogs and Wikipedia are not appropriate for this assignment.

Narrative Discussion of related literature. NOT a blow-by-blow list with each paragraph as an author (date) summary of an individual article. (This is a literature review, NOT an annotated bibliography.)

Minimum of twelve (12) scholarly sources required for this assignment. List ALL sources cited in your narrative in References. All sources listed in References MUST be cited within the main body of your document. Only 12 sources are required for this assignment, but a MUCH MORE comprehensive literature review is expected for a thesis, field project, dissertation, or submission for publication.

**Methods and Procedures**

Research Design: What qualitative methods did you use and why?

Participants: WHO did you invite to participate in your study and why did you choose to invite these people? List criteria for selecting participants. How did you recruit participants? How did you obtain their informed consent to participate?

Data Collection Instrument: What processes did you use to develop your Interview Protocol and any other data collection instruments? What did you do to ensure your data collection instruments were valid and dependable?

Setting: WHERE did your research take place?

Procedures: WHAT did you ask research participants to do? HOW did you collect your data? (clear, step-by-step description of all procedures)

Dependability: What measures did you take to ensure dependability (such as triangulation, peer review, member checking, etc.).

Data Analysis (Explain coding and data analysis process, cite appropriate references supporting your data analysis approach.)

**Findings**

Describe the results of your “mini” project – List the most important themes emerging from your data analysis

Include characteristic quotations from interviews supporting your conclusions

How do your findings inform and/or expand your original research questions?

**Discussion and Recommendations**

Compare and contrast your findings with the literature (including appropriate in-text citations)

Explain how what you learned may inform other music educators and researchers.

Explain your suggestions for future research based upon your findings.

Cite appropriate references supporting your recommendations for teaching and future research.

**References**

APA style; minimum of 12 references required for “A” grade, at least 8 must report original peer-reviewed empirical research, other references must have professional credibility but may represent peer-reviewed practitioner publications such as *Teaching Music*, or *Music Educators Journal*.)

**Appendices**

Include any other supporting materials in the Appendices such as Consent Forms, Interview Protocols, Observation forms, Coding sheets, etc.)

**HINT:** See published peer-reviewed qualitative research articles for examples of format and writing style for formal article-length research reports.