



## COURSE DATA

### Data Subject

<b>Code</b>	43477
<b>Name</b>	Research in music education
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	14.0
<b>Academic year</b>	2024 - 2025

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>	<b>year</b>
2157 - Master's degree in Research in Subject Didactics	Faculty of Teacher Training	1	First term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2157 - Master's degree in Research in Subject Didactics	4 - Research in music education	Optional

### Coordination

<b>Name</b>	<b>Department</b>
BOTELLA NICOLAS, ANA MARIA	95 - Didactics of Physical, Artistic and Music Education
ISUSI FAGOAGA, ROSA MARIA	95 - Didactics of Physical, Artistic and Music Education

## SUMMARY

The subject of Research in Musical Education aims to make researchers in training aware of the main lines of research that are being developed in music didactics. Likewise, other educational objectives of this module include placing students in the present moment of these lines, so that they can understand how they can contribute to the knowledge in musical education that such lines seek to develop. The achievement of the objectives and the abilities associated with this module will place students in a position to start a research project in any of the lines studied.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No enrolment restrictions with other subjects in the curriculum have been specified.

Other types of requirements

For the proper development of this subject, students will have to use part of the knowledge studied in subjects 43472, 43473, 43474 and 43492

### 2157 - Master's degree in Research in Subject Didactics

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Design and validate reliable tools for data collection in qualitative or quantitative research in Specific Didactics.
- Diseñar y desarrollar una investigación, de alcance ajustado a las limitaciones temporales de la formación, con el fin de poner en juego de forma cohesionada y coherente, todas las competencias investigadoras desarrolladas en otros módulos.
- Elegir el marco metodológico más adecuado para intentar contestar las preguntas de investigación y dominar las técnicas metodológicas necesarias.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Design a research project by defining the problem and its scientific field, the research questions, the appropriate theoretical framework, the necessary methodological tools, and specifying its limitations.
- Use a computer programme for the appropriate processing of data obtained in a research.
- Analyse and synthesise the main current research agendas in Specific Didactics.
- Conduct quality research in the scientific field of Specific Didactics using the methodologies, techniques and procedures of this discipline.
- Integrate ethical values and responsibility associated with research tasks into one's own research.
- Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.



- Choose an appropriate theoretical framework to adequately answer the research questions posed.
- Decide, with objective criteria, which methodological paradigm ?quantitative, qualitative or mixed? best fits the objectives of your own research.
- Apply the methodological resources necessary to develop research in accordance with the current criteria of quality, validity and reliability of Specific Didactics.
- Plantear preguntas de investigación pertinentes sobre un tema de investigación actual.
- Formulate testable hypotheses based on the research questions initially posed, in coherence with the chosen theoretical and methodological contexts.

- Students are able to manage the carrying out of their master's degree final project, their doctoral thesis if relevant and, in general, of any other future research project with certainty and good quality.
- Students are able to articulate knowledge in relation to research in Musical Education with the highest degree of specialisation.

## DESCRIPTION OF CONTENTS

### 1. Research in music education

- Description of research problems and questions

### 2. Databases and research journals in music didactics

- Knowledge and use of electronic resources

### 3. Current lines of research in music didactics

- Research on music listening, cognitive processes and assessment.
- Didactics of listening, cognition and musical perception.
- Theories on the development of musical behaviours.
- Initial and continuous teacher training.
- Music technology and research.
- Didactics through audio-visual media.
- Assessment in music didactics.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	84,00	100
Attendance at events and external activities	10,00	0
Development of group work	78,00	0
Development of individual work	75,00	0
Readings supplementary material	28,00	0
Preparation of evaluation activities	30,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	30,00	0
<b>TOTAL</b>	<b>350,00</b>	

**TEACHING METHODOLOGY**

Various methodologies for teaching and student work will be applied, depending on the type of activity to be carried out:

- Lectures on the content given by teaching staff (usually in theory classes).
- Discussion among students under observation of teaching staff, with or without their intervention (usually in seminars)
- Supervised or independent work, either individually or in small groups, to carry out projects, prepare materials, search for information, etc.
- Supervised or independent individual study time.
- Presentation of the work carried out to teaching staff and/or other students (usually in seminars).
- One-to-one meetings with the tutor to track the student's progress.

**EVALUATION**

Assessment will be based on the evaluation of evidence of learning, which may be collected by one or more of the following means:

- systematic tracking of students' progress in both theory classes and seminars as well as in tutorials
- required assignments



- individual and group participation in the activities carried out during theory classes and seminars (presentations of work, participation in discussions, etc.)
- taking exams or other tests designed to assess the student's competencies in the subject.

Students must attend 70% of face-to-face classes

If this minimum percentage is not reached, a level test will be required.

If the percentage is exceeded, classwork will be used for assessment.

The final project consisting of a formal master's degree final project proposal will be valued at 60% of the grade and the tasks carried out in class will be valued at the remaining 40%.

## REFERENCES

### Basic

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### Additional

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