

Music Studies 1

MODULE HANDBOOK

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Term: Spring Semester

CONTENTS

This handbook provides information about the module and its operation. Please study it carefully.

Section

- 1 INTRODUCTION / WELCOME**
- 2 MODULE DESCRIPTION**
 - 2.1 Overall Module aims
 - 2.2. Subject Specific Module Aims
 - 2.3 Skills and Abilities
 - 2.4 Applied Learning
- 3 LEARNING OUTCOMES**
 - 3.1 Learning Outcomes - overall
 - 3.2 Learning Outcomes - specific
- 4 THE MODULE TEAM**
- 5 INDICATIVE SYLLABUS**
- 6 DELIVERY INFORMATION**
- 7 INDEPENDENT STUDY – PREPARATION FOR LECTURE**
- 8 ASSESSMENT AND PRACTICAL TASKS**
- 9 FURTHER READING SOURCES**

1. Introduction / welcome

Welcome to the module on Music Studies 1. This module represents an important part of your course work and we hope you will not only gain a lot from it, in terms of skills and knowledge, but we also hope you will enjoy it. The module aims to cover all the necessary knowledge content you will require but also we aim to equip you with a number of appropriate academic skills in writing, researching, discussing and critically evaluating. This applies not only to the work of others but to your own work as well. Throughout the module, you will also become acquainted with a range of ethical issues associated with working and researching in the field of Music Studies.

2.0. Module Description

The module aims to offer you a range of learning opportunities including lectures, and a range of practical tasks and research opportunities for you to carry out in groups and also individually. Throughout the whole module, we aim to help you to develop the necessary skills of reflection and critical appraisal as well as promoting self-directed learning and we will encourage you to engage in academic debate, using current, high impact academic literature.

2.1 Overall Module aims:

The overall aims of the module are:

- to learn how to critically evaluate academic literature and present an informed argument based on current and well-established academic literature;
- to become more aware of your own skills and knowledge levels and to identify your own learning needs and how to progress them; and
- to understand how enquiry methods can be used to create and interpret knowledge.

2.2 Subject Specific Module aims:

We will focus mainly on quantitative research methods and how these can be applied to the area of music and the social sciences. In this introduction, you will learn about the scientific research process, and understand such issues as reliability, validity and how to select a sample of participants when you conduct research in the area of music. The module will also teach you how to design questionnaires and how you can use and abuse them, as well as how you can design a systematic observation study for musical activities. The sessions on quantitative analysis will include an introduction to basic descriptive statistics.

2.3 Skills and abilities

We also expect the module to assist you in developing the following intellectual skills namely;

- A capacity to critically appraise current literature relating to this specific area of Music

Studies;

- A capacity to reflect on, critically review and evaluate empirical data and methodological approaches in this specific area of Music Studies; and
- A capacity to engage in critical reflection on practice.

2.4 Applied learning

We expect the module will assist in the process of applying your learning by helping you to build:

- A practical understanding of enquiry methods frequently used within Music Studies
- An ability to apply such methodologies within, or applicable to, the settings of music studies
- An ability to structure an argument with conclusions in clear, coherent written or oral presentation and to use appropriate conventions in writing and referencing.

3.0. Learning outcomes

3.1. Learning outcomes – overall

This module will introduce you to the study of research methods and how to handle the data you collect within the area of music and the social sciences. It will introduce you to the theoretical ideas behind quantitative methods and enable you to develop the practical skills required to carry out a small practical research project in an area of music in which you are interested. The module will include some debate about the advantages and disadvantages of using quantitative research methods.

3.2. Learning Outcomes - Specific

Students who successfully complete this module will :

- Demonstrate knowledge and understanding of key research issues and methods in quantitative research;
- Demonstrate knowledge and understanding of descriptive statistics;
- Demonstrate an understanding of how methods of data collection and analysis relate to both (a) research questions/hypotheses and (b) theory and literature in the area of Music Studies; and
- Analyse quantitative data competently using descriptive statistics

4.0 The module team

The address for the Department within which your module is situated is:

Tokyo College of Music

3-4-5 Minami Ikebukuro,

Toshima, Tokyo, 171-8540

Staff involved in the organisation and delivery of this module are as follows:

Dr Kagari Shibazaki *Module Leader*

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Module Leader

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

5.0 Indicative Syllabus

Overall, the module syllabus will introduce students to

- Quantitative research methods - how these can be applied to the area of music and the social sciences
- The scientific research process - understanding such issues as reliability, validity and how to select a sample of participants when we conduct research in the area of music
- How to design questionnaires and how you can use and abuse them,
- How you can design a systematic observation study for musical activities
- An introduction to basic descriptive statistics.
- International and cross-cultural perspectives

6.0. Delivery Information:

Week	Title	Synopsis
1	What is Music Studies?	An outline of the module and a brief introduction to the main ideas, concepts and theories within Music Studies.
2	What is a quantitative study? – How can we examine music quantitatively?	This session will explore basic ideas as to how we examine music in a quantitative way.
3	What is systematic Observation?	This session will cover how/what we can observe during musical activities.
4	Designing and conducting systematic Observations - Ethical issues	Through this session, you will learn about designing and conducting systematic observations in the area of music. We will also discuss ethical issues related to observation studies.

5	Analysing your observation data	Through this session, you will learn how to analyse your observation data during musical activities.
6	Writing up your observation study	This session will cover how to write up your observation study in the area of music.
7	What is a questionnaire?	In this session, we will consider how we can measure our musical behaviours using questionnaires.
8	Questionnaire design – Different types of questions	Through this session, you will learn about designing a questionnaire using different types of questions in order to measure/assess our musical behaviours.
9	Designing your quantitative study - Ethical issues and your questionnaire	Through this session, you will finalise your own musical questionnaire and we will discuss the ethical issues related to questionnaire studies.
10	Conducting a quantitative study - Research process	Through this session, you will gain experience of the actual research process when conducting a questionnaire study in the area of music.
11	Conducting a quantitative study - Data collection	This session will look at the issue of sampling as well as data collection in the area of quantitative music studies.
12	Reviewing your data	This session will review your questionnaire data and re-consider the strengths and weaknesses of using questionnaires in the area of music.
13	Questionnaire data and descriptive analysis	This session will introduce you to descriptive data analysis including basic statistical concepts.
14	Writing up your quantitative study	In this session, we will cover how to write up your lab report for your questionnaire study.
15	Summary	This session will summarise the main aspects of the module and some of the most important points will be revised and discussed further.

7.0 Independent study – Preparation for lecture

In order to gain the most out of the module, it is very important that you engage fully with:

- the taught sessions,
- the directed tasks,
- the set readings and,
- the required research activities.

All these activities will be described fully. In some instances, you will be required to find and carry out an evaluation of a sample reading whilst on other occasions you will be required to fulfil a practical task and report on it, either alone or in a small group.

You are asked to take these tasks seriously as they frequently form the foundations of subsequent work.

Therefore, outside of the directed class times, you will be required to:

- Be interested in the role of music in your everyday life.
- Read articles set by tutor in advance of taught sessions.
- Be prepared to undertake small research projects within the discipline

8.0 Assessment and practical tasks:

Assignment:

You are going to write up research report which will consist of your responses to some practical tasks. The tasks should be good fun and require you to carry out some small pieces of real research.

The assignment is assessed as follows: your coursework tasks will count for 60% of your final grade, whilst your contribution in class counts for 40% of your final grade.

Module Grading Bands		
S	90% +	Excellent demonstration of scholarly application / critical understanding of subject area knowledge <ul style="list-style-type: none">• well structured assignment that addresses the learning outcomes and specific criteria for the module• critical understanding/application is evident through systematic and relevant coverage of content

		<ul style="list-style-type: none"> • clearly communicated in a style appropriate to the assessment brief • accurate and predominately consistent use of a recognised referencing system • wide range of appropriate sources
A	80-89%	<p>Very good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • well structured assignment that addresses the learning outcomes and specific criteria for the module • critical understanding/application is generally evident in the coverage of content • clearly communicated in a style appropriate to the assessment brief • predominantly consistent and generally accurate use of a recognised referencing system • good range of appropriate sources
B	70-79%	<p>Good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • fairly well structured assignment that addresses the learning outcomes and specific criteria for the module • some critical understanding/application is evident through coverage of content which is also descriptive • good communication in a style appropriate to the assessment brief • predominantly consistent and generally accurate use of a recognised referencing system • a range of appropriate sources
C	60-69%	<p>Adequate demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> • adequately structured assignment that addresses the learning outcomes and specific criteria for the module • largely descriptive with some critical understanding/application evident through coverage of content • communicates in a style appropriate to the assessment brief • attempts to use a recognised referencing system but may have occasional systematic errors • a limited selection of appropriate sources

D-Fail	40-59%	Limited demonstration of scholarly application / critical understanding of subject area knowledge <ul style="list-style-type: none"> • poorly structured assignment that does not completely address the module learning outcomes and specific criteria • work is descriptive in its coverage of the content • poor communication that does not use a style appropriate to the assessment brief • use of recognised referencing system is systematically inaccurate throughout the document • an insufficient range of appropriate sources
E-Fail	10-39%	Poor demonstration of scholarly application / critical understanding of subject area knowledge <ul style="list-style-type: none"> • poorly structured assignment that does not address the learning outcomes and specific criteria for the module • coverage of the content is inadequate or incomplete • poor communication that does not use a style appropriate to the assessment brief • recognised referencing system is not used • sources are very limited or absent, or over reliance on one or two sources
F-Fail	0-9%	Very poorly structured assignment that does not address any of the learning outcomes or the specific criteria for the module

9.0 Further Reading Sources

Books

Aguilar, A., Cole, R., Pritchard, M., Clark, E. (Eds.) (2020). *Remixing music studies: Essays in honour of Nicholas Cook*. Routledge.

Harper-Scott, J. P. E. and Samson, J. (2009). *An introduction to music studies*. Cambridge University Press

Peer-reviewed journals

- International Journal of Music Studies
- Musicologist
- Musicae Scientiae
- Psychology of Music

- Music Perception
- Music Education Research
- Journal of Research in Music Education
- Journal of Popular Music Studies

Web-based resources

Some of the journals listed above are available electronically – see the library web pages for further details. You are encouraged to search the available electronic resources for relevant topics and research papers (e.g. PsychInfo, PsychArticles, ScienceDirect).

- The Music Research Website
<http://www.music.miami.edu:591/musicResear>
- Society for Education, Music and Psychology Research (SEMPRE) (UK)
<http://www.sempre.org.uk/links.html>
- European Society for the Cognitive Sciences of Music (ESCOM)
<http://musicweb.hmt-hannover.de/escom/english/index.htm>
- Society for Music Perception and Cognition
<http://www.musicperception.org/pages/links.html>