**IME Intro Worksheet 4: Topics for Further Exploration**

Relates to **Topics for Further Exploration** at the end of the Introduction.

**Objectives:**

* Discuss the relationship between worldviews and music education scholarship
* Generate and refine possible research questions
1. **Discuss the following situation:**

*For a reading assignment in RC 533,* ***Prof. E.*** *had planned to lead the students in a discussion of what they had learned from reading a particular study on the effectiveness of two methods of teaching sight singing skills to 8thgraders. The first response came from****Greg****who, seemingly angry and somewhat aggressive, stated: “I don’t buy that!” Prof. E., believing in the importance of letting students speak their minds, responded with “what do you mean, you don’t buy that? I mean, somebody did this study, and they found this. How can you … I mean, you can ….” Greg replied by reiterating what he had said before: “I don’t believe in those methods. I use a different approach and know that it works. This study was a waste of time.”*

Taking Prof. E.’s role, how would you continue the conversation with Greg and the rest of the students? What is your personal position on the subject of the value of research vs. personal teaching experience in music education?

**Two Games—Choose one!**

**A. An Association Game**

In class or afterward, ask a few musician-educator colleagues for five words that describe an inquisitive mind and five words that describe a research mind. Collect the responses and write them down in two columns. Analyze your findings and consider the meaning of your collective responses concerning both terms.

B. Bombardment, or “Throw-the-Question-and-See-if-it-Sticks”

As a group decide on a particular concern and bombard it with questions. Take, for instance, sight reading: Divide the entire group into two teams and see who can come up with the most questions in a specified and agree-upon time frame. We give you a few as start-up:

* What IS sight reading? What is its purpose?
* Who benefits from it the most?
* Why is it important?
* Who has written about it? Researched it?

 Note: Questions asked by both groups do not count in the final tally.

1. **Sharpening Your Questioning Skills**

Select a few questions from those you have identified as “real “ones and contrast them to pseudo-questions that

* expect no answer,
* cannot be answered, or
* have an answer already known to the questioner.