



MENC Handbook of Research Methodologies

By Richard Colwell

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Combining key selections from the classic *MENC Handbook of Research on Music Teaching and Learning* (Schirmer, 1992) and the widely acclaimed *New Handbook of Research on Music Teaching and Learning* (Oxford, 2002), the *MENC Handbook of Research Methodologies* presents comprehensive coverage of the most important issues in music education research in a handy and accessible format. A distinguished team of internationally recognized experts offers cogent and concise insights that provide readers with up-to-date information and references. The volume covers the most important topics in this field, including the role of research in music education, philosophical, historical, qualitative, and quantitative research, as well as assessment and its relationship to research.

Practical and affordable, this volume will prove essential for students and scholars of music education. It is both an excellent starting point for those looking to gain an orientation to the field, and an up-to-date reference guide to the most effective strategies for experienced researchers, instructors, and pedagogues.

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MENC Handbook of Research Methodologies By Richard Colwell Bibliography

- Sales Rank: #12659263 in Books
- Published on: 2006-02-23
- Original language: English
- Number of items: 1
- Dimensions: 6.30" h x 1.20" w x 9.30" l,
- Binding: Hardcover
- 416 pages

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Editorial Review

Review

"The chapters of the *MENC Handbook of Research Methodologies* provide an excellent overview of various practices in the music education research community and solid ground for constructing methodological frameworks. This book is certain to become an essential reference text for music education researchers, a standard for research courses, and a well-used volume in individual and institutional libraries."--Sandra L. Stauffer, Arizona State University

"Where was this text when my cohorts were in graduate school? This helpful and accessible handbook adds needed muscle to the body of music education research. It belongs in every scholar's library and every graduate curriculum. Considering the trend toward involving our best undergraduates in collaborative research, future leaders in our field now have an opportunity to acquire the kinds of early empirical grounding that only leaders like Reimer, Radocy, Colwell, Asmus, Richardson, Heller, and Jorgensen can provide."--Timothy Gerber, Professor of Music, The Ohio State University

About the Author

Richard Colwell is Professor Emeritus of Music Education at the University of Illinois and the New England Conservatory of Music. He is the founding editor of the *Bulletin of the Council for Research in Music Education* and the *Quarterly Journal of Music Teaching and Learning*. He is also a Guggenheim scholar and a member of MENC's Hall of Fame.

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