



MUSC*3880 Topics in Music Pedagogy

Winter 2021

Section(s): C01

School of Fine Art and Music

Credit Weight: 1.00

Version 1.00 - November 10, 2020

1 Course Details

1.1 Calendar Description

This course examines current philosophical trends in music education, and the application of various theories of music learning. Students will be asked to process conflicting ideas as presented through readings, class discussion, and their own experience as learners. There is also a practical component, in which each student will conduct an ensemble or give a series of private lessons, as well as present a collaborative teaching assignment. The course is designed to prepare music students to teach privately or in a classroom.

Pre-Requisites: 7.50 credits including MUSC*2180, MUSC*2660

1.2 Course Description

The term pedagogy embraces the principles and practice of teaching-and-learning. Music pedagogy is a controversial human endeavour, where issues of power, ethics, and aesthetics are at stake. Therefore it is incumbent upon us to consider broad issues of education and schooling, before examining current philosophical trends in music education, and the application of various theories of music learning. Students will be asked to process conflicting ideas as presented through readings, class discussion, and their own experience as learners, particularly examining the *values* that we apply to (and hence, our approach to *evaluation* of) creative learning. At the same time, we need to consider how to apply these ideas in every-day practice, and how to adapt to situations such as online learning. Therefore, for the practical component, each student will have the opportunity to complete a practicum. A wide range of possibilities include (but are not limited to): Conducting a Virtual ensemble

Giving a series of private lessons (W21 - online, or live with a member of your associative circle)

Presenting a series of online lectures

Creating a collaborative teaching forum

The course is designed with several choices of focus and assignment options, so that students can tailor some aspects of the content and the evaluation strategies to their own learning strengths and to their vocational plans (private/studio teaching as well as classroom/community teaching, rehearsing, conducting, etc.). It will be useful for anyone planning to teach music.

1.3 Timetable

Synchronous classes Tuesdays and Thursdays, 10:00 - 11:20 a.m.

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

There is no final exam.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Marta McCarthy
Email:	mmccarth@uoguelph.ca
Telephone:	+1-519-824-4120 x54377
Office:	JHNNH 124

3 Learning Resources

There is no required textbook but students will be required to purchase a Student Membership in a professional organization that matches their vocational needs. Memberships in OMEA, OBA, Choral Canada, ORMTA, etc. give students access to a range and depth of resources that have been vetted by experienced professionals in the field. In addition, by joining a professional organization, we plug into a network of practitioners who share information, wisdom, and inspiration. Membership as a student is particularly vital to becoming known by other professionals, and therefore increasing the chances of gaining employment.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1.
 - distinguish the major schools of thought regarding music education
2.
 - cross-examine educational theories, engaging in contemporary debate about the nature and value of music education.
3.
 - analyze potential problems in teaching approaches and generate alternative solutions
4.
 - design effective evaluation rubrics for music teaching and learning situations
5.
 - monitor and reflect on their progress as communicators, hypothesize reasons for miscommunications, and revise teaching strategies in response to these hypotheses.
6.
 - make independent decisions in the leadership of an ensemble or class, based on the development of critical thinking, and sensitivity to the receiver of the communication.

(for research-focused students): conduct action research in music education

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5 Teaching and Learning Activities

5.1 Lecture

Tue, Jan 5 - Thu, Apr 1

Topics:

Synchronous lectures via zoom will take place in both scheduled class sessions. The lectures are interactive in order to help students to integrate assigned readings and

practical experience.

5.2 Seminar

Tue, Jan 5 - Thu, Apr 1

Topics: Seminar activities - discussion, group planning, etc. - will take place in the last third of each SYNCHRONOUS class time.

5.3 Lab

Five weeks during semester

Topics: The practicum will normally involve five sessions, at the students' choice of time, between Week 4 and Week 11.

6 Assessments

6.1 Assessment Details

Participation and engagement (20%)

Date: Tue, Jan 5 - Thu, Apr 1, in-person/zoom

PARTICIPATION

1. Participation and engagement are demonstrated by:

Answering questions and engaging in constructive debate in lectures and seminars, staying on task in group-work, using electronic devices to engage while avoiding distractions, providing relevant observations in a constructive manner.

1. Preparedness is demonstrated by: participating in discussion or responding accurately to pop-quizzes about the readings; bringing necessary supplies and submitting written responses when due.
2. Thoughtful analysis of readings, lectures, online responses and evaluative procedures as demonstrated orally and in writing.

Teaching Practicum (25%)

Date: Mon, Jan 18 - Thu, Mar 4, in-person/zoom

Each student chooses a sustained teaching situation that matches their vocational plan, from the following:

1. Private "studio" music lessons with one or two students at a time
2. Classroom teaching or Community Centre program work
3. Conducting an ensemble (virtually or in person)

The assignment is evaluated on the basis of:

- a. Informed and thorough preparation of each lesson. Assessed by submitted **lesson plans**.
- b. Professionalism and effective communication in delivery of each lesson. Assessed by **recorded submissions** of the session demonstrating sensitivity to the teaching context, application of course content, and appropriate assessment strategies.
- c. The progression of learning from self-reflection upon each lesson to improve efficacy of teaching. Assessed by a concise but thorough **reflection on each lesson** followed by a **final report** of the completed practicum, showing evidence of application of ideas from the course (where possible and practical), creative responses to the challenges, and significant insights in the conclusion.

Team teaching assignment (15%)

Date: Tue, Jan 26 - Tue, Mar 30, in-person/zoom

Each member of the class will lead the class in a lesson demonstrating a concept, skill, repertoire analysis, or music practice that demonstrates CREATIVE LEARNING. The lesson will be prepared and presented in partners or small groups.

Summative essay (20%)

Date: Thu, Apr 8, in-person/zoom

The final essay assignment allows students to explore in greater depth some aspect of music education that intrigues them. This is often a topic that has been touched upon in the course (because the course is our only Music Education course at UG, and serves many purposes for students with many different goals, it provides only an overview), but deserves greater depth of study. Sometimes a student wishes to pursue a music education topic that has not been covered in the course, and this is also an ideal opportunity to do so. The essay is a place for future teachers to learn more about their specialty and/or preferred level of learners.

Reflection papers on readings and presentations (20%)**Date:** Thu, Jan 7 - Thu, Apr 1, in-person/zoom

Students submit several FORMAL REFLECTION PAPERS to demonstrate an in-depth reading of the articles, an accurate assessment of the opinions given, and a clear, convincing, well prepared argument for the author's personal statements. Topics may include but are not limited to:

1. Creativity
2. Applying global perspectives in Evaluation of music education
3. Teaching Resources Inventory
4. Approaches to Online learning
5. Accessibility
6. Decolonization of education in general and music education in particular

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as

possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

7.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

7.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.
