Teaching and Learning Music
Spring 2019
Don Wright Faculty of Music
Western University
Music 1802b

Course Outline
Mondays Sound Music Lab with Professor Moir: 10:30-11:20 MB227
Mondays 11:30-12:20 Room MB227;
Wednesdays 10:30-12:20 Room MB227 or TC307

Professor: Kari Veblen email: kveblen@uwo.ca Office: TC120
TA: Caroline Blume email: cdelazar@uwo.ca Office: TC 122
Office Hours by Appointment

“Unless you have either the requisites for this course or written special permission from your
Dean to enrol in it, you may be removed from this course and it will be deleted from your
record. This decision may not be appealed. You will receive no adjustment to your fees in the
event that you are dropped from a course for failing to have the necessary prerequisites.”

Course Description and Rationale
Welcome! This course will provide you with an introduction to key selected questions and
issues in teaching and learning music through theory and practice. The aim is to provide a
stimulating and challenging environment in which you are encouraged to think about the
nature and role of teaching and learning music in schools and society at large. Thoughtful
teachers are reflective practitioners. That is, they are continuously learning from their
experiences because they have developed a disposition toward ongoing inquiry and
reflection. Reflection is often defined as meditation, thoughtfulness, or careful consideration
of some subject matter, idea or purpose. It involves a critical examination of one’s
experiences in order to derive new levels of understanding and determine possible courses
of action.

This course will provide you with the opportunity to explore key topics in teaching and
learning music that impact on the nature and value of music learning and will encourage you
to take greater responsibility for your own growth as a music learner and future educator.
Accordingly, part of class time is dedicated to examining and discussing major issues, ideas,
methodologies, and approaches to music education in schools and also to encouraging self-
examination of your own experiences and the values you bring to your studies. As such,
while there are formal assignments in this class, a large part of this course is based on your
everyday contributions to the class through on-going consideration of and work with major
course ideas.
Learning Outcomes
By the end of this course you should be able to:
• Understand a variety of facets of music teaching and learning through observation, reading, and discovery experiences.
• Consider ethical parameters of teaching and learning music within and outside schools.
• Interrogate assumptions embedded in “common sense” practices.
• Understand social, political, cultural and economic issues and their impact upon educating in and through music.
• Initiate the assembly of a professional portfolio.
• Provokethoughts leading to the development of a personal philosophy of teaching and learning music.

Western Learning Outcomes
1) Students/teachers will continually move toward developing a sense of discovery that drives their ability to ask and frame questions, always seeking to make connections that are not immediately obvious among phenomena and ideas.

2) Students/teachers will continually move toward developing exploring complex problems from a variety of perspectives, recognizing bias, and identifying missing voices.

3) Students/teachers will continually move toward and engage in interacting ethically and compassionately with others and with the natural and social world.

5) Students/teachers will continually move toward and interacting and collaborating mindfully with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures.

Course Assignments and Evaluation
Please Note: You must achieve a final grade of at least 70% in this course (1802) to proceed to the Honours in Music Education program. Sound Music Lab will constitute 25% of your overall course grade in this class. You need to receive a passing grade in both the lab (25%) and lecture (75%) sections to pass the course.

Texts and Materials
There are no required texts for this class. All readings will be found through the Library and under resources in our class OWL site.

Each student is required to set up a YouTube account and a personal website before the second Monday class meeting. You should use weebly.com as your platform. It is free and accessible here at school. You will continue to add to this website throughout your music education courses. When you graduate you will have a professional portfolio you can continue to use.
Note: You will also need to create or link to your lab class: Sound Music Lab. On this website you will be posting weekly videos for that lab. Prof Moir will have more information on that assignment.

1) Attendance/participation to be done in class throughout the semester) (15%)

2) Brief reflection of “Music in My Life” (10%)
Make a 3-minute video in which you address and articulate the significance music played in your childhood and at the present. Take this opportunity to play around with creativity. You can include clips from other videos, text, images – do not simply have your head floating around the screen talking. You must upload this to your YouTube account and link to your website.

3) Reflections in response to guests: (5%) We welcome guests both from our faculty and from outside this semester. These are a valuable part of the seminar experience. You must attend all guest visits and write a summary of their talks with your own reflections and questions that will be posted on your website. We will also have visits from our own faculty. Number of required workshop reflections are two: (1)–one of which is in response to Professor Higgins (visiting March 9th) and the other in response to a TBA speaker during class time.

4) Movie clips: Two movie clips or YouTube clips of teaching/learning to be posted on your website and linked to your YouTube channel. (5%)
Please look for music examples; however, one can be from a non- music context.
Along with posting the clips on your website, address the following in an interesting way:
-Why did you choose these clips? (How do they speak to you, what would you like us to take away from viewing them and thinking about them?)
-What is the context?
-Does this clip offer an example of exceptionally good or problematic teaching? And why?
Do not choose: Mr. Holland’s Opus or Drum Roll.

5) Influential Teacher Project (10%)
Who is an important mentor and teacher in your life? Do you have several? This project prompts you to interview your influential teacher. We will generate possible questions to ask him or her. You may wish to take opportunity to visit your old school if it is possible and experience a class to see what you notice as an observer. You also may Skype, phone, or visit your teacher. Take detailed notes and/or record their thoughts to write up into a 2-3 page synopsis that must be posted under a link on your website. You may want to video this as you can use clips of this for the #7 Learner/Teacher perspectives assignment.

6) Learner interviews – NOT another music major (10%)
Purpose of this is to get an idea of another’s musical world, tastes, aspirations and then eventually align that with what you discovered from your influential teacher interview. Ask and video at least 2 undergraduate students (or 1 undergrad and one younger student) and one ADULT (this can be a family member) about their music making habits - listening, the role music plays in their life, etc. Did they study music formally? If so, why? If not, why?
A write up of a 2-3 page synopsis must be posted under a link on your website. Use and keep the video clips to help with the #7 Learner/Teacher perspectives assignment.

7) Learner/Teacher Perspectives (#5&6) (10%)
Provide a presentation in which you address themes and gaps from interviews with students and teachers. In addition, address the relationships of that data with conversations and required readings in and for class. Specifically, what did you discover? What are significant points of agreement or departure? **This will be presented in class in a no longer than 5 minute video or Powerpoint.**

8) Annotated bibliography posted articles (20%)
For each reading you will write 400 words due 7 pm on Sunday night previous to Monday class Posted on your website and under assignments in OWL. -Annotated bibliography must be posted in full – We do not want to download these as pdfs!

- **What is an annotated bibliography?**
You first must CITE the reading. Use APA style ([https://owl/english.purdue.edu/owl/resource/560/01/](https://owl/english.purdue.edu/owl/resource/560/01/))
For instance:
(Hint: The readings are done in APA format on your syllabus . . . )
For every reading, you must address the following in your narrative, not a bullet point list!
- What was of interest to you?
- Were any assumptions you hold challenged?
- What surprised you?
- What frustrated you?
- What would you like to say to the author and why?
These will be posted on your public website – Be sure to spell check!
We are NOT interested in a book report. We are really not interested in the perfectly formed five-paragraph essay. We want to know what you are thinking here.

9) Final video (Combined with Exit interview both together 15%)
The Final Video Theme is “Teaching and Learning In and Through Music: My Philosophy.” The following elements are necessary:
- A vision for engaging with others in a music teaching/learning context;
- Images, videos and text from a variety of sources, including some discussed in class;
- Original text/idea that structures the podcast;
- Elements of your own ‘philosophy’ of music teaching;
- Interviews;
- Reference list for all information used. This is a must!

Videos are **between 4 and 5 minutes** (NO longer than 5 minutes) and should make full use of current technology. The videos must demonstrate safe and ethical usage of technologies.
The video displays a carefully constructed disclaimer, is mindful of copyright infringement, presents appropriate language and demonstrates respectful usage of available images and ideas produced by others.

Technical issues you MUST incorporate:
- Leave quotes on the screen long enough to read!
- Sound **must** be balanced. ie your speaking voice, or interviews with others can NOT be covered up by background music
- Any clip you use from another video file must be shorter than 30 seconds
- Your video will **NOT** be accepted if all you include is yourself speaking!

10) Exit Interview (Combined with Exit interview both together 15%)
You will meet with your professor at the end of the term to discuss the course and to co-evaluate your professional website. Meetings may be done in groups of three or individually, as you prefer. Here are the components to be on your professional website:
- Who am I video?
- Annotated bibliography
- If you have permission, the teacher interview
- General “About Me” link: musical background (performances, etc.) may include clips of performances, mp3s, and CV (resume), etc.
- Final video
- YouTube Channel connected to the website with all videos made for class.

**NOTE:** Sound Music Lab will constitute 25% of your overall course grade in this class

Attendance / Peer teaching / facilitation (15%) **ATTENDANCE IS EXPECTED.**
Brief reflection of “Music in my Life?” (10%)
Workshop Reflections (5%)
Movie Clips (5%)
Influential teacher interview (10%)
Student Interview (10%)
Student/Teacher Perspective (10%)
Annotated bibliography articles (20%)
Final podcast and Exit Interview (15%)
Total: 100%

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<th>GRADE</th>
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<tr>
<td>A+</td>
<td>90-100%</td>
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<tr>
<td>A</td>
<td>80-89%</td>
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<td>B</td>
<td>70-79%</td>
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<td>C</td>
<td>60-69%</td>
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<td>D</td>
<td>50-59%</td>
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<td>F</td>
<td>Below 50% or assigned when course is dropped with academic penalty.</td>
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# 1802 Winter 2019 Weekly Schedule

(Subject to changes!)

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<thead>
<tr>
<th>Week</th>
<th>Readings/Assignments</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction</strong></td>
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<tr>
<td>M Jan 7</td>
<td>Welcome to Introduction to Music Education Seminar!</td>
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| W Jan 9 | **CLASSES MEET IN TC 307**  
**Guest speaker: Patrick Schmidt** | Music is My Life video posted on YouTube Sun Jan 13, 7:00 pm Shelemay reading |
| 2    | **Research Projects** |                |
| M Jan 14 | Music is My Life Videos in class |                |
| W Jan 16 | **Both sections meet in TC307**  
**Reflection Assignment:** Choose two examples from the article of music, or instruments (ie didgeridoo, duduk), or genre, or or or.. with which you are not familiar and would like to explore more in depth. Go on line and find examples of that kind of music - or the instrument, genre etc. Listen to those recordings and reflect on your process of listening:  
Why did you choose what you chose?  
How did you feel when you first began, how are your hearing after you immerse yourself?  
What have you learned about the culture and the instrument and the practices surrounding the music, or instrument. | 1. Post links of movie clips, upload to OWL by Sun Jan 20, 7:00pm  
2. Post response on OWL to Shelemay reading Sun Jan 20, 7:00 pm. |
| 3    | **Discuss movie clips** |                |
| M Jan 21 |                                                |                |
| W Jan 23 | **Classes meet together in TC307**  
**Guest Speaker: Elizabeth Kinghorn** | Post response to Veblen’s reading on OWL by Sun Jan 27, 7:00 pm. |
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<tr>
<th>4</th>
<th><strong>Formal, Informal, Nonformal Contexts</strong></th>
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| **M Jan 28** | Discuss Teacher Learner Project  
generate questions in preparation for Wednesday for speaker |
| **W Jan 30** | **CLASSES MEET TOGETHER: TC 307**  
**Guest speaker: Kari Veblen**  
Burwell et al reading and Learner interview assignment due Sun Feb 3 7:00pm |

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<tr>
<th>5</th>
<th><strong>Studio Teaching</strong></th>
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| **M Feb 4** | **Reading for Discussion today:**  
Post response to Burwell et. al reading Sun Feb 3, 7:00 pm. |
| **W Feb 6** | **CLASSES MEET IN TC 307**  
**Guest Speaker: Torin Chiles**  
Reading for Feb 11 (Duke & Simmons) |

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<tr>
<th>6</th>
<th><strong>Practicing and Musical Expertise</strong></th>
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| **W Feb 13** | **CLASSES MEET IN TC 307**  
**Guest Speaker: Patrick Feely 11:30-12:30**  
Interview teacher reading week. |
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<tr>
<th>Week</th>
<th>Classroom Activities</th>
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<tr>
<td><strong>7</strong></td>
<td><strong>READING WEEK</strong></td>
</tr>
<tr>
<td>M Feb 18</td>
<td>No Class</td>
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<tr>
<td>W Feb 20</td>
<td>No Class</td>
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<td><strong>8</strong></td>
<td><strong>Influential Teachers</strong></td>
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<tr>
<td>M Feb 25</td>
<td><strong>Teacher interviews presented in class</strong></td>
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<td>W Feb 27</td>
<td><strong>Class visit to St George</strong></td>
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<td><strong>9</strong></td>
<td><strong>Participatory Culture Popular Music</strong></td>
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| M March 4 | **Finish up Learner Interviews**  
| W March 6 | **CLASSES MEET TOGETHER IN TC 307**  
Guest Speaker: Dr. Ruth Wright (to be confirmed) | |
| Sat Mar 9 | **Workshop: Lee Higgins (required)**  
Time: 9am-12pm, TC307, write review | Post response to Higgins Sun March 10, 7 pm. |
| **10** | **Popular Music** |
| M March 11 | **Reading for Discussion today**  
| W March 13 | **CLASSES MEET TOGETHER IN TC 307**  
Improvisation – Jashen Edwards | NOTE: Final Video DUE March 31st 7 pm |
### What Is Reflexivity?

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<tr>
<th>Date</th>
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<th>Details</th>
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<tr>
<td>M March 18</td>
<td>Guest Speaker Cathy Benedict in own classes</td>
<td>Reading for discussion: Kohn, A. (2001). <em>Five reasons to stop saying “Good Job!” Young Children.</em></td>
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<tr>
<td>W March 20</td>
<td>St George students visit for class and pizza</td>
<td>Learner/Teacher Perspectives due March 24 7pm</td>
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<thead>
<tr>
<th>Date</th>
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<tr>
<td>M March 25</td>
<td>CLASSES MEET IN OWN ROOMS Learner/Teacher Perspectives Presentations</td>
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<tr>
<td>Wed March 27</td>
<td>CLASSES MEET IN OWN ROOMS Learner/Teacher Perspectives Presentations</td>
<td>Final Video Due Sun March 31st 7:00 pm</td>
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### Please Note:

*You must achieve a final grade of at least 70% in this course (1802) to proceed to the Honours in Music Education program. Sound Music Lab will constitute 25% of your overall course grade in this class. You need to receive a passing grade in both the lab (25%) and lecture (75%) sections to pass the course.*

### Statement on Use of Electronic Devices

Cell phones are NOT permitted at any time. Computers will be used as appropriate.

- **Policy on attendance and late assignments:**

  *If you are unable to attend a class, please make every effort to let the instructor know in advance by email (preferably). If you miss a class, be sure to check your email for any instructions/reading which you will need to complete prior to the following class. Full attendance at all classes is expected and medical documentation is required unless you have the instructor’s permission to be absent. An unexcused absence will result in a loss of 2 marks from the attendance component of your overall evaluation (i.e., one unexcused absence equals 2 out of 10). Students with 4 or more unexcused absences will be referred to the Chair of the Department and will be in jeopardy of failing the course. Absences will be excused only if: 1) Student is involved in official UWO business that has been approved by the chair or the instructor; 2) Documented Family issue; 3) Documented family or personal illness. Late written assignments will only be accepted and graded if permission has been granted in advance of the deadline.*
University Policy on Plagiarism:
Plagiarism is a major academic offence (see Scholastic Office Policy in the Western Academic Calendar). “Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Western University uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.”

University Policy on Accommodation for Medical Illness:
University Policy on Accommodation for Medical Illness, states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office.” Students with special learning needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made. This policy can be found at https://studentservices.uwo.ca/secure/index.cfm Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options

Statement on Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services
“Students that are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.”
Western has a Wellness Education Centre located in the UCC, room 76, to which students in distress may be directed. http://wec.uwo.ca/
Registrar Services (http://www.registrar.uwo.ca)
Student Support Services http://westernusc.ca/services