

Interrogating Music Learning

Mus 9586L Special Topics in Music Education, Summer-2017 July 17-28, 1-4 TC340

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Course Overview and Purpose

This inquiry-driven graduate course examines music learning in multiple contexts including emerging social media. The class will draw upon current research into formal, informal and nonformal music transmission through individual and group ethnography. Course format will include online components, opportunities to document a festival, individual interviews, structured meetings to be determined by the class, and online components.

Because this graduate class is an open inquiry seminar, we will create useful questions of interest to us collectively and then seek to answer questions we pose.

Here are a few questions to prime our pump:

- How do people teach, learn and music in new social mediums?
- What are examples, models, literature, theoretical frameworks?
- Does social media change how we understand music learning?
- How are our students faring? How do we incorporate these things into music classes? Or do we? Should we? Why or why not?

Our research will be informed by guest speakers as well as use of major reference works, and new research. Since students in this course are already practicing music and arts educators, this course assumes that they will bring their own depth of experiences to this enterprise.

Projected outcomes include individual and collective presentations, individual project, a collaboratively annotated bibliography of current research into festival ethnography and musical communities of practice on and offline and convergent. Other results may include models for generating curriculum, examples of good and better practice and further questions.

Materials

Selected and suggested readings will be available online on our OWL site

Course Requirements:	Relative Weight
Attendance	assumed
Class Music Activity (1)	10
Written Assignments (2 short reflections)	10
Online Readings (10 to as many as you like)	10
Mini-Discussions in Seminar (2)	20
Festival Ethnography (I will teach you)	15
Pipeband Session Documentation	15
Final Project due last week August or by arrangement	30
	100

Note: Grades are administered on the usual grade scale. These points are percentages which add up to 100%

Class Projects

Class Music Activity

As part of our class, please plan to lead the class in active music making that others may use in their own classrooms. Please give us a notated and/or sound component as part of this exercise. Worth 10 points. May I suggest that you do this in pairs if you like.

Directions: This activity may take 15-25 minutes. Please talk with me about the possibilities. We have Orff instruments, drums, recorders etc. to use. Feel free to make an accompanying powerpoint. However, we must make music as part of this. Movement, improv, choral, instrumental, skies the limit.

Written Assignments

There will be short written assignments:

- Spot thinking points. At unannounced times, I will have in-class thinking point essays based on the readings and work we are doing 5 points each.
- If you cannot attend the Scottish Festival, please attend a festival of your choosing and document it with 6-12 pages of notes and pictures/recordings/video footage if you can. Due sometime in August. This substitutes for the festival. Please confer with me about this option.

Mini Discussions

Work singly or in pairs to present and lead discussion of your choice. Choose topics, questions, readings, a model community. Illumination with visuals, music, activities etc. highly appreciated. Consult me for suggestions. Plan to lead two 20 minute – half hour segments.

On Line Annotated Source Compilation

Please write up a brief synopsis of 10 (or more) readings to be compiled for a class resource which we will place on TRELLO or another website that you find useful. Feel free to browse all the readings which will be in two folders on our OWL site marked 1) Festival Ethnography Readings and 2) Musical Communities of Practice Readings. If you find an intriguing article or dissertation (scholarly AND interesting), please send it to me to post for the class.

These readings may inform your two mini-discussions. They are worth 20 points

Festival Ethnography: Class Project

July 15 Cambridge Scottish Festival (formerly Cambridge Highland Games)

This event takes place over a day on Saturday beginning at 8:30 – 5:30. This is the Saturday before we officially begin class and counts as a class period. Attractions include 25+ pipebands who compete, over 250 dancers also in competitions, 40 some vendors.

There will be feats of strength such as a tug of war, a sheepdog competition, antique cars, a tea room, children’s activities, Scottish cattle, display of clans and tartans, beer gardens and men in kilts. There is a free concert the day before if you should want to attend.

This festival is close enough to London that you can easily drive to it and back, so won’t need to book accommodations although you may if you wish.

We are especially interested in documenting the Grade 4 Paris Port Dover Pipe Band which will be held in the morning, probably after 10am.

I am happy to take several people along with me and will post a rideshare on our class site.

<http://www.cambridgescottishfestival.ca/>

info (@) cambridgescottishfestival.ca
519-740-4681 #7927

Location: Churchill Park, 200 Christopher Drive, Cambridge, Ontario

Admission: Gate Passes on Games Day@ Gate \$16.00 Save \$3.00 with Online Advance Purchase.....\$13.0050+ &* Student* Rate Gate Passes on Games Day.....@ Gate \$13.00 SAVE \$2.00 with Online Advance Purchase....\$11.00*Student rate ages 13 to 18 \$13.00 available only at the gate must show student card*

The 2017 Cambridge Highland Games will be the 42nd year for the Games to be held in Cambridge. Cambridge highland Games is a not-for-profit organization managed and operated by a group of volunteers.

IN PREPARATION

Before attending the festival, you will want to get

- 1) some professional earplugs to preserve your hearing,
- 2) some sunscreen and a hat,
- 3) light rain gear just in case,
- 4) comfortable shoes and clothes,
- 5) your ipad/iphone/notebook for documentation purposes
- 6) water bottle, light snacks!

- 7) Please read the conducting ethnography notes posted to our website before beginning this project. They will be found in a folder marked Ethnography on our OWL site. I'm also available the week before for festival documentation preparation.

Worth 15 points.

Pipeband Documentation Class Project

Paris Port Dover piping class documentation

I am currently working with the pipemajor for a firm date to document the pipeband before they go on a European tour. We are looking at the Wednesday night July 12th for about four hours and will car pool to the session. We will take notes, pictures, conduct group interviews etc. as a class, then transcribe and assemble a collective document.

The timing is not ideal but it is what we've got.

Worth 15 points.

If this is not possible for you, there are alternative projects.

Final Project

Based on your background and desires for this course, design a final project in consultation with your professor. These will be shared via our on-line site with the class. The subject should be some aspect of musical CoP, and informal/formal/nonformal music teaching/learning.

You choose and design an ethnographic or academic project of most interest and utility to you.

This project may be a paper, a website, an artistic piece or happening, a curriculum. We will meet to discuss this and decide boundaries and timeframe.

Please make this as enjoyable as you possibly can! Due last week in August or by arrangement.

Worth 30 points.

University Policies:

Prerequisites: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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.

Language Proficiency: In accordance with regulations established by the Senate of the University, all students must demonstrate the ability to write clearly and correctly. Work that shows a lack of proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level.

Accommodations: Students with special learning needs or circumstances are asked to inform the instructor as early as possible so that every effort can be made to meet them.

Plagiarism: 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. Plagiarism is a major academic offence (See Scholastic Offence Policy in the Western Academic Calendar). The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

NOTE: There will be opportunities to collaborate in this seminar!

Such collaborations are not plagiarism. In fact, I can't think of any way in which someone might plagiarize in our seminar.