MUSIC 9783: SPECIAL TOPICS MUSIC EDUCATION, SOCIAL MEDIA, AND OPEN EDUCATIONAL RESOURCES

INSTRUCTOR INFORAMTION

Instructor: Dr. Stephanie Horsley

Course-related Questions: Piazza is an online tool designed to help you get fast answers to your course-related questions. Rather than using email, I encourage you to explore Piazza by posting questions there. Public messages on Piazza can be answered by anyone in the class, while private messages are seen only by the instructor. We'll discuss piazza in more detail when the course begins. Our class page is available at: piazza.com/western_university/summer2019/music9782/home

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Office: Talbot College 320

Office hours: By appointment Monday-Friday between 8-9AM and 5-6PM

COURSE OVERVIEW

This course explores the pedagogical and policy implication for music education when incorporating social media, open educational resources, and creative commons in music teaching and learning. Course participants will experience hands-on engagement with a variety of social media and create open educational digital teaching and learning resources.

COURSE INFORMATION

Please note this is a blended course, combining face-to-face and online teaching and learning. The face-to-face elements of the course take place in one of the Western Active Learning Spaces (WALS), which is located in **University College, room 1110.** The online elements of the class can be accessed through our OWL course site.

COURSE SCHEDULE AND LOCATION

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	UC 1110	UC 1110	ONLINE	UC 1110	ONLINE
WEEK 2	UC 1110	UC 1110	ONLINE	UC 1110	ONLINE

COURSE MATERIALS

There is no textbook for this course. All course material will be made available through OWL or the course instructor. However, you will need to bring a wifi-enabled device such as a laptop, tablet, or phone to class on a regular basis. You also may find it useful to bring a USB drive.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Identify and interpret social media policies developed for specific educational contexts
2. Explain and critique the affordances of social media, creative commons, and open educational resources (OER) generally and within a specific educational context
3. Select, adapt, evaluate, and create social media, creative commons, and OER content for pedagogical purposes
4. Create social media-based lessons or a unit for an appropriate teaching and learning context
5. Adapt and create and interactive teaching and learning resources using the OER *Pressbooks*
6. Provide ongoing, creative, and constructive feedback to their peers using digital and non-digital methods of communication
7. Reflect on their level of comfort incorporating social media, creative commons, and OER into their teaching, and articulate the development of related competencies throughout the course.

TEACHING AND LEARNING ACTIVITES

At the heart of this course is the idea that social media, creative commons, and open educational resources have the potential to impact positively music student learning broadly *and* deeply when music educators take an evidence-based approach their implementation. With that in mind, in this course you will read and share scholarly literature with your peers, and much of this course will focus on giving you hands-on experience with digital technologies and building digital resources that can be of use to you and other music educators beyond the time we spend together. For this reason, the course is offered in a blended learning format, which will provide opportunities for:

(1) online introduction to ideas;

(2) discussions, questions, and feedback in the face-to-face classroom;

(3) followed by online practice and feedback on core ideas and skills.

Due to the collaborative and digital nature of this course, the face-to-face elements of class take place in one of the university's Western Active Learning Spaces (WALS) TECH classrooms. These rooms are designed to encourage small groups collaboration and feedback when engaging in digital activities. During the face-to-face elements of the class, you can expect to work in small teams to share ideas, develop projects, and give feedback. We will also spend some time sharing scholarly literature in a more traditional "seminar" format, although you are encouraged to take advantages of the affordances of the WALS room when doing so.

Recognizing that not everyone is comfortable with social media and open educational technologies—and that some of the ideas and approaches in the course are still in the "early adoption" phase for many—we

will also take time throughout the course to reflect on our comfort level with various technologies and the competencies we develop with them over the two weeks we're together. You will also identify individual strengths so that we can work in groups to create digital resources for ourselves and other music educators. For these reasons, this course places and emphasis on participation, giving and responding to peer feedback, and documenting personal growth.

COURSE EVALUATION

Participation and Personal Growth ……………………….25%

Seminar presentation ……………………………………………15%

Social Media Policy Review …………………………………. 10%

Contribution to Digital Resources Database………… 20%

Pressbooks chapter ……………………………………………. 30%

Total……………………………………………………………………100%

PARTICIPATION AND PERSONAL GROWTH (25%)

At the beginning of the course, we will spend time setting course expectations and you will also set personal goals for yourself related to the course outcomes and expectations. You will then be asked to reflect on how you are meeting these goals twice throughout the course: at the end of the first week and at the end of the course. Your mark will be calculated through a combination of self- and peer-assessment and approved/adjusted by the instructor.

SEMINAR PRESENTATION (15%)

With a partner, you will be assigned an article to read and present to the class. You should spend approximately 10 minutes presenting on content and 10 minutes fielding questions.

SOCIAL MEDIA POLICY REVIEW (10%)

Most education settings have specific social media policies that govern how staff and students should engage with social media. Your task is to research and critique these policies for an educational context that is relevant to you, suggest improvements, and develop a statement on social media use for your specific teaching context (e.g., a specific class or ensemble). Your work and discussion with your peers will take place in an online forum.

CONTRIBUTION TO DIGITAL RESOURCES DATABASE (20%)

The use of social media, creative commons, and open educational resources are fairly new to the field of music education. As a class, we will begin to build a database of ideas, lessons, and resources connected to these approaches to music teaching and learning. Your task will be to seek out at least 5 items for the

database, summarize their purpose, and share them in a digital format so that they can be accessed through and beyond the course.

PRESSBOOKS CHAPTER (30%)

In a group of approximately 3 people, you will develop a set of lessons or a single unit that focuses on the use of social media as a tool for enhancing teaching and learning in a specific educational context relevant to you and/or other music educators. Your work will be shared as a chapter in an interactive, open educational resource textbook, which we develop as a class. Part of your chapter may be adapted from appropriately licensed creative commons materials and other open educational resources, but the majority of your chapter should contain new material.

UNIVERISTY POLICIES

STATEMENT ON HEALTH AND WELLNESS

Information regarding health and wellness-related services available to students may be found at http://www.health.uwo.ca/. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

INSTRUCTOR'S POLICY ON ILLNESS, ATTENDANCE, AND LATE WORK

Full attendance and participation all elements of the course is expected and required unless you have the permission of the instructor. If you are ill or some problem occurs that prevents you from attending class on a given day then you must notify me either before or immediately after class so that we can make alternative arrangements. Please be proactive with this. I can't help you if I don't know that there is a problem. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline. Medical documentation may be required in some circumstances.

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. To education yourself further, you can take Western University's Academic Integrity Tutorial at the following web site: http://www.uwo.ca/tsc/resources/selected_teaching_topics/academic_integrity/academic_integrity_tutorial.html. Procedures related to the outcome of an academic offence are discussed here: http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html