Music 1802b: Teaching and Learning Music  
Winter 2021  
Don Wright Faculty of Music  
*Western University*

Section 001  
**Monday:** ONLINE 10:30-12:20  
**Wednesday:** MB 227 10:30-11:20

**Professor:** Laura Benjamins  
**Email:** laura.benjamins@uwo.ca  
**Office Hours:** by appointment

Course Description and Rationale  
Welcome! This course will provide you with the opportunity to explore key topics in teaching and learning music. All the topics explored in this course will encourage you to take greater responsibility for your own growth as a music learner and future educator. Part of class time is dedicated to examining and discussing major issues, ideas, and approaches to music education, and, another part, is dedicated to encouraging self-examination of your own experiences with music education and the values these experiences bring to your studies.

Course Learning Outcomes  
By the end of this course, you will be able to:  
1. Identify, deconstruct, question and challenge your own assumptions about the nature of teaching and learning music (what these concepts mean, why are they relevant, how have you experienced them, what would you like to modify, and how do you envision doing so).  
2. Identify current questions and issues in multiple kinds of music education contexts. For instance, community music programs, school music education, self-directed music education, and university music education.  
3. Raise specific questions and learn about issues in music education. Particularly those related to social justice (inclusion vs. exclusion)  
4. Acknowledge that the act of creating, consuming, and teaching music is shaped and valued through the cultural contexts (e.g., political, social, economic) in which these activities occur.  
5. Learn to reflect and adapt to multiple settings through a series of activities and assignments. All assignments are aimed at documenting your always changing perceptions of the nature of music education, the role of the music educator, and your own realization of how you met course-related personal growth goals.  
6. Develop and articulate a personal philosophy of teaching and learning music.  
7. Create a digital teaching portfolio containing a variety of objects (videos, reflections, blog posts, photos, images, soundscapes, etc.) that reflect your understanding and interpretation of music education practices in general, your philosophy of practice, and your experiences with teaching and learning.

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.

4. 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.

**Texts and Materials:** There are no required texts for this class. There will be assigned thinking prompts for each assignment. You will read or listen to them and reflect on the topics being presented. All of these are included in the syllabus and will be found through the library and under resources in OWL.

**Evaluation**

- You are responsible for attending class every week, participating in group discussions (either in person or online), submitting assignments and keeping track of your own development and progress throughout the term.
- In the event of a COVID-19 resurgence during the course that requires the course delivery moving away from face-to-face interaction, all remaining course content will be delivered either entirely online, synchronously (i.e. at the times indicated in the timetable) or asynchronously (i.e. posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online at the discretion of the course instructor
- You must achieve a final grade of at least 70% in this course to proceed to the Honours in Music Education program.

**Breakdown of Course Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15%</td>
</tr>
<tr>
<td>“Tell Your Story” Video</td>
<td>5%</td>
</tr>
<tr>
<td>Musical River &amp; Soundscape</td>
<td>5%</td>
</tr>
<tr>
<td>Creative Reflections (5)</td>
<td>25%</td>
</tr>
<tr>
<td>Inspirational Teacher</td>
<td>15%</td>
</tr>
<tr>
<td>Video Performance of Female Artist</td>
<td>5%</td>
</tr>
<tr>
<td>Final Video</td>
<td>20%</td>
</tr>
<tr>
<td>Digital Teaching Portfolio</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Description of Course Assignments**

**YouTube Account and Personal Website**

- You will set up a YouTube account and a personal website (Wix or Weebly) before the second Monday class meeting.
• All assignments will be uploaded on your website. After you upload each assignment you must send me an email (laura.benjamins@uwo.ca) with the link (DO NOT FORGET THIS STEP).

“Tell Your Story” Video

Purpose: Tell your own story and explore your own positionality within all the spaces, places and activities that you have participated in the past and currently participate in. Observe and be aware how your own personal story has implications for who you are today.


• Make a 3-minute video in which you address and articulate your own personal story. Think who are you in the multiple places and spaces where you move in, and through the phases in life that you have lived so far, and take this opportunity to tell your story acknowledging your positionality playing 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 video to your YouTube account and link to your website.
• Publish your entry and send me an email with the link to your website.

Musical Background: Musical River and Soundscape Composition

Purpose: Explore, acknowledge, and share your musical background

• Think of past memorable experiences with music making at school, with friends and family, and within your community throughout your life. What kinds of learning situations you have been involved in? What kind of music comes to your mind? What songs, pieces, and genres? What is your role? Is it singing, playing, performing, listening…? Are you alone, with a family member, friends, community?
• Draw an image or pictorial representation to convey the specific instances or critical incidents that came to your mind. This is your “Musical River” (Burnard, 2000).
• After drawing your musical river, select, record, mix and put together a soundscape composition that accompanies your drawing.
• For the Soundscape:
  o Make a collection of sounds and musics that represent your own music background and mix them together using a sound editing software to make a Soundscape Composition.
  o Use Garage Band, Soundation or Audacity. All are free!
  o Use recordings of your past music backgrounds
  o Make recordings of your present music backgrounds
• The songs, recordings, and elements that you display must have a carefully constructed disclaimer, is mindful of copyright infringement, presents appropriate language and demonstrates respectful usage of available images and ideas produced by others.
• Publish your entry and send me an email with the link to your website.

Creative Reflections

Purpose: Identify your assumptions and beliefs surrounding teaching and learning music using multiple forms to express them as listed below. Reflect and engage in critical thinking processes on the topics being presented. *You must use one of each of these forms below*

1. **Blog Entry**
   • Engage with the reading, video or webinar. While engaging with the material take notes as you read. Raise questions and write thoughts as they come to your mind.
   • Read your thoughts, questions and ideas and organize them in any way that makes sense to you. Observe if there are any topics that repeat and identify your assumptions on them.
   • Write a blog entry (no more than a page). Make sure you read your entry multiple times before you publish it. Look for repetition, read your text out loud, or have someone read it for you. Craft a headline that is creative and that you consider will capture the reader’s attention.
   • Publish your entry and send me an email with the link to your website.

2. **Podcast**
   • Engage with the reading, video, or webinar.
   • Create a podcast about the reading, video, or webinar. Write out a script so you can see how your podcast will flow and sound. Practice it a few times before you record it and make any changes you want.
   • The podcast can be, but it is not limited to, an interview, discussion, or any other creative style. Add music, sound effects or anything you like.
   • Upload your recording to your website and send me an email with the link.

3. **Poetry in Voice**
   • Engage with the reading, video, or webinar.
   • Keep track of any words, phrases or whole sentences that are particularly meaningful or interesting.
   • Write those on a piece of paper, move them around to create a poem rearranging them until you feel satisfied.
   • Record a video of this poem and then write a narrative addressing why you chose what you chose. The video must not be longer than 3 minutes.
   • Upload your video on YouTube, add the video and the narrative to your website and send me an email with the link to your website.

Creative Reflection 1: Kohn, A. (2001) Five Reasons to Stop Saying “Good Job!”
https://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/


Interview Project: Inspirational Teacher

*Purpose:* Connect with people who have influenced your life and reflect on what teaching and learning mean for you.

- Find an **important mentor** and teaching in your life that you are interested in interviewing.
- Contact them and ask them for an interview. You may skype, phone, or make a zoom call with them.
- Before the interview, draft questions that you want to ask them.
- Take detailed notes and/or record their thoughts to prepare a 5 min presentation about your experiences and findings.
- You can use resources PowerPoint, Prezi, or any other presentation software that you are familiar with. Include images and pictures that help you develop your ideas and guide you throughout the presentation in an engaging way.
- Record your voice as you present. Here is a tutorial on how to record yourself on PowerPoint: [https://www.youtube.com/watch?v=f8u_QDZLqMs](https://www.youtube.com/watch?v=f8u_QDZLqMs)

**Loose Guiding Questions:**

- What did you learn about your teacher or mentor?
- What did you learn about yourself?
- What themes or ideas seem to be valued and held by your mentor? What might their purpose of education be?
- How did this experience confirm or challenge your assumptions about teaching and learning music?

**Video-Performance of a Female Artist/Musician/Composer**

- Choose a composer, performer or music style played by women you admire.
- Investigate about her life and social context.
- Choose one piece of her work.
• Record your tribute with your cell phone, computer or camera (anything between 3 to 5 minutes length).
• You can do any of the following, or anything else you may create yourself:
  o **Cover**: A version of a song that maintains most of the melodies, structures, harmonies and lyrics of the original material.
  o **Mash up**: The combination of two or more songs.
  o **Remix**: The original material is reorganized, cut, transformed, or modified to create a new song. Is not a copy of the original material, and the melodies, harmonies, rhythms, and/or structure may be changed drastically.
  o **Interpretation**: Perform a song or piece as it is written/composed.
• Upload your video on YouTube, add the video to your website and send me an email with the link to your website.

**Final Video: Teaching and Learning in and through Music**

**Purpose**: Invite you to consider the beliefs and values that have shaped your life as a music learner and to help you develop your own personal philosophy in relation to music teaching and learning.

The following elements are necessary:
• A vision for what it means to engage 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 video
• Elements of your own ‘philosophy’ of music teaching
• Interviews
• **Reference list for all information used.**
• 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 consider:
• Leave quotes on the screen long enough to read
• Sound must be balanced. For example, 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

**Digital Teaching Portfolio (Website)**
• I will not tell you how to lay YOUR website, however, access to your work must be clear.
• You will continue to add to this website throughout your music education courses so do not erase or delete this website after your work in this class. When you graduate you will have a professional portfolio you can continue to use.
• You should make full use of current technology.
• The website is your portfolio and must demonstrate safe and ethical usage of technologies.
• The videos, recordings, and elements that you display must have a carefully constructed disclaimer, is mindful of copyright infringement, presents appropriate language and demonstrates respectful usage of available images and ideas produced by others.

In addition to anything you would like to add, your portfolio must include:
1. Your story video
2. Your musical river and soundscape composition
3. ALL your creative reflections
4. Your presentation on your inspirational teacher
5. Your cover of a female artist/Musician/Composer
6. Your final video of teaching and learning in and through music
7. Reference list for all information used. This is a must!

1802 Winter 2021 Weekly Schedule:
Subject to Change

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Thinking Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan. 11</td>
<td>Welcome to our course; review syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed, Jan. 13</td>
<td>Discuss positionality and “Tell your Story” videos</td>
<td></td>
<td>Finding where I belong by Piyesiwak: <a href="https://www.youtube.com/watch?v=je_UHhn1BV8&amp;t=80s">https://www.youtube.com/watch?v=je_UHhn1BV8&amp;t=80s</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bell hooks and Dr. Bill Turner: <a href="https://www.youtube.com/watch?v=BEPEtcqPOvE&amp;feature=emb_logo">https://www.youtube.com/watch?v=BEPEtcqPOvE&amp;feature=emb_logo</a></td>
</tr>
<tr>
<td>Wed, Jan. 20</td>
<td>Share “Tell your Story” videos in class</td>
<td>“Tell Your Story” video due at 9 am</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Mon, Feb. 1</td>
<td>Share Musical River &amp; Soundscape assignments in class</td>
<td>Musical River &amp; Soundscape due at 9 am</td>
<td></td>
</tr>
<tr>
<td>Wed, Feb. 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed, Feb. 10</td>
<td>Video Performance of Female Artist due at 9 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 15 – Feb. 19</td>
<td>Spring Reading Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, Feb. 22</td>
<td>Guest speaker: Elizabeth Kinghorn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, March 1</td>
<td>Guest speaker: Torin Chiles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, March 8</td>
<td>Share inspirational teacher assignments</td>
<td>Inspirational Teacher assignment due at 9 am</td>
<td></td>
</tr>
<tr>
<td>Wed, March 10</td>
<td>Share inspirational teacher assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, March 15</td>
<td>Share inspirational teacher assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Mon, March 22</td>
<td><strong>Guest speaker: Caroline Blumer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, March 29</td>
<td><strong>Guest speaker: Kevin Watson</strong></td>
<td>Stella Young: <a href="https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much">https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Reflection 5 due at 9 am (de Bruin et al., 2020)</td>
<td>This Kid Tried to Quit Band, Teacher Had Other Plans: <a href="https://www.youtube.com/watch?v=-nAgiXKreXo">https://www.youtube.com/watch?v=-nAgiXKreXo</a></td>
<td></td>
</tr>
<tr>
<td>Wed, March 31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, April  5</td>
<td>Share final videos</td>
<td>Final videos due at 9 am</td>
<td></td>
</tr>
<tr>
<td>Wed, April  7</td>
<td>No class – work period (Professor Benjamins presenting at conference)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon, April 12</td>
<td>Share final videos, reflection on class as a whole</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital Teaching Portfolio due by April 19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compulsory First Year Exam Exemption:** The Dean's office has granted this course an exemption from the Senate policy that requires each first year course (1000-1999) to administer a common, compulsory, final examination scheduled during the examination period worth not less than 30% of the final grade.

**Grading scale:**
A+ = 90-100%, A = 80-89%, B = 70-79%, C = 60-69%, D = 50-59%, F = 0-49%.
Academic Consideration for Student Absence: Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student’s final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office. For the Western University policy on Consideration for Student Absence, see: 
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf
and for the Student Medical Certificate (SMC), see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Special Note for Covid-19-related Situations: As a guideline, if a student has been contacted by the Middlesex-London Health Unit (MLHU) to self-quarantine due to a Covid-19-related situation, then the Self-Reported Absence system is not to be used to report this absence or to request an academic accommodation. The student should contact the Academic Counselling office as soon as they are notified. In general, students are advised to not self-determine when to self-isolate. Unless directed by the MLHU students should go about their business as usual. But if a student chooses to self-isolate due to a suspected Covid-19-related situation while waiting to receive direction from the MLHU then the student is directed to contact the Academic Counselling office as soon as possible for further direction on receiving accommodation consideration.

Academic Consideration for Missing Work: In cases where students are unable to submit work due to medical illness or compassionate grounds, if an online self-reported absence is submitted, or if appropriate supporting documentation is submitted to the Associate Dean’s office, and the accommodation is granted, then the missed assessments may be rescheduled or discounted in the calculation of the final grade for the course, at the discretion of the instructor.
If neither a self-reported absence nor an appropriate supporting document is submitted to the appropriate office, then the missed assignments will receive a grade of zero.

**Academic Offences:** Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

**Mental Health & Wellness:** Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (https://www.uwo.ca/health/) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in UCC room 76. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the green “I Need Help Now” button on the Health and Wellness page above.**

**Accommodation for Students with Disabilities:** Students work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

**Religious Accommodation:** Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

**Notes Specifically to Address Covid-19-related Issues for 2020-21 Only.**

**Contingency Plan:** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online at the discretion of the course instructor.

**Recording of Online Activities:** All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.
Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

**Online Etiquette:** Some components of this course may involve synchronous online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- “Arrive” to class on time
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- Unless invited by your instructor, do not share your screen in the meeting
- Please keep your video camera on for our class since it is less than 30 students
- Be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of “Zoom-bombing” a class, or of other serious online offenses, may be subject to disciplinary measures under the Code of Student Conduct.

**Evaluation Policy Exemption:** This course has received an exemption from the requirement in the Senate Policy on Evaluation of Undergraduate Academic Performance that stipulates “At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade.”

**Compulsory First Year Exam Exemption:** The Dean's office has granted this course an exemption from the Senate policy that requires each first year course (1000-1999) to administer a common, compulsory, final examination scheduled during the examination period worth not less than 30% of the final grade.

**Examinations & Attendance:** Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be
debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration. Electronic Devices in Classrooms: The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

Plagiarism Detection Software Usage: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (https://www.turnitin.com)