MUSIC 3810 PSYCHOLOGY, LEARNING, AND MUSIC

INSTRUCTOR: Dr. Kevin Watson
EMAIL: kwatso54@uwo.ca
OFFICE: TC 116
PHONE: 519.661.2111 x 85896
OFFICE HOURS: Virtual, by appointment

TEACHING ASSISTANT: Patrick Feely
EMAIL: pfeely@uwo.ca
OFFICE HOURS: Virtual, by appointment

TEACHING ASSISTANT: Elizabeth Kinghorn
EMAIL: ekinghor@uwo.ca
OFFICE HOURS: Virtual, by appointment

In this course we will explore the multidisciplinary and interdisciplinary phenomenon of music psychology. The course is designed to help students understand how music learning comes about and determine what environmental, physical, and psychological conditions play a role in the learning process. In this course you will learn how to find, summarize, synthesize, critically review, and conduct music psychology research. Upon completion of this course, you will be able to discuss some of the defining principles behind a number of the major learning theories, as well as point out the applicability of these principles to music teaching and learning. You will also be able to outline various approaches to the investigation of social psychological constructs such as motivation and performance anxiety with a specific focus on musical contexts.

COURSE PREREQUISITE
Permission of the department. Unless you have either the prerequisites for this course or written special permission from your Dean to enroll 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 MATERIALS

Required Text

Other Required Readings
See Course Readings tab on left or readings posted on lesson pages

OWL Course Site
https://owl.uwo.ca
COURSE POLICIES

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 synchronous meetings on time
- During synchronous meetings, 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

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, select the blue “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question.
- Kindly remember to unmute your microphone and turn on your video camera before speaking.
- Self-identify when speaking.
- Kindly remember to select the “raise hand” function again to lower your hand, mute your mic and turn off your video camera after speaking (unless directed otherwise).

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.

Each day all of us build our professional reputations. As such, it is expected that you will complete reading and writing assignments in a timely way, and participate fully and respectfully in class discussions. Thoughtful dialogue forms an essential component of mastering complex material. Note that you may contribute to class discussions in many ways: asking questions, offering your reactions to readings, acknowledging ideas offered by colleagues and drawing others into the discussion.

All written submissions must be word-processed and are due on the assigned due date. Late assignments will be accepted with a grade penalty of twenty percent per day. Assignments submitted more than 30 minutes past the due time will be considered late.
GRADE DEFINITIONS

A+: 90-100%
A: 80-89%
B: 70-79%
C: 60-69%
D: 50-59%
F: below 50% or assigned when course is dropped with academic penalty

Grading Guidelines for Written Submissions

A: Outstanding work! The assignment was submitted on time and is exceptionally well planned, clear, and thorough. It is evident that you have applied both learning from the class and your own reflections and interpretations. Grammar and spelling are flawless.

B: Good work! You have completed the task as required and there is evidence that you have applied your learning from the class. The work is clear and the grammar and spelling are quite good.

C: You have completed the assignment as required. However, there may be problems in spelling or grammar, in completeness of thinking, or in the depth of your thinking.

D: There are significant problems with the submission. The work is not clearly thought through or you have missed some key concepts and have failed to take the time to ask or get help from me to complete the work.

F: Unfortunate. The assignment was poorly executed, not turned in, etc.

ASSIGMENTS

Discussion Forums – 40%
One of the challenges of online courses is how to simulate the kind of interactive discussion of course topics that we are used to having in face-to-face classes. In order to foster some of that interactive discussion, each week’s unit page will list a question for discussion. Each question is intended to give you an opportunity to critically reflect on the readings/topic of the week. You will be required to submit two posts related to each question:

1. **One Substantive Post:** A substantive post is a well-constructed, thoughtful, independent answer to the question posed (125 words minimum).

2. **One Responsive Post:** A responsive post is a well-constructed, thoughtful, independent reply to the substantive comment of another class member (40 words minimum).

Substantive Posts must be submitted each week by Thursday at midnight. Responsive Posts must be submitted each week by the following Sunday at midnight. **Please see the attached document Grading Rubrics for Discussions to see how your discussion posts will be assessed.**

Guidelines for Discussions
- Responses should demonstrate knowledge of the important principles of the topic gained from the course readings.
- Consider alternative perspectives while expressing your own opinion.
• Share insights while seeking the views of others.
• Use plain English with flawless spelling and writing mechanics.
• If necessary, clarify important points with the instructor or TA and review carefully any comments before posting.
• Avoid offensive words and personal criticism of others.
• Follow Western’s student code of conduct.

Due Date: Weekly
This assignment relates to the following Western Degree Outcomes: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking, (e) Professionalism and Ethical Conduct.

Research Article Summaries – 10%
Locate copies of the articles listed below using the library's online search engine. Summarize both articles in terms of each of the components typical of a research article (you may use bullet points):

- What was the purpose of the study?
- How did the researcher go about studying this issue? (i.e., descriptions of participants, how the study was carried out, etc.)
- What were the findings and how did the researchers explain the results.

These two studies offer somewhat conflicting findings regarding the same issue. What are some possible reasons for the conflicting results?

Articles

Due Date: January 31 @ 11:55 pm
This assignment relates to the following Western Degree Outcomes: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking, (e) Professionalism and Ethical Conduct.

LTM Teaching Strategies – 10%
Choose a musical topic with which you are familiar, and imagine that you have to teach a lesson on that topic. Describe your topic, then explain in concrete terms the steps you would take in your lesson to maximize the likelihood that your students would engage in:

1. Meaningful learning
2. Internal organization
3. Elaboration
4. Visual imagery

Using information processing theory, give a theoretical rationale for each of the strategies you propose.

Due Date: February 28 @ 11:55 pm
This assignment relates to the following Western Degree Outcomes: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.
**Scaffolding Instruction Plan - 10%**
Choose a musical topic or skill you might teach someone else, and explain how you would scaffold the learner’s efforts, and modify the scaffolding over time. Relate your strategies to the theoretical concept of the zone of proximal development.

**Due Date: March 14 @ 11:55 pm**
This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.

**Self-Regulation Plan – 10%**
Create an analysis of your own self-regulation habits as they relate to one particular area of music learning (e.g., your studio lessons, your ensemble repertoire, an academic class - perhaps this class, etc.). Describe strategies that you currently use (or could use) and relate them to each of the six dimensions of self-regulation highlighted by McPherson et. al (2011): motive, method, time, behaviour, physical environment, and social. Provide at least one strategy per dimension. In which dimensions do you feel successful with self-regulation? In which dimensions might your strategies improve?

**Due Date: March 21 @ 11:55 pm**
This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.

**Motivation Intervention – 10%**
Describe a music teaching/learning scenario (classroom/rehearsal/studio, etc.) and create instructional modifications/interventions that may enhance student motivation relative to each of the following primary theories (create one intervention per theory): Expectancy-Value theory, Attribution theory, Goal Orientation theory, and Intrinsic Motivation. Be sure to include the salient elements of each theory that were discussed in the readings and explain clearly how your interventions incorporate these elements.

**Due Date: April 5 @ 11:55 pm**
This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.

**Performance Anxiety Presentation – 10%**
Create a presentation or handout that describes the primary symptoms of debilitating performance anxiety and offers advice for students regarding potentially healthy adaptations to their physical and mental preparation for performing. Include citations of readings and research articles (APA style guidelines).

**Due Date: April 11 @ 11:55 pm**
This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.
UNIVERSITY POLICIES

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

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 of a student’s Home Faculty.

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

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.

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.

HELPFUL RESOURCES

Writing Tutorial Services
Free comprehensive writing support for students and faculty. Check out the writing support handouts and podcasts.
http://www.sdc.uwo.ca/writing/

Learning Development & Success
SDC's Learning Skills Counsellors provide information and support to help Western students achieve academic success.
http://www.sdc.uwo.ca/learning/

COVID-19 RELATED ISSUES

Recording of Online Activities
Some of the remote learning sessions for this course may 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. 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.