

MUSIC 3810A PSYCHOLOGY, LEARNING, AND MUSIC
Fall, 2021

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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

Ormrod, J. E. (2020). *Human Learning* (8th ed.). Hoboken, NJ: Pearson Education Inc.

Other Required Readings

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

OWL Course Site

<https://owl.uwo.ca>

COURSE POLICIES

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.

ASSIGNMENTS

Weekly Discussions – 40%

In order to enhance our in-class discussions, each week's unit page will list a question/prompt intended to give you an opportunity to critically reflect on the readings/topic of the week. You will be required to submit a well-constructed, thoughtful, independent response (125 words minimum) related to each question/prompt.

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: Responses must be submitted each week by Wednesday at midnight (*beginning Week 3*).

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 Summary – 10%

Locate a copy of one of the articles listed below using the library's online search engine. Summarize the article in terms of each of the components typical of a research article:

- 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.

Articles

- Duke, R. A., & Henninger, J. C. (1998). Effects of verbal corrections on student attitude and performance. *Journal of Research in Music Education*, 46(4), 482–495.
- MacLeod, R. B., & Napoles, J. (2012). Preservice teachers' perceptions of teaching effectiveness during teaching episodes with positive and negative feedback. *Journal of Music Teacher Education*, 22(1), 91–102.

Due Date: Sept. 26 @ 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: October 17 @ 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: November 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.

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: November 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.

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: December 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.

ATTENDANCE - 10%

Our professional reputations are established by how we conduct ourselves each and every day. As such, it is expected that you will attend every class, be punctual, complete reading and writing assignments in a timely way, and participate fully and respectfully in class discussions. Attendance is crucial because 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.

UNIVERSITY POLICIES

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

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.

<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

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.

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/>