

Don Wright Faculty of Music
Department of Music Education
Music Education in Community 3812
Community Engaged Learning (CEL)
Winter 2022 – TC 307

Instructor: Dr. Cathy Benedict
Office hours: By appointment
E-mail: cbenedi3@uwo.ca

Teaching Assistant: Fiona Evison
Office hours: Online by appointment
E-mail: fevison@uwo.ca

Certain Fridays are in person or virtual (see dates below) 10:30-12:20 TC 307
The ZOOM link is on our OWL site

Course Prerequisites: None.

Course Description and Rationale: In this course students will explore issues affecting music education in practice through readings, lectures, videos, and class discussion alongside a 16 hour service-learning commitment in a community organization, virtually or in London. Students will write weekly reflections and take part in an end-of-term group presentation that highlights connections made between their community service and in-class learning. Over the course of the term, Honours Music Education third year students will be matched with a Community Partner organization working in a music education context, to develop student experiences in the real world. Examples of Community Partner organizations include (for instance), community music groups, independent/alternative schools, day care centers, hospitals, museums, or libraries. Examples of individuals a student could work with include community musicians, teachers, education coordinators, special educators, outreach coordinators or other professional persons whose role has an educational component involving music. The course provides an opportunity for students to undertake meaningful tasks in environments that serve the community while enhancing the student's own learning. Examples of work a student could undertake include small group rehearsals, assisting with concert program or curriculum research and planning, resource preparation, one to one support or otherwise assisting those working directly with learners. Students will video record weekly reflections during their service-learning placements and take part in an end-of-term group presentation each term that highlights connections made between their community service and in-class learning.

LEARNING OUTCOMES: By the end of this course, you should be able to:

- Apply theoretical learning in music and pedagogy to practical real-life situations by planning/assisting/leading music learning situations
- Demonstrate the ability to reflect critically upon the application of academic learning outside the classroom in written reflections and oral presentations
- Demonstrate enhanced understanding of diverse cultures and communities in written reflections and oral presentations

- Evidence effective communication, teambuilding, and problem-solving skills in work with community partners and clients
- Evidence civic engagement and social responsibility by attending community placements reliably and reflecting thoughtfully upon the process of that engagement and the learning undertaken therein.

Break Down of Course Schedule:

• Week 1 – Virtual:

January 14th

Course introduction, overview of community engaged learning placements, what is community service learning?

Course expectations and assessments. Introduction to critical reflection on CEL. Guest CEL speaker Meghan O’Hara.

Post a video reflection (on the website you created in your first-year class) after our first class discussion. This can be in a form of conversation with a pretend you, or an animal, or just you, talking out loud. Practice using the kinds of questions on yourself that we are asking in class. Send the link to your website to me and Fiona. This must be sent by Sunday evening, January 16th. **NO LONGER THAN 3 MINUTES!** (See note below as to where Vlogs need to be posted, etc.)

For example (These are just examples. Please do not feel you need to “answer” these – these are GUIDING points):

- What are you now thinking about that you hadn't previous to this class?
- Think through any responses you had in class, why do you think you had them? – not simply what they were.
- Think through any connections you made to what was being discussed to anything else in your life. Why do you think you made those connections? What are the implications of those possible connections?
- What concerns, or worries might you have and why? Where might those worries come from?
- Who are you right now, in this moment. Why are you this person?

NO LONGER THAN 3 MINUTES

• Week 2 – Virtual:

January 21

Reflective Practice and Critical Reflection (chapter 26) by J. Fook

Lishman. (2015). *Handbook for practice learning in social work and social care: Knowledge and theory* (Third edition.). Jessica Kingsley Publishers. (The book is online)

Chapter 26 is in Section V– READ ONLY THROUGH THE BOTTOM OF PAGE 447:

The readings that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read these texts for the first time, mark an X in the margin at each point where you find yourself surprised, feel a personal challenge to your attitudes, beliefs, or status. ***Make detailed notes*** in the margin about what in the text created the challenge. Now look again at the places you marked in the text where you felt personally challenged. What patterns do you see? Write a list of the concepts that you want to explore further (meaning, you do NOT have to “understand” this reading at first read)

• Week 3 – Virtual:

January 28

Make certain to contact your placement this week (if you have not done so already)
Reading response to the Kohn:

Kohn, A. (1999). *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Houghton Mifflin Harcourt. Chapter 6 – The Praise Problem

• **Week 4 - NO CLASS:**

February 4

PLACEMENTS officially begin (some of you may have started earlier)

NO CLASS MEETING: During this week you must post a video reflection (vlog) reflecting on your placement – practice the kinds of thinking out loud we are working on. Keep peeling back your reflections, challenge yourself to examine assumptions you may have been making. DO NOT SIMPLY RECOUNT. This is due no later than Sunday February 6.

• **Week 5 (Hopefully in Person- virtual if not):**

February 11

Checking in: How is it going?

Inclusion Presentation – Caroline Blumer

Reading for class is in the Resource file on OWL site

“Making Music is the Key” by John Kelly

• **Week 6 - NO CLASS:**

February 18

NO CLASS MEETING: During this week you must post a video reflection (vlog) reflecting on your placement – practice the kinds of thinking out loud we are working on. Keep peeling back your reflections, challenge yourself to examine assumptions you may have been making. DO NOT SIMPLY RECOUNT. This is due no later than Sunday February 20th.

• **Week 7 – Reading Week (if you will not be attending your placement make certain you communicate this)**

February 25

• **Week 8 (Hopefully in Person- virtual if not):**

March 4

How is it going?

Kohn, A. (2001) Five Reasons to Stop Saying “Good Job!”

There is a PDF button on the website to download the article

<https://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/>

• **Week 9**

March 11

NO CLASS MEETING: During this week you must post a video reflection (vlog) reflecting on your placement – practice the kinds of thinking out loud we are working on. Keep peeling back your reflections, challenge yourself to examine assumptions you may have been making. DO NOT SIMPLY RECOUNT. This is due no later than Sunday March 13th.

• **Week 10 - (Hopefully in Person- virtual if not):**

March 18

Scheib, J. (2006). Lindy's Story: One Student's Experience in Middle School Band. *Music Educators Journal*, 92(5), 32–36. (in our library data base)

Fiona will lead us in a discussion of the above article as well as address the themes that have been emerging in your placements – including the shift from what you had been concerned about knowing to more evidence of reflexive practice.

• **Week 11 – No Class:**

March 25

However, during this time class you must meet with your groups in order to address and put together your presentation.

You must also post a video reflection (vlog) reflecting on your placement – practice the kinds of thinking out loud we are working on. Keep peeling back your reflections, challenge yourself to examine assumptions you may have been making. DO NOT SIMPLY RECOUNT. This is due no later than Sunday March 27.

• **Week 12: - (Hopefully in Person- virtual if not):**

April 1

Group presentations on CEL experiences

• **Week 13 Last class – (Hopefully in Person- virtual if not):**

April 8

Group presentations on CEL experiences

One final vlog will be due no later than April 10th. This is a reflection on the entire term. So, make certain to go back and listen to your first vlogs, etc., so you can document your growth. This can be longer than the other reflections.

GROUP PRESENTATION ASSIGNMENT: This assignment allows you to work with other students to draw together the threads of your learning and experiences in different contexts through a final reflective group presentation. It is important therefore that each member of the group plays a full and equal role in the presentation.

The presentation should be based around a number of key themes you identify as arising from your shared experiences. You must also refer to our readings (and discussions) and demonstrate reflection upon these considering your experiences. Do not expect me to tell you how to put this together. Meet and dialogue with each other and out of that dialogue the form of the presentation will emerge. Do not begin first by deciding how the presentation should be put together.

There needs to be evidence that you met and had a group discussion that addresses issues and not simply who will do what during the presentation. **Please do not spend time addressing each placement and what you did in each placement** – this takes time away from reporting on your thinking together as a group.

COURSE ASSIGNMENTS AND ASSESSMENTS:

16 hours service learning over the term

Reflective Vlog, response to Fiona's questions, - attendance 60%

Note: We must see growth in your ability to be reflexive. This will be demonstrated based on the depth of your reflections as well as your response to Fiona's questions.

Reading responses – 15%
 Final Reflection video 10%
 Final Group Project 15%
 There will be a group evaluation rubric as well as a self-assessment rubric

Grading scale: A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

CEL VLOG Assignment Chart (post on your webpage, and email the link each time to Cathy & Fiona)

Done	Due Date	VLOG prompt
	January 16	New thoughts, responses, connections, concerns, etc.
	Within 24 hrs	Response to Fiona
	February 6	Reflect on your placement, your assumptions
	Within 24 hrs	Response to Fiona
	February 20	Reflect on your placement, your assumptions
	Within 24 hrs	Response to Fiona
	March 13	Reflect on your placement, your assumptions
	Within 24 hrs	Response to Fiona
	March 27	Reflect on your placement, your assumptions
	Within 24 hrs	Response to Fiona
	April 10	Reflect on the entire term and your growth

Note: We must see growth in your ability to be reflexive. This will be demonstrated based on the depth of your reflections as well as your response to Fiona’s questions.

General VLOG Reflection Assignments:

Reflexivity vs Reflection. The class is purposefully set up as a way for you to grapple with what it means to know. As such, a large part of this class rests on your own reflexive engagement with your placement: no one will be in your setting to mark your work or give you tests. We will spend the first three weeks addressing what it means to reflect on your experiences including coming to terms with the criteria for such reflections. While we are not placing a time limit on these VLOGS, we do note that more time spent thinking through issues demonstrates a commitment to this process. As you move through recording these, remember that recounting what has happened is not the same as reflexivity. We will address this in the first weeks of class, but the goal is to move way beyond recounting what happened in each placement to wondering why you are reacting as you are, etc.

Once you enter your placement you will be required to reflect on your experience through a video recording (VLOG) that will be posted via YouTube to the website you created during your First Year Music Education class. If you took that website down, then you **must** build another. Once you have posted your video, send a link to Cathy and Fiona. Fiona will respond to your videos in great detail. After you hear back from her you **MUST** write or record a short response to the questions that she is asking you to consider **within 24 hours after you receive her response**. If you create a response video, send the link to Cathy and Fiona. This may sound redundant, but this class IS about reflective/reflexive practices.

Please do make your video reflections as soon as possible after your visits. You will remember more. We will not accept the videos late. In the past people have "forgotten" to do them and then recorded three in a row – this defeats the purpose and will be reflected in your mark.

NOTE: As these postings could be potentially public you must NOT, NOT, NOT use identifiers, i.e., no real names of teachers or students. Absolutely DO NOT identify your placement by name!

Attendance for placements

Regular attendance at your placement is an essential prerequisite for learning. During non-pandemic times students were to maintain the given attendance register throughout the course, having it signed by their community partner to verify attendance at placement. The register was to be handed in on the last day of class. Unless medical or other supporting evidence is provided for absence from placement, marks will be deducted. **HOWEVER**, during this term we will need to rely on the final evaluation from your placement to gauge attendance (as "attendance" will not necessarily be made manifest in "showing up").

Required text: There is no required text for this class

FURTHER NOTES

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.
<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.

• **Policy on attendance and late assignments:**

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/>).