Music 1802B – Teaching and Learning Music
Winter 2023

Instructor: Dr. Mark Ramsay
Pronouns: he/him
Office: TC 325
Email: mramsay9@uwo.ca
Office Hours: by appointment

Teaching Assistant: Seyram Yawo Afealete
Email: safealet@uwo.ca
Office Hours: by appointment

Class times: Mon. 10:30 – 11:20 a.m.
Wed. 10:30 – 12:20 p.m.
Class location: MB 227

Course Description
Introduction to music learning theories and how to facilitate musical development. Explores principles of music teaching across the lifespan. Develops awareness of diverse methodological approaches used in studio, classroom, and community settings.

Welcome! This course will provide you with an introduction to key selected questions and issues in teaching and learning music through theory and practice. The aim of this course is to provide an environment in which you are encouraged to examine the nature of teaching and learning music throughout the human life cycle, both within school and in society at large. This course will encourage you to reflectively engage with music teaching and learning practices and encourage you to continuously engage with your learning and teaching practices. Reflection involves a thoughtful and critical examination of personal experiences to arrive at new levels of personal understanding.

This course will provide you with the opportunity to explore key topics in teaching and learning music that impact on the nature and value of music learning and will encourage you to take greater responsibility for your own growth as a music learner and future educator. Accordingly, part of class time is dedicated to examining and discussing major issues, ideas, methodologies, and approaches to music education in schools and in community, while also encouraging self-examination of your own experiences and the values you bring to your studies. As such, while there are formal assignments in this class, a large part of this course is based on your everyday contributions to the class through on-going consideration of, and work with, major course ideas.

Course Learning Outcomes
By the end of this course you should be able to:
1. Understand a variety of facets of music teaching and learning through observation, discussion, reading, and discovery.
2. Identify current and potential assumptions, questions, and ideas of formal and informal music teaching and learning contexts, and the social, political, cultural, and economic issues that impact educating in and through music.
3. Identify, deconstruct, and challenge you own and others’ assumptions regarding the nature of teaching and learning music based on your own experiences.
4. Engage with reflective and reflexive practices.
5. Understand social, political, cultural, and economic issues and how these impact teaching and learning music.
6. Articulate your current personal philosophy of teaching and learning music.
7. Begin curating a digital teaching portfolio, which will contain a variety of objects that reflect your music teaching and learning goals, philosophy, experiences, and personal growth.

Western University 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 exploring complex problems from a variety of perspectives, recognizing bias, and identifying missing or underrepresented voices.
3. Students/teachers will continually move toward presenting their ideas or performing their works in ways that are clear and accessible to a variety of audiences.
4. Students/teachers will continually move toward adapting to personal and professional changes and challenges across the life course by being self-aware, resilient, and self-reflexive.
5. Students/teachers will continually move toward and engage in interacting ethically and compassionately with others and with the natural and social world.
6. Students/teachers will continually move toward developing habits of constructive skepticism, differentiation and intellectual adaptability in their approaches to phenomena, artefacts, issues, or arguments.
7. Students/teachers will continually move toward recognizing the ways in which their conduct affects others in their field or fields, profession, community, or society.

Texts and Materials
There are no required texts for this class. All readings can be found under Resources in our class OWL site. Please consult the reading and assignment schedule below.

Evaluation
You are responsible for attending class every week, participating in group discussions, submitting assignments on time, and keeping track of your own development and progress throughout the term.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Video: Tell Your Story</td>
<td>10%</td>
</tr>
<tr>
<td>Written Reflections (3 x 10%)</td>
<td>30%</td>
</tr>
<tr>
<td>Analysis: Teaching Videos</td>
<td>10%</td>
</tr>
<tr>
<td>Interview: Music in Everyday Life Dialogue</td>
<td>15%</td>
</tr>
<tr>
<td>Final Video: Philosophy Statement</td>
<td>15%</td>
</tr>
<tr>
<td>Digital Portfolio: Personal Website</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading scale:** A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%
**Note:** You must achieve a final grade of at least 70% in this course to proceed to the Honours in Music Education program.

**Assignments**

**Digital Portfolio: Personal Website (Due: Jan. 16 and Apr. 10)**
Each student is required to set up a personal website at the beginning of the semester that will act as a digital portfolio. There are several free platforms you may consider, including wix.com and weebly.com. You are encouraged to continue to add to this website throughout your years at Western so that when you graduate you will have a professional portfolio to use.

All assignments in this course will be uploaded to your personal website. Be sure the organization of your materials is clear and easy to navigate. Videos you upload must demonstrate safe and ethical use of technologies. Be mindful of copyright infringement, present appropriate language, and demonstrate respectful usage of available images and ideas produced by others.

**Video: Tell Your Story (Due: Jan. 23)**
The purpose of this assignment is to 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 of how your own personal story has implications on who you are today.

Some things to consider: early memories of music-making; school; Western; home; community; activities and experiences outside of music; family and friends…

Create a 3-minute video in which you articulate your own personal story. You can include clips from other videos, text, and images. Do not simply sit and talk to the camera. Add a link to your website of the completed video.

Afterwards, you will form a small group with colleagues in class, share videos, pose questions, and respond in order to strengthen your understanding of your own positionality.

**Written Reflections (Due: Feb. 6, Mar. 6, and Mar. 13)**
The purpose of these reflections is to respond to the readings, guest presenters, and class activities and how they have caused you to think about your assumptions and beliefs on teaching and learning music.

Engage with the reading, guest, and/or class activity. Make notes regarding content but also what questions, thoughts, and ideas come to mind related to the experience and material. What stands out to you? How has the experience reinforced and/or challenged your thinking and beliefs? How might this inform your ideas related to teaching and learning music?

You will complete all three reflections and you may select the order in which you complete them. Note the due dates above. Reflections must be a minimum of one page in length. Before posting your final version to your website, be sure to read it out loud for clarity and look for unnecessary repetition. Include a headline that is creative and will capture the reader’s attention.
Reflection A – a response to a class reading
Reflection B – a response to a class presenter
Reflection C – a response to your own in-class teaching *(Did it go as you expected? What was challenging? What would you do differently if you were to do it again? What have you learned about yourself and others through this experience?)*

Analysis: Teaching Videos (Due: Feb. 13)
The purpose of this assignment is to explore how teaching and learning is portrayed in media. Locate two movie/TV/video clips that showcase teaching/learning. Please look for music examples; however, one can be from a non-music context.

Link the clips to your website and address the following in writing:
- Why did you choose these clips? How do they speak to you? What would you like us to take away from viewing them and thinking about them?
- What is the context?
- Do the clips offer examples of exceptionally “good” or problematic teaching? And why?

Interview: Music in Everyday Life Dialogue (Due: Mar. 20)
The purpose of this assignment is to gain insight into another’s musical world, tastes, and aspirations and to consider if and how these align with your own.

The interviewee can be an adult in your life (in the past students have interviewed a former teacher, caregiver, parent, or grandparent) or an undergraduate student who is a non-music major. Ask for their consent to video or audio record the interview and explain that you will use the video/audio for this assignment. If they consent to the interview but do not wish to be recorded, take notes.

Ask about their music making habits, which may include listening. How/where/when do they make music and/or listen? What role do they think music plays in their life? Did they study music formally? If so, why? If not, why? Create your own related questions.

Post the interview to your website and create a one-page written response that highlights the key points you took away from the interview, how the experience made you reflect on your own practices, and how this learning might inform your future work.

Final Video: Personal Teaching and Learning Philosophy Statement (Due: Apr. 10)
The purpose of this assignment is to 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 statement in relation to music teaching and learning. This should be a vision for what it means to engage with others in a music teaching/learning context.

In addition to your own speaking, the video should incorporate images, videos and/or text from a variety of sources, including some discussed in class. How have these experiences shaped your current thinking and beliefs?

Final videos should be between 4-5 minutes in length.
Notes:

i) **Course Prerequisites**: None. 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.

ii) **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.

iii) **Academic Consideration for Student Absence & Missing Work (≥10%)**: Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the Office of the Associate Dean, Undergraduate (TC210), together with a request for relief specifying the nature of the accommodation being requested. Students are directed to read the Senate policy on accommodation for medical illness at the following website for further details regarding requirements and procedures for the supporting documentation: [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

iv) **Academic Consideration for Missing Work (<10%)**: In cases where students miss work that is worth less than 10% of the total course grade (ie. two or fewer assignments) due to medical illness or compassionate grounds, if documentation is voluntarily submitted to the Associate Dean’s office and the Associate Dean grants an accommodation, then the missed assignment(s) or quiz(zes) will be discounted in the calculation of the final grade for the course. If documentation is not voluntarily submitted then the missed assignment(s) will receive a grade of zero. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean’s office but will be required to present appropriate documentation.

v) **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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)
vi) 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.

vii) 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

viii) 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

ix) Contingency Plan: Although the intent is for this course to be delivered in-person, the changing COVID-19 restrictions may necessitate some or all of the course to be delivered 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 assessments affected will be conducted online as determined by the course instructor.

x) Gender-Based and Sexual Violence: Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519 661-3568.

Tentative Schedule
Revised versions will be discussed in class and available via OWL throughout the semester.
*Note: all assignments are due on Mondays by 11:59 p.m.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Jan. 9+11</td>
<td>No assigned readings.</td>
<td>Jan. 16* - Digital Portfolio (Website) address sent to instructors via email</td>
</tr>
<tr>
<td>Week 2: Jan. 16+18</td>
<td>Noddings: Caring in Education</td>
<td>Jan. 23 - Video: Tell Your Story</td>
</tr>
<tr>
<td>Week 3: Jan. 23+25</td>
<td>No assigned readings.</td>
<td></td>
</tr>
<tr>
<td>Week 4: Jan. 30+Feb. 1</td>
<td>Benedict: Methods and Approaches</td>
<td></td>
</tr>
<tr>
<td>Week 5: Feb. 6+8</td>
<td>Kohn: Five Reasons…</td>
<td>Feb. 6 – First written reflection</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Reading Topics/Assignments</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>Feb. 20+22</td>
<td><em>Reading Week – no classes</em></td>
</tr>
<tr>
<td>Week 7</td>
<td>Feb. 27+Mar. 1</td>
<td>Manning, Shifaw, Benedict: What We’ve Learned…</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar. 6+8</td>
<td><em>Mon. Mar. 6 – No formal class meeting.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tues. Mar. 7: 12:30 – 1:20 p.m.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>musica intima</em> and Andrew Balfour lecture in vKH</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar. 27+29</td>
<td>No assigned readings.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr. 3+5</td>
<td>No assigned readings.</td>
</tr>
<tr>
<td>Mon. April</td>
<td></td>
<td><em>No formal class meeting.</em></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>