

9582A: Theories of Learning and Pedagogy
Don Wright Faculty of Music
Fall 2019

Instructor:	Dr. Betty Anne Younker	Class Room:	TC 307
Email:	byounker@uwo.ca	Time:	Monday 6:30-9:30
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READINGS: Posted on OWL

- Bain, K. (2004). *What the best college teachers do*. Boston, MA: Harvard University Press, (Ch. 1, 2, 4, 6).
- Dewey, J. (1938). *Experience and education*. New York: Collier Books, Macmillan Publishing Company, (Ch. 1-3).
- Eisner, E. (2002). *The arts and creation of mind*. New Haven & London: Yale University Press, (Ch. 4).
- Eisner E. (1998). *The kind of schools we need*. (Ch. 1&2)
- Jorgensen, E. (2008). *The art of teaching music*. Bloomington, IN: Indiana Press (Ch. 1)
- Lehmann, A. C., Slogoda, J. A., Woody, R.H. (2007). *Psychology for musicians: Understanding and acquiring the skills*. (Ch. 1).
- McKeachie, W.J. & Svinicki, M. (2006). *McKeachie's teaching tips*. Boston: Houghton Mifflin Company (12th ed.).
- Noddings, N. (2010). Caring in education. Infed.
file:///Users/rgriffin/Desktop/noddings,caring.webarchive
- Shively, J. (2002). Constructing musical understandings. In (B. Hanley & T. W. Goolsby, eds.). *Musical understanding: Perspectives in theory and practice*, (pp. 201-214). Canadian Music Educators Association
- Stewart, L. & A, Williamon (2008). What are the implications of neuroscience for musical education? *Educational Research*, Vol. 50, No. 2, pp. 177-186.
- Younker B. A. (2012). Focusing on critical practice and insights in the music teacher education curriculum. In (C. Beynon & K. Veblen, eds.), *Critical perspectives in Canadian Music Education*, pp. 165-180, Wilfred Laurier Press: University of Wilfred Laurier, Kitchener, ON.

COURSE DESCRIPTION

Theories of Learning and Pedagogy is a course designed to think and write about, and discuss the theories of music learning and pedagogy, the values of educative environments, and our roles as performing-teaching artists in communities.

This course is designed to (1) reflect on philosophical and pedagogical viewpoints about learning and teaching music, (2) examine issues related to working at the collegiate level and in artistic communities, (3) generate critical examination and discussions about issues related to being a part of learning environments in music is created, re-created, analyzed, and critiqued.

LEARNING OUTCOMES

1. To think deeply about one's own value of learning and pedagogy in the arts.
2. To gain understanding about learning environments, including the role of the learner-teacher, reflective practice, reflexivity, and use of language in learning environments.
3. To think deeply about one's learning path.
4. To think deeply about the role of pedagogy in 21st century lives of performing-teaching artists.

ASSIGNMENTS

1. First reflections of self as a learner, an educator, a musician (10%)
 - **Due:** September 23 by the beginning of class
2. Reflective papers–2 (10% each) –You are to pick one topic covered in the reading that peaked your curiosity and write a paper in response to the ideas of the author. Content of the paper will include a summary of the idea, your responses to the idea, and application for music teaching and learning. The paper should be between 4-5 pages, Size 12 font, 1.5 spacing.
 - **Due:** by the beginning of class in which the topic will be discussed
3. Philosophy statement of “why music, “ why music education”, and “why music engagement in communities?” (15%)Think through your values for your art form. What is it about music that engages us, individually and collectively, if anything at all?
 - **Due:** November 11 by the beginning of class
4. Teaching Learning example–Video of teaching (15%). Include (1) context of the class's/student's learning up to this point, (2) goals for the lesson, (3) goals for the next lesson, (4) where these goals fit into the long-term goals, (5) evidence of reflective thinking required by the student and you. Organizers include “how I thought it went” and “how it went.”
 - **Due:** November 25 by the beginning of the class
5. Final project (30%)–Details and examples will be presented in class.
 - **Due:** December 2–Project summary presented in class; final project due December 9th by 12:00pm
6. Class participation (10%):
 - Be prepared, be on time, treat others in the manner you wish to be treated.

SCHEDULE (SUBJECT TO CHANGE)

DATE	TOPICS	READINGS	DUE
September 9	Beginnings, Reflecting		
September 16	Reflecting	Jorgensen (Ch.1); Bain (Ch.1)	
September 23	Reflecting	Bain (Ch. 2); Noddings	Assign. #1
September 30	Reflecting	Bain (Ch. 4 & 6)	Assign. #2
October 7	Value of the Arts	Eisner (2002, Ch. 4), Stewart & Williamon	Assign. #2
October 14	NO CLASS -Thanksgiving		
October 21	Overview of Psychology of Learning	Lehmann, Sloboda, Woody, (Ch.1); Eisner, 1998, (Ch 1 & 2)	Assign. #2
October 28	Work on final projects– share ideas in class– facilitated by- TBD		
November 4	NO CLASS-Reading week		
November 11	Experience and Constructivism	Dewey, 1938, Ch. 1-3; Shively, 2002	Assign. #2 Assign. #3
November 18	Critical Thinking and Reflective Practice	Yunker, 2012; Guest lecturer- Kelly Bylica	Assign. #2
November 25	Motivation, Diverse Students, Strategies & Self-Regulated Learning	McKeachie, W.J. & Svinicki, M, Ch. 12, 13 23	Assign. #2 Assign. #4
December 2	Summary, sharing of final projects		Assign. #5

GENERAL POLICIES

University Policy on Accommodation for Medical Illness.

This can be found at www.studentservices.uwo.ca/secure/index.cfm. As of May 2008, the University has a new policy on Accommodation for Medical Illness, which states that “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 her/his academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office.” Students with special learning needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made.

Instructor’s policy on illness and attendance.

Full attendance at all classes is expected and medical documentation is required unless you have the permission of the instructor. If you are ill or some problem occurs that prevents you from attending class on a given day then you must notify the instructor to that effect either before or immediately after class. Unexplained absences will result in a reduction of three (3) points in your attendance/participation grade for each absence and (5) points for each absence when a class presentation is scheduled (each student will be assigned class presentations in advance). Students with medical documentation or an acceptable excuse for an absence will not be penalized and will be permitted to reschedule a presentation. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.

Statement on Academic Offences:

“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 www.uwo.ca/univsec/handbook/appeals/scholoff.pdf.

Plagiarism is a major scholastic offense. Students must write their assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt by using quotation marks where appropriate and by proper referencing such as footnotes or citations. 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, www.turnitin.com.”