

M9640 Theories of Music Education

Instructor: Dr. Ruth Wright

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Fall Term 2024

THURSDAYS

1.30-4.30

Room: TC307

Individual tutorials by appointment

Course description

This course focuses on the advanced study of enduring questions and current issues in music education. Using a multi-disciplinary approach, students will examine topics from a variety of theoretical perspectives to understand, analyze, and evaluate music education theories. Emphasis will be placed on situating theories within their educational, social, cultural and political context. Students will be challenged to reflect critically upon theories and apply them to their own personal experience and philosophy. Students will be expected to read widely around the theories discussed, engage in and contribute to class work and discussion, and complete assignments to the timelines set by instructors.

<u>Learning Outcomes</u>	<u>Assessed by</u>
<ul style="list-style-type: none">• Demonstrate an in depth understanding of a range of theories at the forefront of music education connecting them where appropriate to relevant knowledge outside the field.	Literature review Class discussion
<ul style="list-style-type: none">• Develop capacity to conceptualize, design, and develop research within a particular theoretical area.	Annotated bibliography Literature review
<ul style="list-style-type: none">• Make informed judgments on complex issues in their field of specialization.	Annotated bibliography Literature review Class discussions on theses and articles

<ul style="list-style-type: none"> Evaluate the broader implications of applying theoretical knowledge to particular contexts. 	Annotated bibliography Literature review Class discussions on theses and articles
<ul style="list-style-type: none"> Communicate complex and/or ambiguous theoretical ideas, issues and conclusions clearly and effectively. 	Annotated bibliography Literature review Class discussions on theses and articles
<ul style="list-style-type: none"> Exercise personal responsibility and largely autonomous initiative in complex scholarly situations. 	Annotated bibliography Literature review Class discussions on theses and articles

Instructional methods

This course aims to provide students with an in-depth understanding of the role of theory in research. During the course, theory and its use will be examined from a variety of perspectives, including examination and discussion of exemplar models of theory put to work by various scholars. Thus, the course will provide an ample, varied and exciting range of theoretical perspectives arriving from or being used to advance music education thinking and action.

This class will use a combination of weekly discussions, individual tutorials and seminar presentations.

Useful resources for literature search

<https://www.lib.uwo.ca/tutorials/findingdissertations/index.html>

<https://guides.lib.uwo.ca/musiceducation>

<https://www.lib.uwo.ca/catalogue/index.html>

Assessment

Assignment	Due date	Weighting
Preparation for seminars, engagement in discussion and quality of reflective questions	Ongoing	20%
Planning document. Topic outline.	September 26, 5pm	20%
Annotated bibliography	October 24, 5pm	25%
Literature review paper	December 5, 5pm	35%

Assignments in detail

1.Preparation for seminar discussions and reflective questions

Students will read all assigned readings in advance of the weekly seminar and prepare notes to help them discuss the readings critically and reflectively. In addition, each student will prepare three discussion questions on each reading.

2.Planning document. Topic outline.

Students will identify a topic within music education which they wish to research further. They will provide a proposal paper (1000 words) outlining the topic with reference to (minimum) ten credible academic sources (journal articles, books, book chapters) and explaining its importance to music education.

3. Annotated bibliography

Students will conduct an extensive review of literature on the topic identified in assignment 2 above. They will locate the topic in the theoretical and empirical fields by identifying literature pertinent to both areas in relation to the topic. They will prepare an annotated bibliography to present their work. Each work should be cited in APA 7 format and be followed by a descriptive paragraph summarizing its content and applicability to the research conducted by the student. Reflection on strengths and weaknesses of the source will be expected. The sources may include online databases if the student explains how they will be used and the search terms they will employ. (Minimum 20 sources)

4. Review of literature

Students will use their annotated bibliography to write an extended literature review of their chosen topic situating it in the empirical and theoretical fields and reflecting critically upon the literature. They will synthesize and analyze literature in accordance with the research writing conventions. (5000 words including references).

All assignments will be guided by the following assessment criteria:

- The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;
- Recognition of the complexity of knowledge and the potential contributions of other interpretations, methods and disciplines- in other words the ability to reflect upon the

possibility of other interpretations or viewpoints than those presented by a particular theorist or theorists;

- The intellectual independence to read widely around class material and seek out relevant literature;
- The ability to evaluate the broader implications of applying knowledge to particular contexts;
- The ability to exercise personal responsibility and largely autonomous initiative in researching, reading around and reflecting upon weekly class materials;
- The ability to make informed judgments on complex issues in specialist fields;
- Accurate use of APA referencing style (7th edition)
- Clear and accurate expression in English

All assignments should demonstrate the following: understanding of content, organization (clear and concise summary of ideas in some sort of logical order), clarity of expression and communication, levels of personal and intellectual engagement with content, acknowledgment of diverse and differing views, appropriate use of illustrative materials, consideration of the selected audience or readership.


Enrollment Restrictions

Enrollment in this course is restricted to graduate students in the PhD Music (Music Education) program.

Schedule

FALL TERM	Overarching strand	Topics	Readings
September 5		Course outline Assignments Introductions Readings for next week. Reading at doctoral level. Critical reflection.	Given in class
September 12	What is theory Why do we need it?	The purpose of theoretical/conceptual frameworks and their place in research. The nature and role of theory in educational research.	Collins, C.S. and Stockton, C.M. (2018) The central role of theory in qualitative research. <i>International Journal of Qualitative Methods</i> 17: 1-10. DOI:10.1177/1609406918797475 Mazzei, L.A. (2020) Postqualitative inquiry: Or the necessity of theory. <i>Qualitative Inquiry</i> 27(2): 198-200. https://doi.org/10.1177/1077800420932607
September 19	The empirical and theoretical fields: How theory fits in.		Dowling, P., & Dowling, P. (2005). Chapter 2. Declaring an interest: The empirical and theoretical contexts of the research. In <i>Doing research/reading research: Re-interrogating education</i> . Taylor & Francis Group. Dowling, P., & Dowling, P. (2005). Chapter 3. Articulating the theoretical and empirical fields. In <i>Doing research/reading research: Re-</i>

			<p><i>interrogating education</i>. Taylor & Francis Group.</p> <p>Jackson, A.Y. and Mazzei, L.A. (2013) Plugging one text into another: Thinking with theory in qualitative research. <i>Qualitative Inquiry</i> 19 (4): 261-271. DOI: 10.1177/1077800412471510</p>
September 26	Example of use of multiple theories in practice		<p>Koskela, M. (2022) Democracy through pop? Thinking with intersectionality in popular music education in Finnish schools. Unpublished Doctoral Dissertation. Sibelius Academy, Finland. Thesis link here.</p>
October 3	Sociological theory		<p>Robson, K.L. (2012) Theories in the sociology of education. pp. 15-49. <i>Sociology of education in Canada</i>. Pearson.</p> <p>Green, L. (2016) Research in the sociology of music education: Some introductory concepts. In R. Wright (Ed.) <i>Sociology and music education</i>. [Electronic resource] pp. 21-34. Routledge.</p> <p>Wright, R. (2016) Sociology and Music Education. In R. Wright (Ed.) <i>Sociology and music education</i>. [Electronic resource] Pp. 1-20. Routledge. ISBN: 1-351-54835-2</p>

October 10		Example of theory in practice	<p>Butler, Alison, (2019) ""IT's obvious who plays an instrument and who doesn't": Using Doxa and illusio to explore inequities in english school music education". Electronic Thesis and Dissertation Repository. 6652.</p> <p>https://ir.lib.uwo.ca/etd/6652</p>
October 17		<p>Fall Reading Week. (October 12-20).</p> <p>No class</p>	
October 24		Critical theory	<p>Giroux, H. A. (2003). Critical theory and educational practice. In A. Darder, M. Baltodano, and R. D. Torres (Eds.), <i>The critical pedagogy reader</i> (pp. 27-56). New York: Routledge. Access at https://eric.ed.gov/?id=ED295320</p> <p>Giroux, H. (2008). Border crossings: Cultural workers and the politics of education. In T. Prentki. and S. Preston. (Eds.) <i>The applied theatre reader</i>. Pp. 254-260.</p>

			<p>https://ebookcentral.proquest.com/lib/west/reader.action?docID=1521090&ppg=6</p> <p>Gallo, S., & Link, H. (2015). "Diles la verdad": Deportation policies, politicized funds of knowledge, and schooling in middle childhood. <i>Harvard Educational Review</i>, 85(3), 357-382.</p>
October 31		Example of theory in practice	<p>Bylica, Kelly. (2020) "Critical border crossing: Exploring positionalities through soundscape composition and critical reflection". Electronic Thesis and Dissertation Repository. 7000.</p> <p>https://ir.lib.uwo.ca/etd/7000</p>
November 7	Gender sexuality		<p>Barbee, H. (2019) Un/gendering social selves: How nonbinary people navigate and experience a binarily gendered world[†]. <i>Sociological Forum</i> Vol 34. Issue 3. pp. 572-93.</p>

			<p>Ishii, Y. (2018) Diversification as a new disciplinary power: Gender and sexual subjectivity in postmodernity. <i>International Journal of Japanese Sociology</i> Vol. 27: 70-84.</p> <p>Hines, Sally. (2006) What's the difference? Bringing particularity to queer studies of transgender. <i>Journal of gender studies</i> Vol. <u>15</u>, Iss. <u>1</u>, (: 49-66. DOI:10.1080/09589230500486918</p>
November 14	In practice		<p>McManus, Justin C. (2022) Lived Experiences of Transgender and Gender Expansive College Marching Band Members Boston University ProQuest Dissertations & Theses, 29066336.</p>
November 21	Arts based research		<p>Leavy, Patricia. (2015) Chapter 1. Social research and the creative arts: An Introduction pp 1-38; in P. Leavy (Ed.) <i>Method meets art, second edition : Arts-based research practice</i>, Guilford Publications. <i>ProQuest Ebook Central</i>,</p>

		<p>https://ebookcentral.proquest.com/lib/west/detail.action?docID=1910128.</p> <p>Leavy, Patricia. (2015) Chapter 4. Music as Method pp 121-147. In P. Leavy (Ed.) <i>Method meets art, second edition : Arts-based research practice</i>, Guilford Publications. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/west/detail.action?docID=1910128.</p> <p>Wegerif, R. (2020) Introduction to the theory of dialogic education. And chapter 1 Towards a dialogic theory of education for the Internet Age In N. Mercer, R. Wegerif, L. Major (Eds.) <i>The Routledge international handbook to research on the theory of dialogic education</i>. https://ocul-uwo.primo.exlibrisgroup.com/p</p>
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November 28	In practice		Catiner, N. (2022). Free improvisation as pedagogy: An arts based research approach to promoting student agency and embracing difference. Unpublished doctoral dissertation. University of New York.
December 5			Final class Course discussion
December 06, 2024			Fall semester ends

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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline

Mental Health

Students who are in emotional or mental distress should refer to Mental Health Support for a complete list of options about how to obtain help. <https://www.uwo.ca/health/psych/index.html>

Medical Accommodation

The Graduate Program in Music recognizes that a student’s ability to fulfill academic responsibilities may, on occasion, be impaired by illness or injury. To ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of

the student's course grade shall be granted only in cases where there is documentation indicating that the student could not reasonably be expected to meet the academic responsibilities. Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor." Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

Accessible Education Western

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction

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.

Use of Artificial Intelligence

You have an obligation to act with academic integrity and abide by the syllabus for each course, and the expectations for each milestone, including the thesis or major project, within your graduate degree program. This obligation applies regardless of the physical or virtual location of graduate program activities.

For course work, the use of generative AI must abide by the course learning activities and policies, as outlined in the syllabus. Where you are uncertain, ask your course instructor for guidance.

For research, scholarship, and creative activities, the use of generative AI should be discussed with the supervisor(s) and supervisory committee. Any plan for the use of generative AI must follow the Principles of Use outlined above and must be reviewed as necessary to ensure ongoing adherence to these principles. Description and disclosure of the use of generative AI in research methods, scholarship, and creative activities should be consistent with the requirements of the discipline(s) or field(s) of study. Where you are uncertain, ask your supervisor(s), supervisory committee, or graduate program chair (or equivalent) for guidance.

Guiding principles

1. The use of generative AI in research, scholarship, creative, and learning activities must be carefully considered and clearly disclosed, to preserve academic honesty. Regardless of generative AI use, graduate students must think through their central research problem, scholarship, creative endeavour, or learning activity themselves.
2. **Transparency:** The algorithms, data, and design decisions underlying generative AI systems, and the AI tools and applications used, should be openly accessible and explainable to the extent possible.
3. **Privacy and Data Security:** Personal data and unpublished research data and concepts should be adequately protected, to ensure no infringement upon individuals' privacy rights and to respect intellectual property during the process of generative AI use. It is incumbent on graduate students to understand how the use of generative AI applications can lead to breaches of privacy and intellectual property rights.
4. **Inclusion:** Accessibility and fairness in generative AI tools should be actively considered, ensuring they do not perpetuate existing barriers and biases. This

principle further reflects the responsibility of graduate students to understand the limitations of the generative AI tools and applications that they choose to use.