

NYU Prague

MPAME-UE9029P01

Foundations of Music Education

Spring 2019

Instructor Information

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Course Information

- MPAME-UE9029P01
- Foundations of Music Education
- Monday 16:30 – 17:50
 - Hrabal room, RD

Course Overview and Goals

As an introduction to music education as a profession in dynamic and diverse settings, this course will explore various challenges and strategies in music teaching and learning as well as relevant literature. Students will also gain practical experience in music education projects of their own design.

Upon Completion of this Course, students will be able to:

- Describe, discuss and critique different approaches to music teaching and learning
- Become familiar with different issues and strategies related to music education in various environments (schools, communities, concert halls, online)
- Gain practical experience by designing and executing a learning experience project and understanding the process of planning and feedback in teaching situations
- Use technology to create and share musical and educational concepts
- Begin to articulate a personal philosophy of music education
- Continue to reflectively diagnose personal strengths and weaknesses as a teacher
- Articulate which music education contexts and settings are a good fit for you

Course Requirements

Class Participation

Each student is expected to actively participate in class discussions and come prepared, having read all assigned texts. Each student will also lead one 5-minute musical warmup session on an assigned date.

Flipped Reading Videos and Q&A Discussions.

Each member of the class has been assigned a specific chapter from this semester’s reading list to summarize through a “flipped classroom” video and lead Q&A on a specific day. The format for these presentations is to prepare a 3-5 minute video summarizing the key concepts/issues in your assigned chapter which the class will watch individually before coming to class. During class, you will lead a 15 minute interactive Q&A discussion of and/or experience around your assigned chapter. Half of your grade for this requirement is based on your video summary and the other half on your engagement as a class member with other classmate’s presentations. ALL class members are expected to have read the chapters, watched the video summaries, and come to class ready to engage in a discussion of the chapter content.

Weekly Key Insights Journal.

Each class member will create a slide at the end of each class week. Each slide will contain 1- 4 short statements that will provide insight into personal learning process and a summary paragraph describing the work done for the class that week. Slides are due by 12 am on Monday of the class.

Practical project – online/ traditional learning environment

Each student will create a 5-8 minute video lesson of his/her own design. Along with this, they create a list and description of lesson goals as well as feedback questions. Each student will find a partner to watch the video (anyone apart from the course participants) and answer the feedback sheet. The student will then summarise his/her experience in form of a classroom presentation and in written form (minimum of 750 words).

Or:

Each student will design a musical learning experience for a group of children/adults or an individual. The student will then summarise this experience in written form (minimum of 750 words) and present his/her experience for the class. This will include the description of planning process and goals, description and analysis of the session, feedback from participants analysis and personal teaching experience insight.

Each student will choose one form of the practical projects.

Philosophy essay

Individually, you will craft an initial philosophy of music education statement (1000 - 1500 words). Questions you should ask in the essay: Where do I see myself as a musician, artist, teacher and mentor? Why is teaching music important?(And why is it important for me personally?) Where should music be experienced and learned?

Alternatively, each student may suggest another form of this assignment, as long as it delivers the same message. All alternative forms must be discussed at least 1 week before the assignment is due.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Weekly Key Insights Journals	15%
Flipped Reading Videos	20%
Practical Project	25%
Philosophy essay	20%
Class Participation	20%

Letter Grades

Letter grades for the entire course will be assigned as follows:

The above percentages are rough guidelines only

Grade A: Student makes outstanding* progress towards understanding and expressing the course concepts

Grade B: Student makes good progress towards understanding and expressing the course concepts

Grade C: Student makes some progress towards understanding and expressing the course concepts

Grade D: Student makes little progress towards understanding and expressing the course concepts

Grade F: Student makes no progress towards understanding and expressing the course concepts

*Instructor will provide detailed rubrics for graded work to help the student understand the criteria for assessing students' progress: percentages do not apply in this course.

Assessment Expectations

Graded assignments will be returned on NYU Classes with detailed comments or discussed in person.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 Monday, February 4	Introductions, course calendar Talent, creativity, motivation and music teacher		
Session 2 Monday, February 11	Music learning as a complex process	Wiggins, J. .Teaching for Musical Understanding Chapter, Chapters 1 and 2 Student 1: Chapter 1 Student 2: Chapter 2	Flipped classroom student 1 and 2
Session 3 Monday, February 18	Classroom music teaching strategies 1		
Session 4 Monday, February 25	No class Replaced by individual visits to the Czech Philharmonic Education event List of events: www.ceskafilharmonie.cz		
Session 5 Monday, March 4	Classroom music teaching strategies 2	Wiggins, J. .Teaching for Musical Understanding Chapter, Chapters 4 and 5	Flipped classroom student 3 and 4
Session 6 Monday, March 11	No class Replaced on Make – up Day masterclass visit		
Session 7 Monday, March 18	Reflective thinking in a music session		
Session 8	Practical project planning	TBA	Flipped classroom

Week/Date	Topic	Reading	Assignment Due
Monday, March 25			Student 5 and 6
Session 9 Monday, April 1	Concert hall music education strategies 1	TBA	Flipped classroom Student 7, 8
Session 10 Monday, April 8	Community music projects 1 Case study	TBA	Flipped classroom Student 9
Make-up Day Friday, April 12 (9am-5pm)	Make-up day for missed classes Concert hall music education strategies 2 10:00 Rudolphinum Masterclass by pianist Nikolaj Luganskij		
Session 11 Monday, April 15	Community music projects 2		
Spring Break April 20 – 28	Spring Break		
Session 12 Monday, April 29	One to one sessions and private tutoring principles		Philosophy essay due
Session 13 Monday, May 6	Practical project presentations		Practical project report due
Session 14 Monday, May 13 (last day of classes)	Practical project presentations		
Session 15 Monday, May 20			

Course Materials

Required Textbooks & Materials

- Dillon, S. (2007). [Music, Meaning and Transformation](#). Newcastle-Upon-Tyne, UK: Cambridge Scholars Press. Free PDF download - <http://bit.ly/dillon2007>
- Savage, J. (2013). [The Guided Reader](#) to Teaching and Learning Music. London, UK: Routledge. Free to you via NYU eBrary <http://site.ebrary.com/lib/nyulibrary/docDetail.action?docID=10728262>
- Wiggins, J. (2014). Teaching for Musical Understanding (3rd Edition). Oxford University Press, copies available in campus library

Resources

- Access your course materials: [NYU Classes](http://nyu.edu/its/classes)(nyu.edu/its/classes)

- Databases, journal articles, and more: [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- Assistance with strengthening your writing: [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- Obtain 24/7 technology assistance: [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)
- NYU Prague library: [Tritius Catalog](https://nyu.tritius.cz/?lang=EN) (https://nyu.tritius.cz/?lang=EN)

Course Policies

Attendance and Tardiness

Absences only for medical reasons and for religious observance will be excused. To obtain an excused absence, you are obliged to supply either a doctor's note or corroboration of your illness by a member of the housing staff (either an RA or a Building Manager). To be excused for religious observance, you must contact the instructor and the Academic Director via e-mail one week in advance of the holiday. Your absence is excused for the holiday only and does not include days of travel associated with the holiday. Unexcused absences will be penalized with a 2% percent deduction from your final course grade for every week of classes missed.

Please note that Friday, April 12 (9am – 5pm) is reserved as a make-up day for missed classes. Do not schedule any trips for this day.

Late Submission of Work

Grading rubrics for each assignment include criteria on timely submission of work.

Academic Honesty/Plagiarism

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

Plagiarism is presenting someone else's work as though it were one's own. More specifically plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

The College of Arts and Science's Academic Handbook defines plagiarism similarly and also specifies the following:

“presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else's idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).

Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects). While all this looks like a lot to remember, all you need to do is give credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”

“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” (Liberal Studies Program Student Handbook)

Classroom Etiquette

Let us be guided by common courtesy, respect for others, and the will to maintain a focused learning environment. The following guidelines will help:

Please arrive on time – your active participation is necessary from the beginning.

Water is allowed at all times. You may leave to go to the restroom at any time without asking.

Please do not open laptops or look at cell phones unless expressly asked to by the professor.

Please do not pack up your things before the class actually ends.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.