



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Te Kōkī New Zealand School of Music

NZSM 472 Approaches in Music Education 30 POINTS

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24 to 30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Last assessment item due: 13 June 2016

Study period: 6 to 9 June 2016

Examination/Assessment Period: 10 to 29 June 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Monday, 12:00pm–1:50pm (Room FT94/003)

Wednesday, 12:00pm–12:50pm (Room FT94/003)

Names and contact details

Course Coordinator: Robert Legg

Contact phone: 463 5233, ext. 35820 **Email:** robert.legg@vuw.ac.nz

Office located at: 94 Fairlie Tce, Room 103, Kelburn Campus

Office hours: Tuesdays, 11:00am to 1:00pm (and other times by arrangement)

Programme Administrator: Fiona Steedman **Email:** fiona.steedman@vuw.ac.nz

Communication of additional information

Official notices issued after the course has commenced will be posted on the board outside the NZSM office on the Kelburn Campus. Notices concerning a number of courses will also be posted on Blackboard. The Course Coordinator will specify if Blackboard will be used.

Prescription

A critical exploration of the variety of methodologies, perspectives and materials employed in the field of music education internationally.

2016 Offering: This course considers the contrasting approaches to musical learning developed in societies across the world. Sessions are practically oriented, organised around inclusive musical activities, and underpinned by readings and discussions on a wide range of topics relating to music education. This course will be of value to musicians with an interest in education, as well as those whose aspiration is to become a career music educator.

Course learning objectives (CLOs)

Students who successfully complete this course will be able to:

1. communicate a broad range of methodologies appropriate to the practice of music education in community and/or school teaching environments
2. evaluate key issues in the history, philosophies and current practice in the field of music education internationally
3. demonstrate advanced skills in research and writing.

These learning objectives contribute to the NZSM Graduate Attributes. For a full list, please see www.nzsm.ac.nz/study-careers/graduate-attributes

Teaching format

Each week during the trimester we will meet for a workshop (12:00pm to 1:50pm on Mondays) and a seminar (12:00pm to 12:50pm on Wednesdays). Although various kinds of learning will take place in each of these sessions, as a rule the workshops will be primarily practical, and the seminars primarily discursive. For the workshops, students will be told in advance when they need to bring an instrument. Blackboard will be used to distribute materials, collect weekly journal entries, and as a vehicle for class discussion.

See attached course syllabus for more information.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- a) attend at least two Music Forum seminar presentations in the trimester the course is taught; and
- b) attend at least 80% of the classes. In order to build knowledge and expertise in music education, there are numerous group-learning activities throughout the course. Good attendance from the group is therefore essential in order for all students to have the best learning experience, and the best chance of fulfilling the stated course learning objectives.

Students who are concerned that they have been (or might be) unable to meet any of the mandatory course requirements, because of exceptional personal circumstances, should contact the Course Coordinator as soon as possible.

Workload

Over the course of the trimester students should expect to spend 65 hours reading texts and completing journal entries. About 33 hours should be spent preparing the presentation, and a similar amount of time dedicated to the preparatory materials which precede the final submission. Approximately 130 hours should be spent preparing and writing the final project. For this course, students should also expect to spend three hours attending Music Forum presentations. Individuals will find that the actual time they spend fulfilling the assessment components will vary from these indications according to their particular skills, learning preferences and prior experiences. Students spend 36 hours in class.

A 30-point one-trimester course should require at least 300 hours' work (including class time). This means that during the trimester, the mid-trimester break and study week you should be prepared to spend, on average, 20 hours per week involved in activities such as attending classes, reading, listening to recommended recordings and preparing assignments.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	<i>Portfolio of 8 journal entries (there are 9 opportunities to submit, but you are permitted not to submit on one occasion; 500 words per journal entry)</i>	25	1, 2	9 Mar 2016 16 Mar 2016 23 Mar 2016 6 April 2016 13 April 2016 4 May 2016 11 May 2016 18 May 2016 25 May 2016
2	<i>Seminar presentation (15 minutes long)</i>	12.5	1, 2	<i>Between 11 and 20 April 2016 (schedule tbc)</i>
3	<i>Project proposal, including written abstract (1,000 words)</i>	12.5	1, 2, 3	13 May 2016
4	<i>Final project (5,000 words)</i>	50	1, 2, 3	13 June 2016

Submission and return of work

Assignments should be submitted, and will be returned, electronically. Full details are in the syllabus.

Assignments will normally be marked and returned within three weeks of submission.

NB: This course is moderated, so all students are requested to retain all marked assessment items, in the event that they are required at the end of the course.

Extensions and penalties

Extensions

Students, who for exceptional reasons can justify an extension for an item of assessment, must apply to the Course Coordinator *before* the due date. Please note that no extensions can be granted for tutorial assignments.

For assessment components other than the presentation, students will be automatically granted an extension of up to two days upon request, in accordance with the good practice suggested in the Assessment Handbook 2014, provided that the request is made before the due date. Requests for longer extensions will be granted only where exceptional reasons can be justified.

Penalties

Assignments must be submitted by the due dates. In fairness to other students, unless a medical certificate is produced, assessment submitted after 5:00pm on the due date will be subject to a 5% demerit on your grade, increasing by 5% each further working day it is overdue.

Materials and equipment and/or additional expenses

For some sessions it will be useful to bring a musical instrument. These sessions are clearly indicated in the course syllabus.

Set texts

Weekly required readings are indicated in the course syllabus. These are chapters and articles that are all available in the library or online. There is no single text that you are recommended to purchase.

Recommended reading

Cohen, L., Manion, L. and Morrison, K. (2011) *Research methods in education*. Abingdon: Routledge.

Colwell, R. (ed.) (2006) *MENC handbook of research methodologies*. New York: OUP.

Finney, J. and Laurence, F. (eds) (2013) *Masterclass in music education: transforming teaching and learning*. London: Bloomsbury.

Fleming, M. (2012) *The arts in education: an introduction to aesthetics, theory and pedagogy*. Abingdon: Routledge.

Froehlich, H. and Frierson-Campbell, C. (2013) *Inquiry in music education: concepts and methods for the beginning researcher*. New York: Routledge.

Green, L. (1997) *Music, gender, education*. Cambridge: CUP.

Illeris, K. (ed.) (2009) *Contemporary theories of learning: learning theorists in their own words*. New York: Routledge.

Mills, J. and Paynter, J. (2008) *Thinking and making: John Paynter on music in education*. Oxford: OUP.

Philpott, C. and Plummeridge, C. (eds) (2001) *Issues in music teaching*. London: RoutledgeFalmer.

Philpott, C. and Spruce, G. (eds) (2012) *Debates in music teaching*. Abingdon: Routledge.

Savage, J. (ed.) (2013) *The guided reader to teaching and learning music*. Abingdon: David Fulton.

Swanwick, K. (1999) *Teaching music musically*. London: Routledge.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Student feedback

Some changes were made to the course documentation for this year, in response to feedback from students.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Human Ethics Guidelines

Any student assessment or project at any level that involves human subjects (including the documenting, interviewing and recording of information from people) must follow Victoria University Ethics Guidelines. For information and assistance as it relates to your course, consult first with your Course Coordinator. Guidelines are given at:

www.victoria.ac.nz/research/support/research-office/ethics-approval/human-ethics

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies, including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz
- NZSM Student Handbook and NZSM Guidelines for Presenting Academic Work: www.nzsm.ac.nz/student-zone/student-guides
- Scholarships and prizes relevant to NZSM students: www.nzsm.ac.nz/study-careers/scholarships-and-prizes

Events

Regular events are held during trimesters 1 & 2. These events are for the benefit of all students, and include performances, masterclasses, special lectures and workshops given by staff, students and visiting artists. All students are expected to keep time free to attend the weekly lunchtime concert on Friday at 12:10pm, along with other events as required. Music Forum will take place every Friday from 3:10pm–4:30pm. It will normally take place in the Adam Concert Room, Kelburn Campus.

Students should sign up to the **Dawn Chorus**, the NZSM's events e-newsletter, by emailing events@nzsm.ac.nz with 'subscribe dawn chorus' in the subject line.

Website: www.nzsm.ac.nz/events