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David J Elliot



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Music Learning with Massive Open Online Courses (MOOCs) L. Steels, 2015-11-24 Massive Open Online Courses known as MOOCs have arisen as the logical consequence of marrying long distance education with the web and social media MOOCs were confidently predicted by advanced thinkers decades ago They are undoubtedly here to stay and provide a valuable resource for learners and teachers alike This book focuses on music as a domain of knowledge and has three objectives to introduce the phenomenon of MOOCs to present ongoing research into making MOOCs more effective and better adapted to the needs of teachers and learners and finally to present the first steps towards social MOOCs which support the creation of learning communities in which interactions between learners go beyond correcting each other's assignments Social MOOCs try to mimic settings for humanistic learning such as workshops small choirs or groups participating in a Hackathon in which students aided by somebody acting as a tutor learn by solving problems and helping each other The papers in this book all discuss steps towards social MOOCs their foundational pedagogy platforms to create learning communities methods for assessment and social feedback and concrete experiments These papers are organized into five sections background the role of feedback platforms for learning communities experiences with social MOOCs and looking backwards and looking forward Technology is not a panacea for the enormous challenges facing today's educators and learners but this book will be of interest to all those striving to find more effective and humane learning opportunities for a larger group of students

Resources in Education, 1997

Developing an All-School Model for Elementary Integrative Music Learning Carol E. Reed-Jones, 2014-03 The purpose of this study was to investigate the potential for increasing informal music making in elementary school culture and create a model of such music making Precedence for this model can be found in the literature of ethnomusicology educational psychology and learning theory multicultural music education and cultural anthropology Literature from four distinct traditions and contexts of music making in integrative sociocultural contexts sub Saharan African ngoma and Community Music as manifested in New Orleans second lines old time music and dance and summer camp music making was parsed with a philosophical lens to determine and assess possible areas of intersection between these four participatory cultures and North American public school culture Each of these five areas was examined through a comprehensive review of literature to define their salient characteristics These characteristics were sorted to determine commonalities between areas and the zones of intersection became the basis for a speculative model of integrative music learning featuring the inclusion of musical opportunities and interludes throughout the school day thus taking school music beyond the confines of the music room Instruction in music classes would still continue enhanced in this model by supplemental learning opportunities inspired by the informal learning of traditional world musics the participatory practice of New Orleans second line parades old time music and dance and summer camp music culture This model of integrative learning is also informed by current educational best practices such as child centered learning peer tutoring

experiential learning and multicultural perspectives It acknowledges the diversity of traditions consulted while aiming for the unity in their seemingly disparate disciplines Five universal characteristics were uncovered in the search for areas of intersection between North American elementary school culture child culture ngoma music making and Community Music style music making in New Orleans old time music and dance and summer camp contexts a Song b play c informal learning as evidenced by oral tradition peer tutoring self learning d kinesthetic learning and e contextualized learning as evidenced in the sociocultural uses of music and situated learning This model strives for the enactment of school music as a vital and integral part of daily school culture *World Music Pedagogy, Volume IV: Instrumental Music Education* Mark

Montemayor, William Coppola, Christopher Mena, 2018-06-14 *World Music Pedagogy Volume IV Instrumental Music Education* provides the perspectives and resources to help music educators craft world inclusive instrumental music programs in their teaching practices Given that school instrumental music programs concert bands symphony orchestras and related ensembles have borne musical traditions that broadly reflect Western art music and military bands instructors are often educated within the European conservatory framework Yet a culturally diverse and inclusive music pedagogy can enrich expand and transform these instrumental music programs to great effect Drawing from years of experience as practicing music educators and band and orchestra leaders the authors present a vision characterized by both real world applicability and a great depth of perspective Lesson plans rehearsal strategies and vignettes from practicing teachers constitute valuable resources With carefully tuned ears to intellectual currents throughout the broader music education community *World Music Pedagogy Volume IV* provides readers with practical approaches and strategies for creating world inclusive instrumental music programs **The New Handbook of Research on Music Teaching and Learning** Richard Colwell, Carol

Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original *Handbook of Research on Music Teaching and Learning* published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the

significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars **Research in Education** ,1966 *Music Outside the Lines* Maud Hickey,2012-11-29 *Music Outside the Lines* is an informative and practical resource for all who are invested in making music composition an integral part of curriculum Author Maud Hickey addresses the practical needs of music educators by offering both a well grounded justification for teaching music composition and also a compendium of useful instructional ideas and classroom activities Hickey begins with a rationale for teachers to begin composition activities in their own classrooms with a thoughtful argument that demonstrates that all music teachers possess the skills and training needed to take children along the path toward composing satisfying musical compositions even if they themselves have never taken formal composition lessons She also addresses some of the stickier issues that plague teaching music composition in schools such as assessment notation and technology Most importantly she introduces a curricular model for teaching composition a model which provides an array of composition activities to try in the music classrooms and studios These activities encourage musical and creative growth through music composition while they are organized in logical units corresponding to existing teaching modules they also offer jumping off points for music teachers to exercise their own creative thinking and create music composition activities that are customized to their classes and needs As a whole *Music Outside the Lines* both successfully reasons that music composition should be at the core of school music curriculum and also provides inservice and pre service educators with an essential resource and compendium of practical tips and plans for fulfilling this goal **The Oxford Handbook of Social Justice in Music Education** Cathy Benedict,Patrick K. Schmidt,Gary Spruce,Paul Woodford,2015 *The Oxford Handbook of Social Justice in Music Education* provides a comprehensive overview and scholarly analyses of challenges relating to social justice in musical and educational practice worldwide and provides practical suggestions that should result in more equitable and humane learning opportunities for students of all ages *Egotism, Elitism, and the Ethics of Musical Humility* Assistant Professor of Music Teaching and Learning William J Coppola,William J. Coppola,2025 Scenes from the music video unravel quickly under a piano loop and an 808 drum groove The figure raps from Jesus center seat of a long table depicting DaVinci s *The Last Supper* He lies in a pile of cash as fawning women count it all around him Cloaked in white he stands among a sea of men dressed in black Sit down he repeatedly commands while he stubbornly stands Be humble The all caps title of Kendrick Lamar s hit song *HUMBLE* leaves no question that his song is or should be about humility Yet many would probably write it off as an audacious display of bravado instead His opening question wicked or weakness points precisely to this contradiction a socially constructed binary between arrogance and humility A Black man who projects strength resilience and pride is judged as arrogant wicked But to be humble is to be servile weak MENC Handbook of Research on Music Learning: Volume 1: Strategies Richard Colwell,Peter R.

Webster, 2011-10-26 The MENC Handbook of Research on Music Learning Volume 1 Strategies brings together the best and most current research on methods for music learning focusing squarely on the professions empirical and conceptual knowledge of how students gain competence in music at various ages and in different contexts The collection of chapters written by the foremost figures active in the field takes a broad theoretical perspective on current critical areas of research including music development music listening and reading motivation and self regulated learning in music music perception and movement The books companion volume Applications builds an extensive and solid position of practice upon the frameworks and research presented here Throughout both volumes in this essential set focus is placed on the musical knowledge and musical skills needed to perform create understand reflect on enjoy value and respond to music A key point of emphasis rests on the relationship between music learning and finding meaning in music and as music technology plays an increasingly important role in learning today chapters move beyond exclusively formal classroom instruction into other forms of systematic learning and informal instruction Either individually or paired with its companion Volume 2 Applications this indispensable overview of this growing area of inquiry will appeal to students and scholars in Music Education as well as front line music educators in the classroom

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