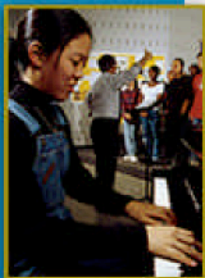


**Westminster Choir College of Rider University
Department of Music Education**



ME 723: Psychology for Music Teachers

**Online
Spring, 2010**

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Course Overview

The study of psychology and particularly the mastery of learning theory is paramount for music teachers.

Understanding how children learn, and specifically how children learn music is important to successful music teaching. If the goal of music instruction is to empower musicianship, then the theories which comprise the domain of educational psychology are key components of every music teacher's knowledge base.

The inductive strategies that comprise the constructivist model and experiential learning will be emphasized in the teaching of this course.

What to expect

Since this is a course within a professional sequence of graduate level music education courses, I expect that you will commit to the course expectations and master the course content with a professional attitude. I expect prompt and regular attendance at all classes and I will lower grades when you are absent, late or leave early. I expect that you will be prepared for class and that the work you submit will be your very best effort. I expect that work will be submitted on time. I expect that you will not bring cell phones, pagers, beepers or beeping watches to class and that you will not make or receive cell phone calls during class. I expect that if you bring a laptop to class, that you will not be doing other work. In the event you wish to record the class, you must obtain permission from the instructor and all the members of the class.

You may expect that I will also approach the course with the commitment of a professional. In that regard, you may expect that each class will be thoughtfully prepared; that the materials selected for your purchase will be chosen with care and are important to your success in this course and beyond; and that your individual and collective learning needs will be addressed as appropriate. You may expect that each class will begin and will end on time. You may also expect that the course content will be thoroughly covered and that your work in class and outside of class, i.e., assignments, will be assessed fairly.

Course Expectations

1. Prompt completion of all readings and reflective papers as they are assigned. All written work must conform to the guidelines for style as articulated in the appropriate style manual. It must be scholarly, well-written, and free of gender bias or jargon. Work that is poorly written will not be accepted and will significantly impact the final grade.
2. Purchase of all required materials.
3. That you will conquer the technology challenges on your own.
4. Purchase of all required materials.
5. You must arrange to be present for the four synchronous classes on WIMBA. The dates are listed on the course calendar posted on Blackboard.
6. Your video presentations will reflect teaching of the highest quality, creativity, thought and

care. Your presentation will be thorough and informative.

Connecting Online

Because this is an online course, there are no traditional office hours. Instead, you may contact me on SKYPE at anytime you see me on-line. Generally, I am available to you in the early morning and later in the evening. A SKYPE account is available as a free download on the web. If your computer does not have a built in video camera and mic, you should purchase one. Staples, Best Buy, Target and other retailers have a wide range of choices. But, I prefer to meet with you so that we can see each other face-to-face. My SKYPE address is **f_abrahams**. You need to add me to your contact list and request that I add you to mine.

You may also e-mail me at the Rider account. The address is **abrahams@rider.edu**. When the Rider servers are down, I use **frankabrahams@verizon.net** as my backup. However, I only check it when the Rider servers are down. Please send me an alternate e-mail address for you as well.

Written work should be deposited into the digital drop box inside Blackboard. Please remember to hit **SUBMIT** and also **OK**. Otherwise, your document is not saved. When sending attachments to the digital drop box, save them as doc or docx files. Include your name in the title of the file.

Meeting the Challenges of this Course

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate fully in this course. Rider University counseling services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the web at http://www.rider.edu/175_555.htm.

This course in particular may be stressful. It is offered on-line and combines synchronous (we are all on-line at the same time together) and asynchronous (we are not on-line at the same time) instruction. That means that you must take the responsibility to schedule the time that you need to complete the requirements and master the course content. Dedicate time each day to work on it and stay to the course schedule. You may also experience difficulties with the technology. Don't give up. Find the appropriate help you need. Contact the Rider Help Line for technology issues at the help desk. That email is: helpdesk@rider.edu or by phone 609-219-3000. If you have issues with the course assignments or content, call me on SKYPE (f_abrahams) or email me (Abrahams@rider.edu).

If you have any learning issues that require an accommodation, you must inform me of these issues no later than the first day of the second week of classes. After that date, I may be unable to make the appropriate adjustments.

What to buy

Green, Lucy. *How Popular Musicians Learn: A Way Ahead for Music Education*.
Burlington, VT: Ashgate, 2002.

McPherson, Gary E. *The Child as Musician*.
New York: Oxford, 2006.

You will need a Blackboard account for this course.

Since this is an online course, you need a good Internet connection. You also need a mic and webcam in order to make videos and to send and receive SKYPE video calls.

E Mail Accounts

Consistent with University policy, I will send e-mail only to your Rider account. Similarly, I will respond to e-mail sent only to my Rider e-mail account. It is recommended that students have an IM account and an account on SKYPE.

Grades

You may earn up to 200 points for this course as follows:

Video – Who Am I?	20 points
7 Reflections (750 words each) posted on the Discussion Board	140 points
Participation in 4 Live WIMBA class sessions (10 points each)	40 points
McPherson presentations (two 30-minute presentations at 50 points each)	100 points

You may substitute attending a full day of the conference at Kean University (March 4, 5, 6), and writing a 750-word reflection of your experience there, for one of the 30-minute McPherson videos (50 points). In addition, attending the keynote address by Howard Gardner at 9 AM on Friday, March 5 may replace a 750-word reflection **or** yield **20 additional** bonus points. A link to the conference page is found in the external links section of Blackboard for this course. Here is a summary of the information on the website. You are responsible for facilitating your registration and transportation. Westminster will NOT reimburse any costs for this experience.

March 4-6, 2010
Kean University, Union, NJ, USA
www.kean.edu/~creative

The purpose of the upcoming 'Educating the Creative Mind' Conference is to heighten public awareness of the significance of the arts in children's lives and education. Throughout this three-day conference, we seek to generate conversations about ways to strengthen arts-based education for young children by inviting educators to share their theories, research and practices.

* Our keynote speaker will be Howard Gardner, the internationally renowned Professor of Cognition and Education at the Harvard Graduate School of Education.

* Featured Speakers are Dr. Liora Bresler, Professor at the University of Illinois at Champaign and Dr. Lori Custodero, Associate Professor and Program Coordinator of Music Education at Teachers College, Columbia University

* This conference will bring together scholars from 13 different states in the United States and 11 other countries including Africa, Asia, Europe, North and South America whose presentations will help us understand arts-based education from an international perspective.

* A panel of policy-makers, educators and school administrators will discuss about the implementation of a well-rounded education in early childhood classrooms. Among the special guests are Lucille E. Davy, former Commissioner of Education and Dale Schmid, the Visual Performing Arts and 21st Century Life Careers Coordinator at the New Jersey State Department of Education in New Jersey.

* Examples of model practices will be demonstrated by various schools practising an integrated arts curriculum.

* Special event will be the 'Children's Creative Arts Day' in which young children and their parents will participate in hands-on creative arts activities.

For more information, please visit: www.kean.edu/~creative or contact Dr. Lily Chen-Hafteck, Director of Educating the Creative Mind Project, at lhafteck@kean.edu.

Course Calendar

The course calendar appears as a separate document and is posted in the Course Calendar section of Blackboard.

Other Notes

(1) All work is to be completed on time, be error free, and conform to proper English. This includes postings on the Discussion Board. Remember that you are not sending an IM when you post a reflection or critique on the Discussion Board. Take extra care to differentiate your original ideas from those of other authors. Cite the work of others properly. Know that in the unfortunate instance of plagiarism, the professor will follow the procedures outlined in *The Source*. Students receive full-credit for postings when they are reflective critique and when they convince the instructor that you are mastering the course content. In addition, full credit is awarded when postings reference materials beyond the required texts and readings for the course.

(2) You will need a Rider University E-Mail account with EasyPass to access materials on Blackboard. You will also need a SKYPE account and a computer with a mic and webcam.

(3) All of your teaching counts. Grades for assignments that include your making a presentation on video consider the quality of your teaching in addition to the content.

References

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