

MMSC104 New Trends in Music Education

ECTS Value: 3 ECTS
Self-Study Hours: 36

Contact Hours: 15
Assessment Hours: 24

Overall Objectives and Outcomes

The change and developments in the world have led to discussions on the concept of contemporary music education. Changing learner profiles, music teaching approaches adapted to the present, and the changes in the way people perceive music indicates a need for revision in music curriculums. (Müezzinoğlu A., & Gorgoretti B. 2019).

This module's intent and purpose is to provide contemporary and relevant music in education outlook. While it acknowledges the past, it reconciles with the contemporary practice supported by current and continuous literature in the field. Hence, it will adopt an informed research-based practice to music education

Within this module, participants will develop a self-awareness of ethnocentricity based on a narrow definition of 'function of culture' (Carigan, 2003) worthy music styles, those being the ones we know and do, and provide means of how they can be active participants in their own musical cultures. As a result, this module aims to shift the narrative from a Dogmatic and Elitist to an Eclectic and Egalitarian view of music. In doing so, it aims for participants to promote inclusivity when teaching students by including diverse musical backgrounds as part of the community of learners. Consequentially, this would be a module thriving on a contemporary music teaching approach: open for diversity, orientations, values, experiences, and interests.

In addition, this module will enable participants to use pedagogical approaches that might lead to more relevance for students. Pedagogies that focus on small learner-centred groups, involving mainly aural musicianship skills where students have significant autonomy over what musical styles and instruments are studied and where they have substantial opportunities to make creative decisions for themselves.

By the end of this module, the learner will be able to:

Competences

- a. Present music in education in a new light that is commensurate to our time and age;
- b. Employ innovative learning strategies for modern pedagogy including but not limited to:
— Crossover, Context-based, Incidental Learning;
- c. Differentiate between the education process (formal) and training (nonformal, informal) rationale by acknowledging the *a priori* as a consequence of culture-bound and culture specific;
- d. Adopt a learning strategy incorporating gamification;

- e. Implement and monitor assessment and reporting programmes which incorporate a standards-referenced approach;
- f. Develop brief, intensive activities targeting specific academic skills which parallel with the contemporary demands of the learner lifestyles;
- g. Implement the SteAm Curriculum to improve creativity as a useful skill for any academic subject.

Knowledge

- a. Describe different teacher/student stress management approaches.
- b. Identify different blended learning approaches and create teacher direct/self directed activities
- c. Identify different technological tools for online technology enhanced learning and assessment;
- d. Develop knowledge and skills in a setting outside the physical classroom parameters and caters towards an experiential learning approach.

Skills

- a. Manage the implementation of relevant music programmes of study;
- b. Initiate and develop an ongoing programme of assessment and evaluation by which the effectiveness of achieving its aims and objectives may be measured;
- c. Modify and monitor music programmes to cater for the learning needs of all students,
- d. Use technology as a teaching and organisational tool;
- e. Nurture the student's educational and social-emotional development;
- f. Design an adaptive programme of studies supporting and promoting inclusivity.

Assessment Methods

This module will be assessed through: Portfolio

Suggested Readings

Core Reading List

1. Illich, I, (2000), Deschooling Society, London, Marion Boyars Publishers.
2. Burnard, P, (2017), Musical Creativities, London, Taylor and Francis.
- ~~3.~~ Leong, S, (2003), Musicianship in the 21st Century, Australian Music Centre.

Supplementary Reading List

1. Neagu, G. (2019), Innovative Techniques and Methods in Contemporary Musical Education, page: 53-64, Editura Universitatii Transilvania din Brasov
2. Angel-Alvarado, R. (2019), The Crisis in Music Education resulting from the demise of educational institutions, Vol.44. Num 1, Revista Educacion – Journal of Education
3. Georgii-Hemming, E, (2010), Teaching music in our time: Student music teachers' reflections on music education, teacher education and becoming a teacher, Music Education Research
4. Johnson, C, (2017), Teaching music online: Changing pedagogical approach when moving to the online environment, Vol 15, Num 3, London Review of Education
5. Scott, C, (2015), The Futures of Learning 3: What kind of pedagogies for the 21st century? Education Research and Foresight Working Papers, UNESDOC
6. Shorner-Johnson, K, (2017), Visible, legitimate, and beautiful justice: A case study of music education formalization within a Haitian NGO, Vol 35, Num3, page: 391-402, International Journal of Music Education