

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: MUSIC

COURSE PREFIX: MUS COURSE NUMBER: 601

CREDIT HOURS: 3

I. TITLE: Psychological Foundations of Music Education

II. COURSE DESCRIPTION AND PREREQUISITE(S): Psychological foundations of music education through readings, lecture, and discussion of educational learning theories. A survey of current trends in learning theories and their implications for teaching, supervision, administration, and evaluation in music education.

III. COURSE OBJECTIVES:

The students will:

- A.** define and describe learning;
- B.** identify and describe the major learning theories and theorists that have influenced music education;
- C.** examine current standardized tests and develop appropriate assessment events;
- D.** explore the application of research to the classroom by:
 - 1.** preparing case studies;
 - 2.** developing a research study (literature review and bibliography);
 - 3.** presenting a review of current research on a topic of interest; and
- E.** maintain a portfolio for the class.

IV. CONTENT OUTLINE:

- A.** Theoretical structures of the Mind
 - 1.** Thought (intuitive/analytical)
 - 2.** Imagination/Creativity
 - 3.** Memory
 - 4.** Learning
 - 5.** Intelligence/Aptitude
 - 6.** Perception
 - 7.** Attitude
 - 8.** Will
 - 9.** Feeling
 - 10.** Knowledge
- B.** Learning Theories
 - 1.** Theories of Intellectual Development
 - a.** Brain Research
 - b.** Learning Styles
 - c.** Critical Periods
 - d.** Learning Modes
 - e.** Piaget
 - f.** Maslow's Hierarchy of Needs
 - g.** Carl Rogers
 - h.** Bruner: Modes of Representation

- i. Bloom's Taxonomy
 - j. Howard Gardner: Multiple Intelligences
 - k. Montessori
 - l. Project Approach
 - m. High/Scope Curriculum
- 2. Musical Learning Theories
 - a. Cognitive - Organismic
 - b. Behavioral – Mechanistic
 - c. Contextual
 - d. Mozart Effect
 - e. Robert Gagné
 - f. Edwin Gordon
- C. Assessment
 - 1. Performance-Based
 - 2. Authentic
 - 3. Observable
- D. Applications
 - 1. Rhythm
 - 2. Pitch
 - 3. Preference
 - 4. Technology
 - 5. Teaching/Rehearsal

V. INSTRUCTIONAL ACTIVITIES:

Readings, lecture, discussion, case studies, student presentations and portfolio writing.

VI. FIELD AND CLINICAL EXPERIENCES:

Experiences will vary according to topics and student presentations. The students will prepare a research study based on their interest and potential for home classroom application.

VII. TEXT(S) AND RESOURCES:

Required

Jensen, Eric. *Arts With the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Sprenger, Marilee. *The Developing Brain: Birth to Age Eight*. Thousand Oaks, CA: Corwin Press, 2008.

Suggested

Sousa, David A. *How the Brain Learns*. 3rd Edition. Corwin Press, 2006.

Jensen, Eric. *Engaging Students with Poverty in Mind*. Alexandria, VA: ASCD, 2013
 _____. *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It*. Alexandria, VA: ASCD, 2009

Waterfield Library, Research Journals, Bibliographies

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be based on class attendance; case studies, bibliography and literature review, research presentation and portfolio. See attached grade sheet.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletins*.

Competency depends on effective class participation and preparation. Attendance at every class is expected. Should a student miss a class, the instructor must be informed prior to the absence and assignments are expected one day after return to class.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information contact the Executive Director of Institutional Diversity, Equity, and Access, 103 Wells Hall, ph. 270.809.3155 (voice), ph. 270.809.3361 (TDD)

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).