I. **Title:**
Psychological Foundations Of Music Education

II. **Catalog Description:**
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. **Purpose:**
The purpose of this course is to assist students in understanding the major psychological schools of learning theories and theorists that have and continue to influence music learning, motivation, and creative/musical behavior.

IV. **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 the research influence of KERA on teaching;
D. Examine current standardized tests and develop appropriate assessment events;
E. 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;
F. Maintain a portfolio for the class.

V. **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 Heirarchy 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. Application
   1. Rhythm
   2. Pitch
   3. Preference
   4. Technology
   5. Teaching/Rehearsal

VI. Instructional Activities:
    Readings, lecture, discussion, case studies, student presentations and portfolio writing.

VII. 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.

VIII. Resources:
    Waterfield Library, Research Journals, Bibliographies

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

X. Attendance Policy:
No unexcused absences or tardies are permitted. Absences will affect grade as per the attached grade sheet. Absences may be cleared in advance with the instructor. See p. 30 in the 2004-2006 Graduate Catalog.

XI. **Academic Honesty Policy:**
Students are expected to complete their own work. Any proven instance of dishonesty will result in the failure of the class. See p. 33 in the 2000-2002 Graduate Catalog.

XII. **Text and References:**

**Required**

**Suggested**


XIII. **Prerequisites:**
Students must be of graduate standing.
MURRAY STATE UNIVERSITY  
DEPARTMENT OF MUSIC  
MUS 601: Psychological Foundations of Music Education  
Summer: 2006  
Dr. Bradley L. Almquist  

GRADE SHEET  
(Grade Sheet must be turned in on the last day of class or a failing grade will be recorded.)

NAME: __________________________________ Student No. _______________________

1. CLASS ATTENDANCE
   
   0-1 absence:  20 points  
   2-3 absences: 10 points  
   more than 3:  0 points

2. CASE STUDIES
   
   5 completed:  20 points  
   4 completed:  16 points  
   3 completed:  12 points  
   2 completed:  8 points  
   1 completed:  4 points

3. BIBLIOGRAPHY AND LITERATURE REVIEW
   
   Instructor Assigned: 30 points

4. RESEARCH PRESENTATION
   
   Instructor Assigned: 10 points

5. PORTFOLIO
   
   Instructor Assigned: 10 points

6. FINAL ASSESSMENT PROJECT
   
   Instructor Assigned: 10 points

   Total:       

   Grade Earned:  

Signature of Student

A = 100 - 90 points  
B =  89 - 80 points  
C = 79 - 70 points  
D = 69 - 60 points  
E = 59 and less