Special Topics: Integrative Technologies for the Music Classroom EDUC 5499Q
Mondays 6:30 – 8:30 p.m.
North Campus Building Room 120
(Interdisciplinary Media Centre)

Instructor: Dr. Robert Wood
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Office: Talbot College Room 434
Office Hours: by appointment

Course Coordinator:

Calendar Copy:
Examination of ways in which digital and web-based technologies, combined with relevant instructional strategies, can be integrated effectively into the school music program. Hands on (non-intimidating!) experience with digital music creation applications using desktop and tablet (iPad) platforms as well as cloud-based collaborative creativity tools.

Course Description:
Course content and design is informed by Ontario Regulation 347/02 (Accreditation of Teacher Education Programs) requirements concerning the use of technology as a teaching tool by including materials and activities which allow class members to acquire knowledge and skills related to:

- understanding the intersection of technology, pedagogy, and content knowledge for instruction, assessment, creation, collaboration, and communication;
- using technology to support collaborative learning and encourage innovation and creativity.
Using the facilities installed in the Interdisciplinary Media Centre (IMC), class members will have an opportunity to work with creative and communication applications representative of those available in most school systems and which can be used to support a range of creative activities.

The course includes a workshop to be held on Saturday, October 22. Workshop leaders (see bios below) are individuals who have developed highly effective and innovative strategies for incorporating a range of technologies into different kinds of music teaching situations.

**Learning Outcomes:**

Teacher candidates will:

1. access, interpret, evaluate and use educational research literature.
2. develop search strategies to locate evidence in research databases and the grey literature
3. evaluate research using critical appraisal checklists
4. bridge the research to practice gap using action research to apply research to their specific circumstances
5. develop ideas for further research based on their personal teaching experiences.

**Course Content:**

- Conceptual models which assist in the effective integration of technology in the music curriculum
- Digital audio recording and editing
- MIDI sequencing
- Communication strategies through collaborative websites
- Collaborative music production
- Cloud-based music education
- Screencasting
- Tablet (iPad) music applications
- Transformative use of technology tools
- Cross-curricular applications
Course Materials:

There is no required text for this course. All readings and other material (videos, sound files, etc.) needed for class preparation and assignments will be posted on the course’s OWL website.

Assignments and Other Course Requirements:

1. Participation and engagement in all face-to-face and virtual course activities (includes attendance). 20%
2. Collaborative song. Class members will be assigned to small groups to produce a song using web-based music production software. 15% due week of November 13 in class
3. Soundtrack. Using a designated digital audio and recording application, create a soundtrack for a short video. The soundtrack will include multiple tracks using pre-existing audio clips, as well as newly composed material. Videos for the assignment will be provided. 25% due week of January 29 in class
4. Remix. Using a designated digital audio application, create a song remix that demonstrates a range of editing techniques reviewed in class. Source material (stereo and solo tracks) will be provided. 25% due week of January 29 in class
5. Lesson plan. Design a technology-enhanced music lesson plan that enables students to pursue individual interests about the topic while at the same time accommodating collaboration among class members. 15% due week of January 29 in class
**Policy Statements:**

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf)

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: [http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf)

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 7 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf)

**Plagiarism:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf)

**Plagiarism-Checking:**

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com))

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
SUPPORT SERVICES

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/)

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131
Additional Information:

About the Course:

Music Technology Workshop
Saturday, October 22

Workshop Leaders
Sarah Morrison
Dr. Sarah Morrison maintains an active career as a choral conductor, music educator, and performer. She is celebrating her tenth season as the Artistic Director of the Oakville Children's Choir (OCC), a vibrant seven-choir organization focused on building leadership and community through singing. She is also the Choral Director and Curriculum Chair of the Arts Department at Appleby College in Oakville where she has taught vocal music for 15 years. Her choirs have been recorded by CBC radio and have won awards at both the national and international level including a Gold Medal at the 8th World Choir Games in Riga, Latvia. Dr. Morrison is known for her energy and creativity in working with young voices.

Dr. Morrison is the 2010 winner of the Leslie Bell Award for Choral Conducting awarded by the Ontario Arts Council. She writes the Youth Choir column for Choral Canada’s Anacrusis and served the board of Choirs Ontario as the Vice-President for two years. Dr. Morrison sang soprano with the JUNO-nominated Canadian Chamber Choir for the past decade and is a frequent conference presenter and guest conductor in Canada and the United States.

Dr. Morrison holds music and education degrees from Western University and The University of Toronto. Her research interests focus on technology-enhanced learning environments in music education, collaborative choral models, creativity, metacognition and self-regulated learning, and arts curriculum development.

Isaac Moore
Isaac Moore is a full time high school music teacher and band director of ten years based in Exeter, Ontario at South Huron District High School. Isaac lives about a block from the school in a 100+ year old home with his wife and son. Isaac completed his studies as a percussionist at the University of Western Ontario, including a Masters of Music focused in music education. He is also an Apple Distinguished Educator — a select group of educators recognized by Apple who use technology in the classroom in innovative ways. Isaac is currently a member of the Ontario Music Educators Association Board of Directors. In his spare time, Isaac loves to watch baseball, learn about local history, research old buildings and homes, and travel to Detroit as much as possible.