

MUSIC 3810B PSYCHOLOGY, LEARNING, AND MUSIC Winter, 2024

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In this course we will explore the multidisciplinary and interdisciplinary phenomenon of music psychology. The course is designed to help students understand how music learning comes about and determine what environmental, physical, and psychological conditions play a role in the learning process. In this course you will learn how to find, summarize, synthesize, critically review, and conduct music psychology research. Upon completion of this course, you will be able to discuss some of the defining principles behind a number of the major learning theories, as well as point out the applicability of these principles to music teaching and learning. You will also be able to outline various approaches to the investigation of social psychological constructs such as motivation and performance anxiety with a specific focus on musical contexts.

COURSE PREREQUISITE

Permission of the department. Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COURSE MATERIALS

Required Text

Ormrod, J. E. (2020). *Human Learning* (8th ed.). Hoboken, NJ: Pearson Education Inc.

Other Required Readings

Posted on unit lesson pages

OWL Course Site

<https://owl.uwo.ca>

COURSE POLICIES

All written submissions must be word-processed and are due on the assigned due date. Late assignments will be accepted with a grade penalty of twenty percent per day. Assignments submitted more than 30 minutes past the due time will be considered late.

GRADE DEFINITIONS

A+: 90-100%

A: 80-89%

B: 70-79%

C: 60-69%

D: 50-59%

F: below 50% or assigned when course is dropped with academic penalty

Grading Guidelines for Written Submissions

A: Outstanding work! The assignment was submitted on time and is exceptionally well planned, clear, and thorough. It is evident that you have applied both learning from the class and your own reflections and interpretations. Grammar and spelling are flawless.

B: Good work! You have completed the task as required and there is evidence that you have applied your learning from the class. The work is clear and the grammar and spelling are quite good.

C: You have completed the assignment as required. However, there may be problems in spelling or grammar, in completeness of thinking, or in the depth of your thinking.

D: There are significant problems with the submission. The work is not clearly thought through or you have missed some key concepts and have failed to take the time to ask or get help from me to complete the work.

F: Unfortunate. The assignment was poorly executed, not turned in, etc.

ASSIGNMENTS (Descriptions will be posted on OWL)

Create Instructional Objectives – 15%

Create one music learning objective for each of the following levels of Bloom's taxonomy of objectives: (a) Application, (b) Analysis, (c) Synthesis. For each objective, describe why it is representative of that level of the taxonomy, and discuss how you would assess student learning in relation to that objective (i.e., what evidence will you have that students have achieved the learning objective).

Due Date: Sunday January 28 @ 11:00 pm

This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking

Modelling Reflection – 15%

Think of a teacher you've known who was an exceptionally good model for their students. Why was this person so influential? What specifically did they do that was effective/inspirational? In your response, make some direct connections to the textbook discussion of characteristics of effective models, effective modeling practices, etc.

Due Date: Sunday February 4 @ 11:00 pm

This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.

LTM Teaching Strategies – 15%

Choose a musical topic with which you are familiar, and imagine that you have to teach a lesson on that topic. Describe your topic, then explain in concrete terms the steps you would take in your lesson to maximize the likelihood that your students would engage in:

1. Meaningful learning
2. Internal organization
3. Elaboration
4. Visual imagery

Using information processing theory, give a theoretical rationale for each of the strategies you propose.

Due Date: Sunday February 11 @ 11:00 pm

This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.

Self-Regulation Plan – 15%

Create an analysis of your own self-regulation habits as they relate to one particular area of music learning (e.g., your studio lessons, your ensemble repertoire, an academic class - perhaps this class, etc.). Describe strategies that you currently use (or could use) and relate them to each of the six dimensions of self-regulation highlighted by McPherson et. al (2011): motive, method, time, behaviour, physical environment, and social. Provide at least one strategy per dimension. In which dimensions do you feel successful with self-regulation? In which dimensions might your strategies improve?

Due Date: Sunday March 3 @ 11:00 pm

This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.

Motivation Intervention – 15%

Describe a music teaching/learning scenario (classroom/rehearsal/studio, etc.) and create instructional modifications/interventions that may enhance student motivation relative to each of the following primary theories (create one intervention per theory): Expectancy-Value theory, Attribution theory, Goal Orientation theory, and Intrinsic Motivation. Be sure to include the salient elements of each theory that were discussed in the readings and explain clearly how your interventions incorporate these elements.

Due Date: Sunday March 10 @ 11:00 pm

This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.

Research Project – 15%

Over the course of the semester, you will complete a directed empirical research project. The project will be broken down into small assignments, each designed to illuminate a particular part of the research process. The breakdown of the project is as follows:

Create Research Hypothesis. Due Sunday March 17 @ 11:00 pm

Create a Survey Measure for Data Collection. Due Thursday March 21 @ 11:00 pm

Data Analyses. Due Thursday March 28 @ 11:00 pm

Research Poster Presentation. Due Tuesday April 2 @ 10:30 am

This assignment relates to the following *Western Degree Outcomes*: (a) Knowledge, (b) Literacies and Interdisciplinary, (c) Communication, (d) Critical Inquiry and Creative Thinking.

Attendance - 10%

Our professional reputations are established by how we conduct ourselves each and every day. As such, it is expected that you will attend every class, be punctual, complete reading and writing assignments in a timely way, and participate fully and respectfully in class discussions. Attendance is crucial because thoughtful dialogue forms an essential component of mastering complex material. Note that you may contribute to class discussions in many ways: asking questions, offering your reactions to readings, acknowledging ideas offered by colleagues, and drawing others into the discussion.

This assignment relates to the following *Western Degree Outcomes*: (c) Communication, (e) Professionalism and Ethical Conduct.

UNIVERSITY POLICIES

Academic Consideration for Student Absence & Missing Work (≥10%): Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the Office of the Associate Dean, Undergraduate (TC210), together with a request for relief specifying the nature of the accommodation being requested. Students are directed to read the Senate policy on accommodation for medical illness at the following website for further details regarding requirements and procedures for the supporting documentation:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

Academic Consideration for Missing Work (<10%): In cases where students miss work that is worth less than 10% of the total course grade (ie. two or fewer assignments) due to medical illness or compassionate grounds, if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean grants an accommodation, then the missed assignment(s) or quiz(zes) will be discounted

in the calculation of the final grade for the course. If documentation is not voluntarily submitted then the missed assignment(s) will receive a grade of zero. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean's office but will be required to present appropriate documentation.

Academic Offences: Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health & Wellness: Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in UCC room 76. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the green "I Need Help Now" button on the Health and Wellness page above.**

Accommodation for Students with Disabilities: Students work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Religious Accommodation: Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar. <http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Contingency Plan: Although the intent is for this course to be delivered in-person, the changing COVID-19 restrictions may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any assessments affected will be conducted online as determined by the course instructor.

Examinations & Attendance: Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Electronic Devices in Classrooms: The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

Plagiarism Detection Software Usage: 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 (<https://www.turnitin.com/>).

Gender-Based and Sexual Violence: Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519 661-3568.

HELPFUL RESOURCES

Writing Tutorial Services

Free comprehensive writing support for students and faculty. Check out the writing support handouts and podcasts.

<http://www.sdc.uwo.ca/writing/>

Learning Development & Success

SDC's Learning Skills Counsellors provide information and support to help Western students achieve academic success.

<http://www.sdc.uwo.ca/learning/>