

**MUSIC EDUCATION IN COMMUNITY**  
**MUSIC 3812A**  
**Fall 2023**

Don Wright Faculty of Music  
*Western University*

***Course Outline***

Instructor: Laura Curtis  
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Office Hours: by appointment

**Text and Materials:**

There is no required text for this class.

CEL Resources: <http://cel.uwo.ca/pdf/resources.html>

**Required readings are in RESOURCES in OWL**

Bartleet, B.-L., & Higgins, L. (2018a). Introduction: An overview of community music in the twenty-first century. In B.-L. Bartleet & L. Higgins (Eds.), *The Oxford handbook of community music*. <https://doi.org/10.1093/oxfordhb/9780190219505.001.0001>

Flensner, K. K. & Marie Von der Lippe (2019). Being safe from what and safe for whom? A critical discussion of the conceptual metaphor of 'safe space'. *Intercultural Education*, 30(3), 275-288. <https://doi.org/10.1080/14675986.2019.1540102>

Fook, J. (2007). Reflective practice and critical reflection. In J. Lishman, (Ed.), *Handbook for practice learning in social work and social care, Second Edition: Knowledge and theory* (pp. 363-75). Jessica Kingsley.

Willingham, L., & Carruthers, G. (2018). Community music in higher education. In B.-L. Bartleet & L. Higgins (Eds.), *The Oxford handbook of community music*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190219505.013.9>

**Calendar Description**

Experiential Learning (EL) and Community Engaged Learning (CEL) is experienced through the lens of reflective and reflexive thinking. Guided by Kolb's (1984) model of experiential learning, students participating in the Music in Community course are introduced to concrete experiences, during and after which they are expected to practice reflective observation, abstract conceptualization, and active experimentation. This four-step, cyclical pedagogical process is designed to maximize the "academic and civic outcomes" (Western University, 2019b) of CEL for the students and the community partners with whom they work.

### **Course Description and Rationale**

In this course students will explore issues affecting music education in practice through readings, lectures, videos, and class discussion alongside an 8-week service-learning placement in a school or community music organization in London or the surrounding area. Students will submit video reflections (Vlogs), each 5 minutes in length max., and take part in an end-of-term group presentation that highlights connections made between their community service and in-class learning.

Over the course of the term, students will be matched with a Community Partner organization working in music education, to develop student experiences of music education in action in the real world. Examples of Community Partner organizations include (for instance), community music groups, independent/alternative schools, day care centers, hospitals, museums or libraries. Examples of individuals a student could work with include community musicians, teachers, education coordinators, special educators, outreach coordinators or other professional persons whose role has an educational component involving music.

The course provides an opportunity for students to undertake meaningful tasks in environments that serve the community while enhancing the student's own learning. Examples of work a student could undertake include small group rehearsals, assisting with concert programs or curriculum research and planning, resource preparation, one-to-one support or otherwise assisting those working directly with learners.

Students will video record a total of five (5) reflections (Vlogs) during their service-learning placements and take part in an end-of-term group presentation that highlights connections made between their community service and in-class learning.

### **Western Learning Outcomes:**

By the end of this course, you should be able to:

1. Apply theoretical learning in music and pedagogy to practical real-life situations by planning/assisting/ leading music-learning experiences
2. Demonstrate the ability to reflect critically upon the application of academic learning outside the classroom in written reflections, video reflections, and oral presentations
3. Demonstrate enhanced understanding of diverse cultures and communities in video reflections and oral presentations
4. Evidence effective communication, teambuilding, and problem-solving skills in work with community partners and clients
5. Evidence civic engagement and social responsibility by attending community placements reliably and reflecting thoughtfully upon the process of that engagement and the learning undertaken therein.

## Weekly Schedule

<b>Date/Week</b>	<b>Reading(s) for class</b>	<b>Content of class</b>	<b>Assignment due</b>
Sept 13/ Week 1	NO READING	<ul style="list-style-type: none"> <li>• Course introduction and syllabus – <b>Due dates</b></li> <li>• Overview of placements</li> <li>• Description of community service learning</li> <li>• Introduction to critical reflection on CEL (Guest speaker from CEL)</li> </ul>	<ul style="list-style-type: none"> <li>• Video reflection (vlog): <b>Due Monday September 18<sup>th</sup> by 11:59pm</b></li> </ul>
Sept 20/Week 2	Bartleet, B.-L., & Higgins, L. (2018a).	<ul style="list-style-type: none"> <li>• Discussion about written responses to the reading</li> <li>• Kolb's (1984) model of experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• Written response to the reading. <b>Due Tuesday Sept 19<sup>th</sup> by 11:59pm</b></li> <li>• Contact your placement</li> </ul>
Sept 27/Week 3	NO READING	NO CLASS: Placements have begun or officially begin	<ul style="list-style-type: none"> <li>• Video reflection (vlog): <b>Due Monday Sept 25<sup>th</sup> by 11:59pm</b></li> </ul>
Oct 4/Week 4	Fook, J. (2007).	<ul style="list-style-type: none"> <li>• Discussion about placement experiences</li> <li>• Discussion about the reading</li> <li>• Inclusion- Caroline Blumer</li> </ul>	<ul style="list-style-type: none"> <li>• Video reflection (vlog): <b>Due Monday Oct 9<sup>th</sup> by 11:59pm</b></li> </ul>
Oct 11/Week 5	NO READING	NO CLASS	NO ASSIGNMENTS DUE
Oct 18/Week 6	Willingham, L., & Carruthers, G. (2018).	<ul style="list-style-type: none"> <li>• Discussion about the reading</li> </ul>	NO ASSIGNMENTS DUE
Oct 25/Week 7	Flensner, K. K. & Marie Von der Lippe (2019)	<ul style="list-style-type: none"> <li>• Discussion-proposal for community engagement</li> <li>• Discussion about the reading</li> </ul>	<ul style="list-style-type: none"> <li>• Video reflection (vlog): <b>Due Monday Oct 23<sup>rd</sup> by 11:59pm</b></li> </ul>
Nov 1	READING WEEK	READING WEEK	READING WEEK

Nov 8/Week 8	NO READING	NO CLASS	NO ASSIGNMENTS DUE
Nov 15/Week 9	NO READING	• Discussion about themes that are emerging in response to your placements, including reflexive practices as experienced.	• Proposal for Community Engagement Initiative: <b>Due Tuesday Nov 14th by 11:59pm</b>
Nov 22/Week 10	NO READING	• Meeting with your groups to do final planning for group presentation	• Video reflection (vlog): <b>Due Monday Nov 27<sup>th</sup> by 11:59pm</b>
Nov 29/ Week 11	Reading TBD	• Guest Speaker TBD	NO ASSIGNMENTS DUE
Dec 6/Week 12	NO READING	• Group presentations with community partners attending	• Group presentations

### Course Assignments

1. **DUE: Monday September 18th by 11:59pm:** Post a video reflection on a created YouTube site that will serve as a resource for this class. This is to be done after our first-class discussion.
  - a. This can be in a form of conversation that reflects your initial thoughts and questions you would pose to another.
  - b. LENGTH: Maximum 5 minutes. See information below regarding Vlogs.
  - c. Examples of questions that can provoke your thinking include:
    - i. What are you now thinking about you had not thought previous to this class in relation to music education in community, if anything at all?
    - ii. Why might have motivated your thinking?
    - iii. What, if any, are connections between what you heard today and experiences you have had through music making in communities?
    - iv. What provoked your realization of those connections?
    - v. What concerns, or worries might you have of this course and why? Where might those worries come from?
2. **DUE: September 19th by 11:59pm.** Response to the required reading.
  - a. Examples of questions that can provoke your thinking include:
    - i. What ideas as presented challenged your attitudes, beliefs, or positions, if any at all? Why or why not?
    - ii. Are there any patterns to those ideas that you found challenging? What were they?
    - iii. What, if any, concepts would you like to explore further? Why?
3. **DUE: Monday September 25th by 11:59pm:** Video reflection (vlog on placement. Length: 5 minutes

- a. Do not simply describe (the 'what') but ask questions that begin with 'why', 'why not', and 'how'.
  - b. Challenge yourself to examine assumptions you may have made and/or continue to make.
  - c. Challenge yourself to continue to support your values and thoughts.
4. **DUE: Monday October 9th by 11:59pm:** Video reflection (vlog) on placement.  
Length: 5 minutes
- a. What has occurred since your last reflection?
  - b. What questions arise in response to 'why', 'why not', and 'how'.
  - c. What have you learned thus far?
  - d. What are the challenges, if any, thus far?
5. **DUE: Monday October 23rd by 11:59pm:** Video reflection (vlog) on placement.  
Length: 5 minutes
- a. What has occurred since your last reflection?
  - b. What questions arise in response to 'why', 'why not', and 'how'.
  - c. What have you learned thus far?
  - d. What are the challenges, if any, thus far?
6. **DUE: Tuesday November 14th by 11:59pm:** CLEE Proposal
- a. Proposal/application for a community engagement project in collaboration with the London and Southern Ontario community constituents.
  - b. The projects are ideally centered around themes of social justice, diversity, Truth and Reconciliation, cross-disciplinarity, and socio-economic accessibility.
    - i. Purpose/Intent
    - ii. Focus of issue
    - iii. Who
    - iv. Where
    - v. What
    - vi. Why
  - c. Length–four pages, double spaced, Times New Roman, 12.
  - d. This aligns with a dean-initiated Pilot Program–Community Leadership and Entrepreneurship Lab.
  - e. The DWFOM faculty, staff, and students, an elected committee will evaluate applications bi-annually, (i.e., at the beginning of each semester) on a competitive basis to provide seed grants of up to \$2,000.
7. **DUE: Monday November 27th by 11:59pm:** Video reflection (vlog) on placement.  
Length 5 minutes
- a. What has occurred since your last reflection?
  - b. What questions arise in response to 'why', 'why not', and 'how'.
  - c. What have you learned thus far?
  - d. What are the challenges, if any, thus far?

**8. DUE: December 6th in class: Group presentation assignment:**

- a. This assignment allows you to work with other students to draw together the threads of your learning and experiences in different contexts through a final reflective group presentation.
- b. It is important therefore that each member of the group plays a full and equal role in the presentation.
- c. The presentation should be based around a number of key themes you identify as arising from your shared experiences.
- d. You must also make reference to our readings (and discussions) and demonstrate reflection upon these in light of your experiences.
- e. There needs to be evidence that you met and had a group discussion that addresses issues and not simply who will do what during the presentation.
- f. Please do not spend time addressing each placement and what you did in each placement – this takes time away from reporting on your thinking together as a group.

### **Breakdown of evaluations**

1. 16 hours service learning over the term + CEL Assessment from Placement (20%)
2. Class attendance (15%)
3. Reading response (10%)
4. Reflective Vlogs, response to questions (25%)
  - a. Note: We must see growth in your ability to be reflexive. This will be demonstrated based on the depth of your reflections as well as your response to questions.
5. CLEE Project (15%)
6. Final Group Project (15%)
  - a. There will be a group evaluation as well as an individual written assessment.

### **Grading scale:**

A+=90-100%  
 A=80-89%  
 B=70-79%  
 C=60-69%  
 D=50-59%  
 F=0-49%

### **General VLOG Reflection Assignments:**

Reflexivity vs Reflection: The class is purposefully set up as a way for you to grapple with what it means to know. As such, a large part of this class rests on your own reflexive engagement with your placement: no one will be in your setting to mark your work or give you tests. We will spend the first 3 weeks addressing what it means to reflect on your experiences, including coming to terms with the criteria for such reflections. The time limit is approximately five (5) minutes. This reflects that more time spent thinking through issues demonstrates a commitment to this process. And as a reminder as you move through recording these – recounting what has happened is not the same as reflexivity. We will address this in the first weeks of class, but the goal is to move way beyond recounting what happened in each placement to wondering why you are reacting how you are, etc.

Once you enter your placement you will be required to reflect on your experience through a video recording (vlog) that will be posted using YouTube. Once you have posted your video you will send a link to Professor Curtis. The due dates are posted above.

I will be responding to your video in detail. After you hear back from me you **MUST either record a short vlog or write** in response to the questions you are asked to consider. This must take place within 24 hours after you receive the response. This may sound redundant, but this class IS about reflective/reflexive practices.

Please do make your video reflections as soon as possible after your visits. You will remember more. **Late videos will not be accepted.** In the past people have "forgotten" to do them and then recorded 3 in a row – this defeats the purpose and will be reflected in your mark. ***VLOGS to be posted on YouTube***

### **Attendance register for placements**

Regular attendance at your placement is an essential prerequisite for learning. During non-pandemic times students were to maintain the given attendance register throughout the course, having it signed by their community partner to verify attendance at placement. The register was to be handed in on the last day of class. Unless medical or other supporting evidence is provided for absence from placement, marks will be detracted. HOWEVER, during this term I will need to rely on the final evaluation from your placement to gauge attendance (as "attendance" will not necessarily be made manifest in "showing up").

### **University Policies**

#### Academic Consideration for Student Absence & Missing Work ( $\geq 10\%$ ):

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](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](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](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**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely 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 remaining assessments will also be conducted online at the discretion of the course instructor.

***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](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](mailto:support@uwo.ca) or call 519 661-3568.*