



University of Central Florida
MUE 3333 ~ Music Learning Theory and Assessment
Dr. Kelly A. Miller, Instructor

Course Syllabus ~ Fall 2017	
Time/Location	Class meets on Tuesday/Thursday from 4:45-6:00 in PACM 260
Office Hours:	M/W – 10:30-12:00; T/Th – 1:30-2:30; or by appointment
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Description:

This 3-credit course provides a broad foundation in music learning theory and aspects of assessment as it is applied in the K-12 music classroom, including student assessment, teacher assessment and program assessment.

Course Objectives:

The student will:

- Develop a basic understanding of selected general and music learning theories.
- Develop a basic understanding of best practices in assessment as they are applied in a music setting.
- Become familiar with the national, state, and local standards for music education and their importance in developing objectives and assessments.
- Develop an understanding of authentic and alternative assessment through study and practical application.
- Develop strategies for scoring and keeping track of assessment data as it is gathered in the classroom.
- Create an assessment framework that is practical and appropriate
- Develop an understanding of common strategies used for teacher and program assessment.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 25. Failure to do so will result in a delay in the disbursement of your financial aid. The academic activity is attendance and participation at the first class.

Required Text:

Fautley, Martin. (2010). *Assessment in Music Education*. Oxford University Press. New York, New York. ISBN: 978-0-19-336289-5.

Recommended Text:

Brophy, Timothy S. (2000). *Assessing the Developing Child Musician: A Guide for General Music Teachers*. G.I.A. Publications, Chicago, Illinois.

Electronic Resources

<http://www.music.miami.edu/research/Templates/>

National Standards and 21st Century Skills

<http://www.musiced.nafme.org/resources/view/national-standards-for-music-education>

Florida Sunshine State Standards:

<http://www.cpalms.org/Standards/FLStandardSearch.aspx>

Florida Common Core State Standards

<http://www.fldoe.org/schools/ccs.asp>

Orange County Curriculum/Standards

<https://www.ocps.net/cs/services/cs/currareas/fa/Pages/default.aspx>

<p>Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)</p>	<p>The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.</p>
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<p>Academic integrity</p>	<p>UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a text, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. Please review the behavior standards at: http://www.goldenrule.sdes.ucf.edu/11_behavior.html</p>
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The UCF Creed

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Attendance, Punctuality, and Participation

Students are expected to attend all classes. Your presence at each class enriches our collective learning experience. Each/any absence will result in a final semester participation grade ***being lowered by twenty-five to fifty points***. Three tardies equal one absence. In cases where extended absences may be required (severe injury, grave emergencies, or death in immediate family), please contact me so that we can make arrangements.

Our class is an open invitation to think and dialogue with others on topics of importance to music educators. Arrive to class prepared and willing to contribute your ideas and opinions to the discussion. Twenty-five percent of your course grade is determined by your participation. This includes small and large group discussion, the teaching of your learning-theory lesson, the preparation of reading assignments, and in-class assignments.

Grading

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses.

Class Assignments and Participation (125pts)	25%
Learning Theory Paper and Presentation (50pts)	10%
Learning Theory Exam (100pts)	20%
Summative Assessment Portfolio Project (125pts)	25%
Final Exam (100pts)	20%

Guidelines/rubrics for written assignments will be provided in class.

Grading Scale	Interpretation
93-100 A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
90-92 A-	Excellent, exceeds average understanding as evidenced in course work.
87-89 B+	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts beyond that level.
83-86 B	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.
80-82 B-	Above average, fully meets average understanding as evidenced in course work.
77-79 C+	Average, meets minimum expectations and satisfies course requirements.
73-76 C	Average, meets minimum expectations and satisfies course requirements.
70-72 C-	Average, meets minimum expectations, but does not satisfy all course requirements.
67-69 D+	Below average, meets many minimum expectations and satisfies all or most course requirements.
63-66 D	Below average, meets many minimum expectations and satisfies all or most course requirements.
60-62 D-	Below average, meets many minimum expectations and satisfies all or most course requirements.
0-59 F	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.

Electronic Devices

You are responsible for your own learning, but you also contribute to the learning experiences of those around you. Please be considerate of others. Any use of computers, cellphones, electronic tablets, or other digital devices during class should support our course objectives. If you are unsure what this means, please contact me.

Assignments

All assignments are due on the assigned date. Assignments received later than the due date will be dropped by one letter grade for each day the assignment is late. Assignments more than one week late will not be accepted. All written assignments should be typed (word processed). Please include your name at the top of each page of any written assignment.

Writing Center

All students can benefit from talking with engaged, interested readers about their writing. UCF students are eligible for assistance at the UCF Writing Center located in room 105 of Colbourn Hall with trained peer consultants who can help students improve their writing and gain additional writing skills. For more information, visit: <http://uwc.ucf.edu/>

Note: Contents of syllabus (e.g., dates, assignments, grading) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on the Music Department website (www.music.ucf.edu)

Course Outline

Week 1

Aug. 22 Review Syllabus (final Portfolio)

General Learning Theories

Cognitive Flexibility and Constructivism (Brophy, Ch.1)

Piaget Stages of Theory (Brophy, Ch.2)

Bruner's Three Modes

Behavioral Psychology (Skinner's Operant Conditioning)

Constructivism

Gagnés Eight Steps

Bloom's Revised Taxonomy

*Application: Design one music activity for each level of Bloom's Taxonomy; typed, 12-pt. font, double-spaced; please include name [Due 8/29/2017]
Be able to describe each theory and level as it could be applied in a music setting. [Learning Theories Test 9/12/2017]*

Aug. 24 No class – Dr. Miller presenting at Downtown Orlando

Week 2

Aug. 29 **DUE: One music activity for each level of Bloom's Taxonomy**

Music Learning Theories

Contemporary Views of Musical Cognitive Development (Brophy, Ch. 2)

Howard Gardner and Multiple Intelligence Theory

Serafine – Temporal and Non-temporal Cognitive Processes

Davidson – Songsinging

Musical Creativity

Swanwick and Tillman – Four Levels (Brophy, Ch. 4)

Music Learning Theory – by Edwin Gordon

Tests

AMMA

Music Aptitude Profile (Brophy, Ch. 2)

*Hand out: Learning Theory paper instructions **and** Review sheet for Learning Theory Test*

Aug. 31 No class – Home Football Game

Week 3

Sept. 5 More learning theories! Woo-hoo!

Sept. 7 Stupid Hurricane Irma

Week 4

Sept. 12 Stupid Hurricane Irma

Sept. 14 Stupid Hurricane Irma

Week 5

Sept. 19 **DUE: Learning Theory paper and brief presentation**

Review for Learning Theory Test

Sept. 21 **Learning Theory Test**

For next class: Read Fautley Chapters 1, 2 & 6, pp. 1-22 and 59-69

Week 6

Sept. 26 Introduction to assessment in music education
Clarifying terminologies: uses and purposes of assessment

Foundations for Assessment in General Music– B. Ch. 1

Personal Philosophy – what, when, why, how?

Why assess?

Primary purpose of assessment

Constructivism and objectivist-based assessments

Assessment, measurement, evaluation, reflection

Authentic assessment

Alternative Assessment

Assessment response modes: CPR (Three artistic processes that promote independence)

Assignment: Personal Assessment Philosophy

Assignment: Read Fautley Chapters 3 & 4, pp. 23-39

Sept. 28 **DUE: Personal Assessment Philosophy**; typed, 12-pt. font, double-spaced; please include

Name

Evidencing achievement

Developing and Managing Assessment Tasks– B. Ch. 2

Assessment Environment

Reliability and Validity

Assessing process and product

Assessment and children with special needs

Data Collection (grade books, seating charts, electronic devices)

Rubric Development

Single and Multiple Criteria Scoring Guides

Bi-level and Multilevel responses (rubrics)

Analytic and holistic rubrics

Assignment: Read Fautley Chapter 5, pp. 43-56

Assignment: Read Fautley Chapter 7, pp. 71-77

Week 7

Oct. 3 Learning and knowledge in classroom music
Progression, development, and assessment

Assignment: Read Fautley Chapters 8 & 9, pp. 79-112

Oct. 5 Quality, values, and the affective domain & Developing appropriate criteria for assessment

Assessment: Design three rubrics (bi-level, 3-level, 5-level) add a holistic rubric for extra credit [Due 10/12/2017]

Assignment: Read Fautley Chapter 10, pp. 113-132

Week 8

Oct. 10 Guest Speaker

Oct. 12 **DUE: Three Assessment rubrics (bi-level, 3-level, 5-level);** typed, 12-pt. font, double-spaced

Assessing Performance – B. Ch. 3

National, local and state standards (syllabus links)

Benchmarks; Grade-level expectations (syllabus links)

Designing Multiple-response (choice) tests

Components for Performance Assessment

Assessment Models and Techniques

Fundamental Aural Discriminations

Technical Musical Skill Development/Singing Voice Development

Keeping Track of Student Progress

Assignment: Design a 10-item multiple-choice (response) test and a sample progress report for a middle school music class. [Due 10/17/2017]

Assignment: Read Fautley Chapter 11, pp. 135-148

Week 9

Oct. 17 **DUE: 10 item multiple-choice (response) test and a sample progress report for a middle school music class.**

Assessing Creating – B. Ch 4

Measures of General Music Creativity

Webster's Test

Determining What is Important to Assess

Assessing Compositions

Improvisation for Assessment

Assessing Arrangements

Application *in class*: Assessment Practice (p. 214)

Assignment: Read Fautley Chapter 13, pp. 167-171

Assignment: Read Fautley Chapter 12, pp. 151-165

Oct. 19 Guest Speaker

Week 10

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- Oct. 24 Guest Speaker
- Oct. 26 Developing classroom improvising by the use of assessment
 Developing listening through assessment
 Assessing Responding and Critical Thinking - B. Ch 5
 Review Bloom's Revised Taxonomy
 Trilateral Model – Metacognition, Procedural Application, Reflection
 Bean's Critical Thinking Skills in the Arts (be able describe specific examples for each of the 11 critical thinking prompts)
 Review Three Artistic Processes that promote independence
 Assessing Writing (like a research report
 Using a Concept Map
 Arts Propel (Video and book in PACM116)
- Application: Design and describe a critical thinking activity.
 Describe an assessment for critical thinking.*

Week 11

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- Oct. 31 **DUE: Two application critical thinking assignments;** typed, 12-pt. font, double-spaced
 Authentic Assessment – B. Ch. 6
 Portfolios – content, organization, planning
 Profiles: Reporting Progress to Parents
 Self-assessment Progress Report
 Surveys
 Grading
- Application: Assessment Practice (Updated Assessment Philosophy for Portfolio)*
Application: Design a 10-questions survey (surveymonkey.com; Google Survey), implement it, and analyze and report the data. [Due 11/9/2017] as a 2-3 page informative paper; typed, 12-pt. font, double-spaced]
Assignment: Read Chapter 14, pp. 173-177
Assignment: Read Chapter 15, pp. 179-185
- Nov. 2 Assessment and ICT in music education
 The role of baseline assessment

Week 12

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- Nov. 7 Individual Meetings with Dr. Miller
- Assignment: Read Chapter 16, pp. 187-199*
- Nov. 9 **DUE: SurveyMonkey or Google Survey results (paper either electronic or hard copy)**
 Putting it together: holistic approaches to learning and assessment in music
- Assignment: Read Chapter 17, pp. 201-208*

Week 13

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- Nov. 14 The way forwards: new developments in assesement
 Implementing a Total Assessment Program – B. Ch. 7
 Administering Assessment Tasks
 Piloting

Benchmarking
Florida Music Assessment Project
Teacher Assessment
Forms and Portfolios
Program Assessment

Nov. 17 PET Review
Teacher Work Sample

Week 14

Nov. 21 Guest Speaker

Nov. 23 NO CLASS – Thanksgiving Break

Week 15

Nov. 28 Review for Final Exam

Nov. 30 No class, Choir concert rehearsal downtown

Week 16

Dec. 7 **4:00-6:50 p.m.; Final Exam**
DUE: Portfolio Due by 4:00pm

APPENDIX

Assessment Portfolio Assignment

Create an electronic portfolio that demonstrates your understanding of assessing K-12 students in a music class. Submit 1) artifacts and assessments you created, 2) resources and 3) explanatory text as needed. [Due 12/7/16 by 4:00pm EST]

Sections

1. Assessment Philosophy and Beliefs (Assignment: Philosophy of Assessment)
 - a. Rationale
 - b. Grading
 - c. Purpose
 - d. Process and product,
 - e. Assessment environment
 - f. Individual differences (including assessing students with special needs)
2. Assessing Knowledge (Assignment: 10-pt. test)
 - a. Example of music knowledge (show linkage to standards) with appropriate essays questions and multiple-choice tests for students in grades 4, 8, and 12.
3. Assessing Attitudes and Values (Assignment: survey)
 - a. Example of surveys and essay questions appropriate for grade 4, 8 and 12
 - b. Include sample survey (using Surveymonkey.com) and interpretation of results
4. Assessing Performing Skills (Assignment: 3 rubrics)
 - a. Example of performance related skills (show linkage to standards) with appropriate rubrics for assessing a fourth grader singing a solo; an eighth grade student performing an instrumental solo; and a senior sight-reading a vocal or instrumental solo.
5. Assessing Creating Skills (Group project in-class: Rubric to assess creating skills)
 - a. Example of composition skills (show linkage to standards) with appropriate rubrics for assessing a composition assignment for students in grades, 4, 8, and 12.
6. Assessing Responding/Critical Thinking (Assignment/group project in class: examples from text)
 - a. Example of 21st century skills as they are applied in a music setting and appropriate assessment tools for grades 4, 8, and 12.
7. Managing Assessment (Assignment: progress report)
 - a. Examples and descriptions of how to record student achievement
 - b. Example of progress reports for grade 4, and 12,
 - c. Assessment resources (websites, tools, books, etc.)
8. Assessing Musical Aptitude
 - a. Examples of published tests with description and identification of appropriate age/level for each