INSTRUCTIONAL DESIGN IN MUSIC EDUCATION:
CONTEMPORARY CURRICULUM PRACTICES

Spring 2014

Professor: Sandy B. Goldie, Ph. D.
Email: sgoldie@ufl.edu
Class Time/Location: Thursdays 4:05-7:05PM, MUB 145
Office Hours: T/R 8:30-9:30AM, F 9:00-10:00AM, other times by appointment
Office: MUB 356

Course Description

This course examines underlying foundations, principles and issues related to music education curriculum practices. It explores music learning standards and different approaches, methods, and tools that can be used in designing and improving education programs, curriculum, and the delivery of instruction.

Required Texts and Materials


- University of Florida e-mail account which is checked daily for course communications. The best way to reach the professor is by e-mail (sgoldie@ufl.edu) and you can expect a response within 48 hours. It is expected that students will return this professional courtesy and respond to any message received within 48 hours as well.

- Access to the on-line course website in Sakai (E-Learning). Students should check grades and assignments for this course weekly on the Sakai (E-Learning) website: https://elearning2.courses.ufl.edu
Course Behavioral Learning Objectives

The student will be able to...
1. Identify and list the national music standards with 100% accuracy.
2. Define and label examples of forwards design, central design, and backwards design with 100% accuracy.
3. Define behavioral learning objectives, cognitive learning objectives, and constructivist learning objectives with 100% accuracy.
4. Identify behavioral learning objectives, cognitive learning objectives, and constructivist learning objectives with 100% accuracy.
5. Create behavioral learning objectives, cognitive learning objectives, and constructivist learning objectives with 100% accuracy.
6. Define curriculum framework, curriculum alignment, curriculum pacing, and curriculum mapping with 100% accuracy.
7. Explain the differences between a deficit-focused and strength-based focus approach to contextual factors with 100% accuracy.
8. Define/describe the following with 100% accuracy: learning standards, learning objectives, contextual factors, assessment, sequence of instruction, curriculum, instructional design, lesson plan, unit plan, reflective practitioner, modification, accommodation, special learner, IEP, 504 Plan, pre-assessment, formative assessment, and summative assessment.

Course Cognitive Learning Objectives

The student will be able to...
9. Explain the role of learning standards in modern education.
10. Compare and contrast different types of learning objectives.
11. Create learning objectives that align with the national music learning standards.
12. Create a pacing guide for a unit of instruction.
13. Create a Design, using the Design Thinking for Educators 1 hour session that centers on a topic related to professional work in music teaching and learning.
14. Compare and contrast different approaches for planning for learning, explaining the benefits and drawbacks you see in each of the types examined.
15. Complete a personal teacher strengths profile.
16. Discover instructional strategies through personal reflection and by exploring peer reviewed resources and resources provided by established music education organizations and incorporate these instructional practices into a written plan for instruction.
17. Create a series of lesson plans/unit plan that demonstrates curriculum alignment, curriculum pacing, designing instruction based upon contextual factors, following a specific sequence of instruction model, alignment of objectives to assessment activities, and employs instructional practices that focus on moving learners towards stated objectives.
17. Create a series of lesson plans/unit plan that demonstrates curriculum alignment, curriculum pacing, designing instruction based upon contextual factors, following a specific sequence of instruction model, alignment of objectives to assessment activities, and employs instructional practices that focus on moving learners towards stated objectives.
Course Constructivist Learning Objectives

The student will...

18. Engage in peer dialogue about personal opinions regarding the form of design (backwards, forwards, or central) that is most appropriate for today’s standards-based education environment.

19. React to different types of learning objectives (behavioral, cognitive, and constructivist) and consider which types may work best for you in different music education instructional design circumstances.

20. Explore and discuss what can be gained from different tools that may help individuals discover teaching strengths, student strengths, and personal strengths.

21. Explore different learning theories and educate classmates about characteristics of a specific learning theory.

22. After comparing and contrasting different learning theories, react to these different approaches on a personal level and consider what you believe to be the approaches align best with the current practice of education, music education, and personal strengths and preferences.

23. Engage in peer dialogue regarding the following question: Which of the following is the MOST important outcome of a K-12 musical education experience? A quality public performance of quality repertoire; nonmusical outcomes of music education (e.g. creativity, motivation to learn and engage in all school subjects, improve higher-order thinking, critical feeling, etc.); a significant focus on one “type” of music education (e.g. instrumental performance, vocal performance, theory, composition, piano, etc.); or a comprehensive music education in which all music standards are given equal time and emphasis in K-12 students’ music education.

24. Reconsider your personal strengths, your teaching strengths, and the strengths of specific students and explain how you can incorporate these into the design and delivery or your instruction.

25. Engage in personal reflection to identify “what works” instructional practices for music education given a specific objective.

26. Justify instructional design choices given knowledge and principles that have been learned.

27. Reconsider what has been explored and the thinking that has happened during this course and discuss implications for future practice.
Evaluation/Grading

10%  Attendance and Participation

20%  Quizzes (on assigned readings/course content)

30%  Mini-Projects
    •  Personal Teacher Strengths
    •  Teaching Philosophy
    •  Executive Summary: Standards
    •  Learning Theory Mini-Presentation
    •  Executive Summary: Curriculum Maps
    •  Article Share: Special Learners
    •  Unit Design Project Part 1
    •  Unit Design Project Part 2
    •  Unit Design Project Part 3

40%  Major Projects
    •  Understanding by Design Unit Final Design Project
    •  Understanding by Design Unit Final Project Presentation
    •  Final Executive Summary Paper

Grading Scale

93-100 = A   77-80  = C
91-92 = A-   75-76 = C-
89-90 = B+   73-74 = D+
85-88 = B    69-72 = D
83-84 = B-   67-68 = D-
81-82 = C+   66 ↓ = E, I, NG, S-U, WF
## Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 16</td>
<td>Introduction/Course Overview</td>
<td></td>
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<tr>
<td>Jan. 23</td>
<td>M1: Curricular Design &amp; Philosophical Foundations</td>
<td>OH1, PDF1: Curriculum Approaches</td>
<td>Teacher Strengths Profile</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>M1 (continued)</td>
<td>OH2</td>
<td>Teaching Philosophy</td>
</tr>
<tr>
<td>Feb. 6</td>
<td>M2: Learning Standards, Goals &amp; Objectives/Historical Foundations</td>
<td>PDF3 Objectives, National Standards &amp; NAfME Position Statements OH3</td>
<td>Executive Summary 1 (Standards)</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>M2 (continued)</td>
<td>Study for Quiz 1</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>M4: Curriculum Maps, Frameworks, Designs/Social Foundations</td>
<td>WM (pp.33-69), OH5</td>
<td>Executive Summary 2: Curriculum Maps</td>
</tr>
<tr>
<td>March 6</td>
<td>No class-Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>March 13</td>
<td>M5: Student Contextual Factors in Instructional Design</td>
<td>WM, pp. 70-101 Articles</td>
<td>Unit Design Part 1 Article Share</td>
</tr>
<tr>
<td>March 20</td>
<td>M6: Instructional Strategies &amp; the Sequence of Instruction</td>
<td>WM (pp.102-119)</td>
<td>Unit Design Part 2</td>
</tr>
<tr>
<td>March 27</td>
<td>M6 (continued)</td>
<td>OH 6 (p. 151-9), OH 3 (p.61-64)</td>
<td>Unit Design Part 3</td>
</tr>
<tr>
<td>April 3</td>
<td>M7: Curriculum Implementation &amp; Evaluation</td>
<td>OH8</td>
<td>Quiz 2</td>
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<tr>
<td>April 10*</td>
<td>M7 (continued)</td>
<td>OH9</td>
<td>Final Unit Design Project</td>
</tr>
<tr>
<td>April 17</td>
<td>M8: National &amp; International Trends &amp; Issues/Presentations</td>
<td>OH 10</td>
<td>Final Unit Design Presentation Final Executive Summary due by 4/29 at 5:30PM</td>
</tr>
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This calendar is only a guide and is subject to change at any time.
Key to Abbreviations and Terms in the Assignment Calendar

- M1 = Module 1 of instruction. It will cover topic(s) listed above.
- OH = Ornstein & Hunkins Text, *Curriculum: Foundations, Principles & Issues* (OH3 indicates read chapter 3)
- PDF# = These are documents that will be located in the Resource section of the E-Learning Website for this course or e-mailed out in advance.
- Executive Summaries. These are 2-3 page, well-written assignments that should reflect thoughtful analysis of the weekly readings, class discussions and your personal experiences. The meaningfulness of these assignments will depend upon the amount of time, energy and thought you invest in them or if they are thrown together last minute.
- Assigned readings should be completed prior to the class date on which they are listed. Written assignments are due at the start of class on the date on which they are listed. This course calendar should be considered a working guide as it is subject to change. It is not set in stone and is subject to change based on what is needed to accomplish the learning objectives for the course.

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, cell phones, electronic tablets, or other digital devices during class should support our course objectives. Please refrain from texting, social media, or any other use of electronic devices that does not directly support our learning activities and reflect the professional conduct becoming of a professional music educator. Please, silence all electronic devices prior to class start time.

Attendance Policy/ Make-Up Work

All papers and assignments are due at the start time of class on the date assigned. Late penalties will apply to all late work (one letter grade per day late). No work will be accepted more than one week past the assigned due date. No make-up tests or presentations will be given unless prior arrangements are made with the instructor.

Absence from class on an assignment due date does not excuse work that is due on that day- the work should be e-mailed to the instructor on or before the start time of the class missed. Absence on a project or major presentation day will result in forfeit of all points for the assignment and will automatically be considered unexcused except in cases of extreme illness, emergency, or extenuating circumstances for which the professor has been notified in writing (e-mail) at least 24 hours in advance.

Attendance is required. Each unexcused absence will deduct 4 points from the Attendance and Participation grade. Students are expected to be punctual to class as lateness may be deemed an absence by the instructor. Three tardies will constitute one absence.
CNAfME and Music Education Graduate Colloquium

Professional educators at all levels are obligated to continually grow and develop professionally. Professional music education organizations provide one way for teachers to do this. NAfME (The National Association for Music Education) is the professional music education organization in the United States. The collegiate arm of this organization, CNAfME, has been established to provide college students an opportunity to participate in NAfME activities. All students are strongly encouraged to attend and actively participate in the weekly CNAfME meetings scheduled for Spring 2014 on Fridays at 1:55PM in MUB 121.

We are proud to announce that beginning this Spring, we will have a Music Education Graduate Colloquium that will bring doctoral students together for discussion, learning from each other, sharing of each other’s scholarship, socializing, and generally developing and maintaining a learning community that supports and nurtures its participants. You are all invited to this exciting new group. It meets once a month on Fridays from 4:00-5:30. The dates for this Spring are: January 24, February 21, March 28, and April 25.

Academic Honor Policy:

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." The university’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following links:

- Academic Honesty: http://www.registrar.ufl.edu/catalog/policies/students.html#honesty
- Student Conduct: http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php

Students with Disabilities:

I will make every attempt to accommodate students with disabilities. Anyone requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide you with the necessary documentation, which you then provide to me when requesting accommodation. This should be done as early in the course as possible.

University Counseling Services:

Counseling Center
Address: 3190 Radio Rd.
P.O. Box 112662, University of Florida
Gainesville, FL 32611-2662
Phone: 352-392-1575  Web: www.counsel.ufl.edu