

MUSC 438 Topic-of-Interest Seminar

Working **in pairs**, lead a 40-minute class seminar on an issue that relates to the course focus (contemporary issues in music education). The seminar should be informed by 3-5 resources (papers, books, videos, websites, etc.). You will not only present what you have learned about the topic, but also lead your classmates in active learning experiences that allow them to meaningfully engage with the content.

Potential topics: El Sistema, musical futures, assessment, music teacher burnout, a particular global music tradition, a particular technology in a music ed context (e.g. DAWs, iPads, smartphones, social media, etc.), a particular music educator (e.g. Schafer, Orff, Lucy Green), music teacher preparation, private lessons, rehearsal model vs. other, composition, making a place for student music, recruiting students / students who opt out, teaching the talented vs. everyone, how to teach for lifelong musical involvement, gender: boys squeezed out, gender: male dominated power structures perpetuated...

Assessment

What is this all about? Why is it important? The presenters thoroughly and thoughtfully demonstrate and communicate a **rich understanding of the topic** (defining/explaining key terms/concepts clearly and thoroughly, drawing illustrative examples from personal experience, etc.) with the result that the class learns significantly about the issue.

A excellent **B** good **C** something missing **D** a lot missing

A minimum of 3 appropriate **sources** (articles, chapters, books, videos, websites) that provide useful knowledge/perspectives have been thoroughly analyzed, and their content synthesized into the presentation.

A excellent **B** good **C** something missing **D** a lot missing

The class is engaged in appropriate **active learning** activities that enables us to grapple and connect with the material and ideas presented and so increase our understanding of it.

A absolutely **B** yes **C** somewhat **D** not at all

The presenters clearly identify potential **implications for teaching practice**, i.e. what we, as educators, can or should do in relation to this topic.

A absolutely **B** yes **C** somewhat **D** not at all