

**MU 374.2 - Seminar for Student Teachers
Spring 2006**

Professor: Dr. Barbara Liebhaber

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Office Hours: M/W 11:30 – 1:00, F 3-4

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Class meetings: Fridays

4:00 – 6:00 p.m.

Music Building, GW room

Requirements:

Texts: Strong Arts, Strong Schools - Charles Fowler
Power of Mindful Learning – Ellen Langer
Cooperative Learning in Music – Phyllis Kaplan and Sandra Stauffer

Attendance: There will be no unexcused absences.

Participation: All students will be expected to be prepared to participate in all seminar discussions and activities.

Leading seminar: Each student will lead one seminar. The student will address the given journal question of the week as well as the assigned reading. The student will be responsible for making sure that all seminar participants are actively engaged in the discussion and ask questions designed to promote critical thinking and allow for many perspectives to be presented.

Process Log: After each seminar write your response to class discussion and activities. This will be handed in at the last class.

Journal: Daily reflections on student teaching activities.
Keep a daily journal during the student teaching experience.
A journal question will be assigned each week. Your journaling will address issues that you are experiencing in your student teaching with that question in mind. Journal will be handed in with portfolio at the end of the semester.

You may also include your reflections and relevant issues to your experience such as the following:

1. motivating the students
2. classroom management
3. making the lesson relevant
4. non-teaching issues
5. becoming a member of the faculty
6. developing a relationship with the students

Perspective Papers

1. Initial – your thoughts about teaching music during your first few days of student teaching. This is due at the second seminar.
2. Transformation - A short paper discussing how you feel you have changed your thoughts about teaching music after the experience of student teaching. This paper is due at the end of the semester. It will be helpful for you to read your process log, journal and initial perspective paper before writing this paper.

Portfolio - To be handed in at the last class meeting. This will include:

1. Initial perspective paper.
2. Perspective transformation paper
3. Review of film viewed.
4. Two lesson plans that you found successful for both of your student teaching placements or pre-student teaching experiences, one from your first placement and one from your second.
5. A lesson plan for each of the following, even if you have not executed them: For the vocal and instrumental ensembles, include the warm-up; for the general music lessons include the elements of music being addressed; for all lessons include the standards from the National Standards on the Arts in Education:
 - a. Beginning instrumental ensemble (elementary or MS)
 - b. Beginning vocal ensemble (elementary or MS)
 - c. High school instrumental ensemble
 - d. High school vocal ensemble
 - e. K-2 or 3-5 general music
 - f. Middle school general music
 - g. High school music appreciation or theory
6. Any documents that you prepared and handed out to your students. These might include:
 - a. Homework
 - b. Method of assessment – test or quiz
 - c. Worksheet
 - d. Reading material
7. Any documents that you handed out when you led seminar.
8. Your professional goal: why you want to teach music, what you hope to bring to your students, how you will contribute to a school and community.

Course Objectives:

Students will be able to:

1. Self-assess teaching experiences.
2. Communicate effectively with students, faculty and staff at assigned school.
3. Develop lesson plans with the cooperating teacher as well as independently.
4. Effectively teach lessons in both elementary and secondary settings.
5. Become actively involved in seminar discussing issues related to the assigned reading, music and music education.
6. Present and lead seminar in discussion.

Films:

View one of these films during the semester and write a short review. Include your thoughts on how real the portrayal of the teaching situation is. How were situations

handled in the movie? How would you handle them differently? What would you do the same and why?

Mr. Holland's Opus
Music of the Heart
Dangerous Minds
To Sir with Love
Pay it Forward

Grading:

50% Attendance and active participation
25% leading seminar
25% final presentation including distributed materials

Policy on Academic Honesty: Please refer to page 46 of the Moravian College catalog. This policy will be enforced.

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Topics for Journal**

Goals for student teaching:

- Organization, planning, preparation
- Confidence, flexibility, quick thinking
- Conducting an ensemble; leading a rehearsal
- Discipline/classroom management/motivational techniques
- Being consistent and fair
- New perspectives on teaching/trying new techniques
- Handling stress/balance

Questions for the coop:

- Surviving the first year of teaching
- Out of class preparation time
- Dealing with parents and administration
- Special needs students in performing ensembles
- Competition and/or cooperation
- Dealing with the negative student
- Field trips
- Budget
- Ensembles – recruitment and retention

The following is only a partial list of topics for class discussion.

1. Classroom management – or how do we get all the students involved in the lesson?
2. Inclusion – making sure that every student will be involved, included in the lesson
3. Methods of assessment – how do we know that they know?
4. Motivational techniques – or how do we keep the students interested?
5. Choosing appropriate materials
6. Relevant software – for in the classroom or as homework?
7. Designing effective lesson plans – making them realistic, gradual, incorporating Dalcroze, Orff and Kodaly techniques, and reinforcing the visual, aural and kinesthetic learner
8. Many ways to approach a single concept
9. Designing a successful concert – balancing the repertoire, choosing appropriate music, adding visual
10. Teaching strategies – how many ways can you think of to approach a concept?
11. Including the standards for the arts in the curriculum
12. Curriculum - defining, designing