

MA Music Teaching in Professional Practice (Mtp)

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty of Economic and Social Sciences	Programme length: 2-7 years
	Distance Learning
For students entering in 2004	Date of specification: 29/06/2004
Programme Director: Dr Nicholas Bannan	
Board of Studies: Institute of Education, Board of Studies for Advanced Taught Programmes	
Accreditation: None	

Summary of programme aims

Mtp addresses the career development needs of instrumental and vocal teachers. It is a Distance Learning course, and employs reflective practice principles to allow private teachers and those involved in instrumental and vocal practice to develop their professional skills, informed by the latest research in anatomy, psychology, sociology and pedagogy applicable to music teaching. *Mtp* makes extensive use of a Virtual Learning Environment: *Blackboard* for e-teaching and assessment. The goal of the MA in *Mtp* is that students become active participants in the newly evolving international community in practical music education research to which this programme makes a significant contribution.

Transferable skills

The programme embraces development of the following:

- Academic writing in English, including referencing conventions
- The development of critical thinking and the ability to construct a convincing argument
- Familiarity with research fields related to music education
- Familiarity with research methodology applied within music education
- Ability to contribute orally and through musical performance to taught sessions and report on similar experience in a distance learning context
- Ability to work with peers and support staff to develop use of library, web and other academic resources.

Programme content

The programme comprises 5 compulsory modules that form sequential steps in a student's learning:

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
ED3047	Principles and Processes of Music Teaching	20	H
ED3048	Principles and Processes of Studio Music Teaching	30	H
EDM049	Instrument-Specific or Vocal Teaching and Learning	30	M
EDM050	Processes of Reflective Teaching	40	M
EDM051	Mtp MA Dissertation	60	M

The programme is designed to allow students to obtain credit for the modules they have completed if they do not intend, or are unable, to complete the full MA. A student could gain a:

- Post-experience Certificate having completed the first 2 modules (ED3047, ED3048);
- Post-experience Diploma having completed the first 3 modules (ED3047, ED3048, EDM049);

- Post-graduate Diploma having completed the first 4 modules (ED3047, ED3048, EDM049, EDM050)

Part-time/Modular arrangements

Mtpp is a part-time programme, designed to allow practising teachers to research their own continuing work.

While the sequence of Modules is continuous, students need to register for each Module they intend to take. This allows provision for a flexible timescale by which students can apply themselves:

- The Post-graduate Diploma can be taken in a minimum of 2 and a maximum of 4 years
- Progression to the Masters phase must commence within three years of completion of the Diploma
- Therefore, the Diploma/Masters programme as a whole can be taken in a minimum of 3 and a maximum of 7 years.

Progression requirements

Progression through the programme requires at each stage a pass in the preceding Module. As outlined above there are specific exit opportunities:

- Post-experience Certificate having completed the first 2 modules;
- Post-experience Diploma having completed the first 3 modules;
- Post-graduate Diploma having completed the first 4 modules

Summary of teaching and assessment

The principal mode of delivery is by distance-learning, involving:

- The issue of printed Units
- Online or postal tutorial support
- Online or postal formative assessment of Unit Assignments
- Online or postal formal assessment of Module Assignments

Since, however, the programme deals with the experience of music and with the close, personal interaction music teaching involves, it was considered appropriate to incorporate a residential Summer School at the University within both the Diploma and Masters phases. This is compulsory, integral to the teaching programme, and included in the course fees.

The Summer School includes:

- Masterclasses
- Practical workshops
- Tutorials
- Study skills and support sessions (library; TSU; IT (music) studio; S@il)
- A museum visit
- Poster session and research presentations (EDM051 only)

In addition, we are developing further the use of video both in the teaching and assessment of aspects of the programme, as well as the use of *Blackboard* for course delivery and of student support. The final phase of the Diploma EDM050 includes a Mentorship programme that incorporates advisory assessment by the Mentor of students' practical teaching.

Assessment

H Level Modules passing standard is at 40%

Masters Level Mark Interpretation

70 – 100% Distinction

60 – 69% Merit

50 – 59% Good standard (Pass)

Failing categories:

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

For Masters Degrees

To pass the MA students must gain an average mark of 50 or more overall and have no mark below 40 in ED3047 and ED3048. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

For PG Diploma

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40 in ED3047 and ED3048. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

For Post Experience Diploma

To pass the Post Experience Diploma students must gain an average mark of 40 or more and have no mark below 40.

For Post Experience Certificate

To pass the Post Experience Certificate students must gain an average mark of 40 or more, and have no mark below 40.

Admission requirements

Entrants to this programme are normally required to have obtained:

- i) a Degree or Undergraduate Diploma result including a level of musical performance consistent with that of three-years full-time study;

and to show evidence of:

- ii) teaching experience of instrument(s) and/or voice;
- iii) a current teaching practice of not less than five individual pupils.

Admissions Tutor: Dr Nicholas Bannan

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Additional support within the Distance-Learning framework is provided via the use of *Blackboard* to provide access to online tutorial contact. *Blackboard* also permits interaction between students who are remote from one another in different countries, continents and areas of the UK.

All students have sessions at S@IL, the Library, Institute of Education Technical Support Unit and the Music IT suite during the annual Summer School held on the Bulmershe campus.

Career prospects

A recent survey of students 1994-2001 illustrated that over half of them rated *Mtpp* as having directly benefited their career development. How this occurred, though, varies widely. For some students, the programme supported their promotion within the institutional framework of a school or music service. For others, it gave them the confidence to leave such employment and set up in private practice. For a third group, it allowed them to increase their employed hours at the expense of self-employed work.

Overall, what appears to matter is that the reflective practice model which students experience allows them to apply what they learn on the programme to the circumstances that they encounter. They also gain access to a community of scholars; several have published the results of MA research, and become increasingly active in professional bodies.

Opportunities for study abroad or for placements

The structure and content of *Mtpp* do not address the possibility of study abroad. This is largely because, as a distance-learning programme available throughout the world, the concept of *abroad* implies a less clear distinction than it might for other Reading-based programmes. *Mtpp* students are free to move between countries during their registration, as long as they are able to work in conditions that support the reflective practice approach.

Educational aims of the programme

Mtpp aims:

- To develop an in-depth understanding of the issues which underpin music teaching and learning
- To introduce experience of research methodologies in preparation for a dissertation on a topic of the student's choice
- To support the development of independent study skills
- To establish links between students which exploit distance-learning as a means of overcoming professional isolation
- To support students in admission to an international community of scholars

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
<ol style="list-style-type: none">1. Research and its interpretation in relation to music teaching and learning, embracing developments in psychology, physiology, music history, pedagogy, sociology and music theory.2. Current educational practice and policies in music education.3. Understanding of processes involved in music teaching, such as balance, memory, sensory integration, imagination, creativity and motor development; and how these influence sequences of learning.4. Reflective practice methods and associate research methodology (case studies; observation; action research).	<p>Teaching is principally through printed course Units written by acknowledged experts and supported by video and audio recordings.</p> <p>ED3047, EDM049 and the Masters phase EDM051 are all initiated at the Summer School, where, in addition to personal tutorials, teaching and learning are carried out through Masterclasses; practical workshops; lectures and seminars.</p> <p>Students are encouraged to contribute to their collective and collaborative learning by making use of the programme's <i>Blackboard</i> site</p> <p><i>Assessment</i></p> <p>Assessment during the Certificate/ P.Ex. Diploma phase (ED3047, ED3048 and EDM049) is by 2 Modular Assignments (A & B) per Module, equivalent to a 2,500 word essay each. ED3047 and ED3048 are at H level. EDM049 is at M level.</p> <p>Assessment of EDM050 is by four written Assignments (Case Studies 1 & 2; Action Research; Mentorship Report) and observation of practical teaching by an approved Mentor, and is at M level.</p> <p>Assessment of the MA phase EDM051 is by 20,000 word dissertation.</p>

Skills and other attributes

B. Intellectual skills – able to:

1. Apply processes associated with reflective practice in teaching and learning, and use them as a basis for developing research skills.
2. Apply, as appropriate, methodologies required in the Diploma phase: Case Studies; Observation; Action Research; and develop methodological competence appropriate to the topic of study required in the Masters' dissertation.
3. Produce well-argued and constructed essays, as well as well-presented assignments that make use of other media.
4. Develop the ability to handle data from disparate sources and reference it appropriately according to the required conventions.

Teaching/learning methods and Strategies

Mtp is designed as an integrated programme in which skills acquired at Unit level and below ('Personal Assignments') combine holistically throughout all four Modules and the MA. Teaching/learning methods and strategies are therefore the same as given in the box above.

Assessment

Mtp is designed as an integrated programme in which skills assessed at Unit level and below ('Personal Assignments') are drawn into a holistic assessment at Unit level (informal assessment) and Module Assignment level. Teaching/learning methods and strategies are therefore the same as given in the box above.

C. Practical skills – able to:

1. Present work which is acceptably word-processed, where necessary supported by charts, diagrams and/or music notation.
2. Make use of the web and *Blackboard* as tools for communication and research.
3. Show a degree of experience of pedagogical practices such as those developed by Dalcroze and Kodály; and of body-use programmes such as Alexander Technique.
4. Incorporate vocal modelling, aural development and musical leadership in practical teaching.

Teaching/learning methods and strategies

Practical skills, with the exception of those observed by the Mentor in EDM050, are evaluated by students within the reflective practice model, and strategies for teaching and learning are as above.

Assessment

As above, with the addition that Practical Teaching is formatively examined by the Mentor in EDM050.

D. Transferable skills – able to:

1. Communicate clearly and fluently in English.
2. Work collaboratively in musical and action research groups.
3. Plan and carry out both small-scale and more extensive research tasks.
4. Manage time and resources within strict and continuously-timetabled deadlines.
5. Use I.T. in a variety of writing, research and musical operations.
6. Contribute to the development of an active research community.

Teaching/learning methods and strategies

Transferable skills are involved throughout the programme in the set of assignments and teaching session at the Summer School that make up the Modules of the course.

Assessment

Transferable skills are involved in the delivery of the programme, which depends on web-based and online contact, musical participation at the Summer School, and ongoing response to the programme of Assignments. Transferable skills are not assessed independently, but are essential to the progress students are able to make on a reflective-practice distance-learning course.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.