

## **MA in Music Education**

### **For students entering in 2005**

Awarding Institution:  
Teaching Institution:  
Faculty of Economics and Social Sciences

The University of Reading  
The University of Reading  
Programme length: 12 months  
(48 months part-time)

Date of specification: September 2005  
Programme Director: Gordon Cox  
Board of Studies: Advanced Taught Programme  
Accreditation:

### **Summary of programme aims**

The purpose of the course is to enable teachers and educationists to deepen their understanding of the issues which are related to the teaching and learning of music in schools and communities. This is achieved by encouraging students to explore the practical applications of the research literature, also drawing upon their own experience of being taught and/or teaching music. Graduates of the course will be able to offer to their institutions an in-depth understanding of the underlying principles of music education and their application. This will enable them to develop their own teaching effectiveness and help assist their colleagues. As a result, it is envisaged that graduates of the course will raise the standards of teaching and learning music in the institutions where they will teach. Students will be encouraged to become active researchers, often in their own institutions. They will also have the opportunity to engage with the research interests of university staff in developing their own topics for investigation. Students will be involved in the work and community of the International Centre for Research in Music Education and they will have access to its extensive resources and programme of conferences and seminars.

### **Transferable skills**

Students will develop the following transferable skills:

Ability to use library and other academic resources  
Writing skills: writing of papers/essays, notes on readings and seminars, reviewing work of peers  
Ability to make oral presentations  
Ability to engage in practical music making  
Ability to critique existing music education policy and practice  
Ability to carry out research in an appropriate topic within music education.

### **Programme content**

The programme provides opportunities for students to select from a wide range of modules. The programme places strong emphasis on the development of independent research skills by all students. Students must complete their dissertation on an appropriate topic. All students initially are placed on Route A i.e. six taught modules [120 credits] and the 15-20,000 word dissertation [60 credits]. Students may transfer to Route B i.e. four taught modules [80 credits] and the longer, more research based dissertation [100 credits], if they have the approval of the course leader. Students on Route B are therefore unable to qualify for the Postgraduate Diploma [120 taught credits]. For Route A at least 3 modules must be taken from the list below. For Route B at least 2 modules are taken.

Participants on Route A may choose to supplement the four music education modules with two others from the full range of modular provision within the Institute of Education: see attached list. Participants on Route B will focus upon the four music education modules on offer.

Please see separate list (attached) for additional optional modules

## CORE MODULES

	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
EDM026	<i>Current Issues in Music Education</i>	20	M
EDM027	<i>Psychological Processes in Children's Musical Development and Learning</i>	20	M
EDM028	<i>Teaching Composing</i>	20	M
EDM029	<i>The Teaching of Musical Performance</i>	20	M
EDM030	<i>Dissertation Route A</i>	60	M
EDM031	<i>Dissertation Route B</i>	100	M

### Part-time/Modular arrangements

The course may be taken part-time over 48 months. The dissertation will normally be the last piece of work submitted for assessment. Modules must be assessed in the year they are studied.

### Progression requirements

Acceptance onto a module is conditional of students having attempted all assessments in previous modules.

### Summary of teaching and assessment

Teaching is by a variety of methods, including lectures, seminars, workshops, individual feedback on written work and individual supervisions.

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

### ***For Masters Degrees in Education***

To pass the Masters students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and have no mark below 40. In addition the total credit value of all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 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 50 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

### ***For PG Diplomas***

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40. In addition the total credit value of 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 PG Certificate***

To pass the Postgraduate Certificate students must gain an average mark of 50 or more in modules worth 60 credits and have no mark below 40.

### **Admission requirements**

Entrants to this programme are normally required to have obtained a good Honours degree or equivalent. However all applicants will be considered and practical experience may be taken into account where appropriate.

Admissions Tutor: Gordon Cox

### **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.

The Bulmershe campus contains its own library with an excellent stock of music education books and journals, and its own IT facilities. A comprehensive handbook is available for the course. The extensive resources of the International Centre for Research in Music Education are freely available. Through its Partnerships the Institute has active relationships with a network of over 300 schools and 10 local education authorities.

### **Career prospects**

It is envisaged that the course will greatly enhance the career prospects of any participants engaged in music teaching at whatever level, whether in the classroom, or within leadership or management roles in local education authorities and schools and colleges.

### **Opportunities for study abroad or for placements**

Partnership schools and other providers of music education give access to pupils working in a practical context.

## Educational aims of the programme

Students are required to demonstrate more advanced understandings than at first degree level with specific emphasis on the educational issues related to the teaching and learning of music. In order that music teachers become researchers, the programme provides opportunities for students to engage in small-scale research projects before embarking on the dissertation.

## Programme Outcomes

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. advanced concepts and theories of the nature of music teaching and learning</li><li>2. current educational practice and policies in music education</li><li>3. key issues affecting the music learning of children and young people</li><li>4. how music teachers develop their classroom skills and consistently improve them</li><li>5. the autonomy and accountability of the music teacher.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>1-5 are covered in the four music education modules.</p> <p><i>Assessment</i></p> <p>1-5 by coursework and by the dissertation.</p>
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### *Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"><li>1. use advanced evidence-based reasoning in evaluating music education theories and concepts, music education practices and policies</li><li>2. critically evaluate research specific to their expertise</li><li>3. produce well structured and well argued essays</li><li>4. abstract complex orally presented material</li><li>5. understand the complex professional framework within which music teachers operate.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <ol style="list-style-type: none"><li>1. is a feature of all seminar presentations and written assignments</li><li>2. is a feature of the whole programme but is specific to the completion of the dissertation</li><li>3. is developed through negotiation of topics with tutors and then formative feedback</li><li>4. is a feature of teaching and seminars; all students are encouraged to participate in sessions</li><li>5. is an integral feature of the course.</li></ol> <p><i>Assessment</i></p> <p>1, 2, 3, and 5 are assessed in assignments 2. is specifically assessed in the dissertation 4. is assessed through the requirement for students and staff to summarise both staff and student presentations, and to act, where required as a 'respondent'.</p>
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**C. Practical skills – able to:**

1. perform advanced searches for information relevant to specific topics within music education
2. choose and apply relevant data and analytic techniques
3. review, critique and write about empirical and theoretical research in music education
4. summarise and present key ideas to peers
5. undertake classroom and related observation in music education in a systematic way
6. with supervision, plan and carry out research within the parameters of music education.

**Teaching/learning methods and strategies**

1. is supported by library induction sessions and by subsequent tutor input
2. is a requirement in all assignments
3. is a requirement in all course work assignments
4. is demonstrated by tutors
5. is an aspect of all modules
6. supported by a dedicated seminar.

*Assessment*

1-3 and 6 are a requirement of all coursework  
4 is assessed in seminars  
5 is a requirement.

**D. Transferable skills – able to:**

1. communicate accurately and in writing
2. give oral presentations
3. work collaboratively in a group
4. plan and carry out a project
5. manage time and work deadlines
6. use IT where relevant and fit to purpose
7. understand the benefits and limitations of research methods
8. contribute to professional dialogue and development.

**Teaching/learning methods and strategies**

1. is developed through formative feedback on essays and related tasks
2. is included in seminar work
3. forms part of teaching methods, particularly in practical music workshops
4. is highly developed through the dissertation but also opportunity is provided to develop smaller-scale projects
5. is evident in the completion of all course work
6. all assignments must be presented via IT and are required to show evidence of internet research.
7. all assignments must review relevant research
8. is an integral feature of the programme.

*Assessment*

1, 5, 6, 7, 8 are assessed through coursework  
2, 5 are assessed through the dissertation phase  
8 is assessed through seminars and coursework.

*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.

### Optional Education Masters Modules

Module	Tutor	Title
EDM001	Mr A C Goodwyn	Developing Expertise in Teaching
EDM002	Mr A C Goodwyn	Improving Teaching and Learning (a)
EDM003	Mr A C Goodwyn	Improving Teaching and Learning (b)
EDM004	Mr A C Goodwyn	Practitioner-based Research (a)
EDM005	Mr A C Goodwyn	Practitioner-based Research (b)
EDM006	Mr A C Goodwyn	Mentorship
EDM007	Prof. P Croll	Investigating Education
EDM010	Mr A C Goodwyn	The Theory and Practice of English Teaching
EDM011	Mrs J Baxter	Language and Gender
EDM012	Mr A C Goodwyn	Media Education
EDM013	Mr A Kempe	Drama in Education
EDM014		Information Technology and English and Language in Education
EDM015	Prof. B Richards	Input, Interaction and Language Acquisition
EDM016	Mr A Goodwyn +	Poetic Language in Education
EDM017	Mr A Goodwyn +	Readers and Texts
EDM018	Prof. B Richards	Foreign Language Teaching and Learning
EDM021	Dr G Bhatti	School Development and Provision for Difficulties in Learning
EDM022	Dr G Bhatti	Enhancing Pupil Learning
EDM023	Dr I Copeland	Special Educational Needs: Policies and Practice
EDM032	Prof. B Fidler	Strategic and Development Planning in Schools
EDM033	Prof. B Fidler	Managing Change and School Improvement
EDM034	Prof. B Fidler	School Improvement Independent Study
EDM035	Prof. B Fidler	Managing Effective Teaching and Learning
EDM036	Prof. B Fidler	Leadership in Schools
EDM039	Dr G Bhatti	Comparative Educational Administration
EDM040	Prof. B Fidler +	Management, Finance and Planning in Educational Institutions
EDM041	Dr G Bhatti	Education Policy in a Globalised World
EDM042	Prof. P Croll	Investigating Education (Research Methods)
EDM043	Dr N Rassool	Education in Developing Countries
EDM044	Dr N Rassool	Language and Literacy for Development
EDM045	Dr R Straughan	Philosophical Perspectives in Education
EDM047	Dr N Bannan	Principles and Processes of Music Teaching
EDM048	Dr N Bannan	Principles and Processes of Studio Music Teaching
EDM049	Dr N Bannan	Instrument-Specific or Vocal Teaching and Learning
EDM050	Dr N Bannan	Processes of Reflective Teaching
EDM051	Dr N Bannan	Music Teaching in Professional Practice MA Dissertation
EDM052	Dr N Rassool	Policy and Practice in Primary Education
EDM053	Prof. P Croll	Effective Teaching in Primary Schools
EDM054	Dr M Perkins	Child Development and Primary Education