

Course Title	Introduction to Music Education				
Course Code	MUE 100				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This introductory course in Music Education is intended to increase music students' awareness of the importance of music education and to provide them with historical, philosophical, methodological and practical foundations for the teaching of music.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Reflect on the music education system, including topics such as technology, teaching methods, curricular evolution, legislation, and societal needs for cultural diversity • Discuss historical, philosophical and methodological aspects of music education. • Develop a personal philosophy about music education • Promote critical thinking on music education based on recent research • Become advocates for music in schools • Get familiar with opportunities for music education beyond the walls of the school • Describe and compare basic music education methods/ approaches (Dalcroze, Orff, Suzuki, Kodaly, Gordon etc.) • Evaluate and assess various pedagogical approaches and their application to music education. • Examine national education reports and published research and recommendations for educational reform in Music Education in Cyprus and report on and critically analyze national and international music curriculum documents • Acquire practical classroom experience through observation in various educational settings • Distinguish characteristics of effective and ineffective teaching and identify their personal and professional traits associated with effective teaching • Develop information-seeking skills in the field of music education. 				
Prerequisites	None		Co-requisites	None	

Course Content	<p>Description:</p> <ul style="list-style-type: none"> • What is Music? Why teach Music? What is Music Education? Musical identities. • The Music teacher- Defining the profession. The qualities and competencies of the music teacher- Classroom environment. Effective and ineffective teaching • Historical Foundations of Music Education • Philosophical Foundations of Music Education- Forming a Personal Philosophy of Music Education • Curriculum, definitions of the term. Presentation and Critical analysis of the Cypriot primary and secondary school curriculum- Current research findings. Teacher as researcher. Child as negotiator of the curriculum- Assessment in Music • Music Curricula abroad (UK, US, Greece and elsewhere) • Creativity and Music Education (Improvisation and Composition, creativity as process and product, children as composers, Current research in children's creativity) • Music Methods (Basic principles of methods/ approaches of Orff, Dalcroze, Kodaly, Suzuki, Gordon) • Social Perspectives of Music Education (Function of Music in everyday life- Multicultural Music Education, Gender and Music Education) • Current practices in Music Education: Technology and Music Education, Popular Music and Music Education, Interdisciplinary approach in teaching Music • Pedagogical approaches/ methods and their application to Music Education (cooperative learning, differentiation, multiple intelligences, child-centred learning, problem solving, meta-cognition etc.)
Teaching Methodology	Face to face
Bibliography	<p>Ball, P. (2011). The music instinct: How music works and why we can't do without it. Vintage.</p> <p>Davidson, J. (2017). The Music Practitioner: Research for the Music Performer, Teacher and Listener. Ashgate.</p> <p>Franzblau, R. (2013). So you want to be a music major. Meredith Music.</p> <p>Hoffer, C. R. (2017). Introduction to Music Education (4rth ed). Waveland Press.</p> <p>Mark L. & Madura, P. (2010). Music education in your hands: An introduction for future teachers. Routledge</p> <p>Swanwick, K. (2011). Teaching Music Musically. Routledge, Chapman & Hall.</p>

Assessment	Examinations Class Participation and Attendance Assignments	<table border="1"><tr><td data-bbox="984 92 1183 142">50%</td></tr><tr><td data-bbox="984 142 1183 193">10%</td></tr><tr><td data-bbox="984 193 1183 226">40%</td></tr><tr><td data-bbox="984 226 1183 262">100%</td></tr></table>	50%	10%	40%	100%
50%						
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Language	English					