

<b>Course Unit Title:</b>	Multicultural Music Education and World Music Pedagogy
<b>Course Unit Code:</b>	MUS 620
<b>Type of Course Unit: (Compulsory/Optional)</b>	Compulsory
<b>Level of Course Unit: (first, second or third cycle)</b>	Master (2 <sup>nd</sup> Cycle)
<b>Year of Study:</b>	1 or 2
<b>Semester when the unit is delivered:</b>	2 or 3
<b>Number of ECTS credits allocated:</b>	10
<b>Name of lecturer(s):</b>	TBA
<b>Learning Outcomes of the course unit:</b>	
<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• State, understand, and present the historical events that lead to the development of intercultural music education and world music pedagogy.</li> <li>• Identify and interpret a variety of different definitions used in literature, on the use of different genres in music teaching and practice (eg. multicultural music education, multiethnic music education, world music pedagogy, world music in education, culturally relevant pedagogy), and select the most appropriate for each occasion.</li> <li>• Construct his/hers personal philosophy in regards to the significance of intercultural music education and world music pedagogy in the contemporary educational reality.</li> <li>• Discuss and evaluate topics related to authenticity in performance and world music pedagogy in education.</li> <li>• Be familiar with and use effectively a diverse repertoire consisting of different musical traditions and styles in teaching.</li> <li>• Propose and organize effective teaching methods and practices, incorporating world music pedagogy in teaching.</li> <li>• Be familiar with educational material from different musical traditions and styles in teaching.</li> <li>• Analyze, discuss and support the value of diversity in the educational and social environment, as expressed through nationality, race, gender, sexual orientation, socio-economic status, age, physical and physical abilities, language, religious and political beliefs/values, or other ideologies.</li> <li>• Propose and support teaching methods that focus on the promotion of democratic values and equality in music education and in culture education.</li> </ul>	
<b>Mode of Delivery:</b>	Distance Learning

<b>Prerequisites and co-requisites:</b>	None
<b>Recommended optional program components:</b>	None
<p><b>Course Contents:</b>  The course aims to explore topics on multicultural education and their relation to music education and teaching. A special focus is given in teaching strategies and pedagogical tools that music teachers may use to effectively work with students from different cultural backgrounds and educational needs. Finally, it aims to provide music educators with the knowledge and skills necessary so that they successfully incorporate in their teaching repertoire from different musical traditions, genres and styles.</p> <p><b>Description:</b>  The global changes that have taken place during the second half of the 20<sup>th</sup> century, the continuous mobility among populations in different countries, as well as the phenomenal technological developments have greatly influenced education and music. It is not rare that contemporary schools serve in their classrooms students from different multicultural backgrounds. Also, different music from around the world and a variety of musical styles and products are easily accessible by all. That being the case, this course will deal with all of these complex issues on multiculturalism and education.</p> <p>The course will focus on the how issues of multiculturalism may relate to Music Education. Topics such as the historical development of intercultural music education, the instruction of various musical traditions and styles in a school context, the enrichment of a music repertoire with works from different civilizations and cultures, and the reinforcement and integration of student diversity in education will be discussed and examined. The course will combine lectures, class discussions and literature study, various assignments, class observations and small demo-lectures in class, which will enable students to reflect on current views and practices in regards to the wider role of the school and its link to society.</p> <p>More specifically, students will deal with topics of terminology and semantics; examine, in depth, the substantive multiculturalism of music as a universal process and act, as well as the constant interaction of music and influence between the different music styles. Using current research and developments in the field of ethnomusicology as a starting point, students will elaborate upon issues relating to the question of the "panhuman language" of music, the authenticity in music interpretation and teaching, bi-musicality and multi-musicality, and the importance of music in our lives and the purpose of music education. Adding to those issues, during the path of this course students will study topics that deal with the issue of proper preparation and training of music educators, and the necessary personal attributes and skills one must demonstrate. Finally, the clearly pedagogical part of the course will cover issues concerning to the criteria for the selection of a musical repertoire, the different teaching techniques required, the importance and difficulties related to recording, adaptation and orchestration, and finally the importance of auditory learning and course structure, based in the music of the world.</p>	

<p><b>Required or Recommended Reading(s):</b></p>	<p>Selection of articles, sources from the Instructor</p> <p><b>English</b></p> <p>Anderson, W. M., &amp; Campbell, P. S. (Eds.). <i>Multicultural perspectives in Music Education</i> (2<sup>nd</sup> ed). MENC. (1996).</p> <p>Campbell, P.S. <i>Lessons from the world: A cross-cultural guide to music teaching and learning</i>. Schirmer. 1991.</p> <p>Campbell, P.S. <i>Music in cultural context: Eight views on world music education</i>. Rowman &amp; Littlefiend. 1996.</p> <p>Campbell, P.S. &amp; Wade, B. <i>Teaching music globally: Experiencing music, expressing culture and thinking musically</i>. Oxford. 2004.</p> <p>Green, L. (2011). <i>Learning, Teaching, and Musical Identity: Voices across Cultures</i>. Bloomington, IN: Indiana University Press.</p> <p>Nieto, S. &amp; Bode, P. <i>Affirming diversity: The sociopolitical context of multicultural education</i>. Allyn &amp; Bacon. 2007.</p> <p>Reimer, B. (Ed). <i>World musics and music education</i>. MENC. 2002.</p> <p>Schippers, H. (2009). <i>Facing the music: Shaping music education from a global perspective</i>. New York: Oxford University Press.</p> <p>Solis, T. <i>Performing ethnomusicology: Teaching and representation in world music ensembles</i>. University of California Press. 2004.</p> <p>Volk. T. <i>Music, education and multiculturalism</i>. Oxford. 1998.</p> <p>Wade, B. <i>Thinking musically, experiencing music, expressing culture</i>. Oxford. 2003.</p> <p>Wink, J. (2010). <i>Critical Pedagogy: Notes from the Real World</i> (4th Edition). Upper Saddle River, NJ: Prentice Hall.</p> <p><b>Greek</b></p> <p>Ευαγγέλου, Ο. <i>Διαδίκτυο και διαπολιτισμική εκπαίδευση. Ταξιδευτής</i>. 2008. ISBN: 978960674814</p>
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<b>Planned learning activities and teaching methods:</b>	Virtual lectures, labs, group work, assignments and exams.						
<b>Assessment methods and criteria:</b>	<table border="1" data-bbox="618 428 1317 543"> <tr> <td data-bbox="618 428 1078 468">Ongoing Evaluation Activities</td> <td data-bbox="1078 428 1317 468">50 %</td> </tr> <tr> <td data-bbox="618 468 1078 508">Final Examination</td> <td data-bbox="1078 468 1317 508">50 %</td> </tr> <tr> <td data-bbox="618 508 1078 543"></td> <td data-bbox="1078 508 1317 543">100 %</td> </tr> </table>	Ongoing Evaluation Activities	50 %	Final Examination	50 %		100 %
Ongoing Evaluation Activities	50 %						
Final Examination	50 %						
	100 %						
<b>Language of Instruction:</b>	English						
<b>Work Placement(s):</b>	No						
<b>Place of Teaching:</b>	Blackboard Virtual Learning Platform						