

Course Unit Title:	Sociological and Psychological Dimensions of Music Education
Course Unit Code:	MUS 652
Type of Course Unit: (Compulsory/Optional)	Compulsory
Level of Course Unit: (first, second or third cycle)	Master (2 nd Cycle)
Year of Study:	1
Semester when the unit is delivered:	2
Number of ECTS credits allocated:	10
Name of lecturer(s):	TBA
Learning Outcomes of the course unit:	
<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Describe the contemporary findings in relation to brain function, memory and perception. • Analyze a variety of learning theories, applying them in music learning environments. • Discuss the evolutionary developmental theories in music and their ramifications in learning and teaching. • Explain the key concepts, challenges and conflicts in the sociology of music. • Reflect, critically, on the implementation of sociological theories in Music Education. • Interpret and evaluate the curricula and their educational applications, with a focus on sociology and psychology of Music Education. • Develop individual educational plans, in alignment with the sociological and psychological dimensions of Music Education. 	
Mode of Delivery:	Distance Learning
Prerequisites and co-requisites:	MUS 650
Recommended optional program components:	None
Course Contents:	
<p>The aim of the course is to produce: (a) a critical analysis of the social structures of Music Education, and (b) a detailed examination of the psychological theories related to learning and teaching in music. Emphasis will be given in linking sociology and psychology with contemporary challenges in curricula development and evaluation in music; but also in the practical implementation of these dimensions in the case of the prospective music educators.</p>	

Description:

Building on the question: 'What does it mean for a music educator, this particular sociological or psychological theory?' the course combines lectures, class discussions and group work in order to investigate the sociological and psychological dimensions of Music Education. Prior to each meeting, students will be required to study selected readings (articles, research studies, book chapters), summarize their thoughts and concerns and prepare for group discussions.

Students will examine in depth published research concerning the individual's musical development, the measurement of an individual's musical 'capacity', but also the psychology behind teaching music. Furthermore, students will discuss the contemporary approaches in music sociology, addressing issues of identity, gender, class stratification and ideology. With this theoretical background, students will be required to reflect the effects of psychology and sociology in the teaching practice. Indicatively, the following topics will be investigated:

- The brain function, memory, attention, perception;
- The individual's musical development:
 - The development of the vocal mechanism – singing.
 - Handling a musical instrument.
 - The development of the auditory perception.
 - The development of creativity in music.
 - Musical preferences.
- Music and emotion: emotional responses to music;
- "Talent" in music: trends, theories, instruments of measure;
- Musical ability: instruments of measure and evaluating in music;
- The psychology behind teaching music: types of learning, learning environments, the role of the educator;
- The social construction of the musical meaning;
- Identity, music and education:
 - Gender and identity.
 - Identify of minority and immigrant groups.
 - Identity and musical experience.
- Social and class stratification, educational inequality and learning in music;
- Values, ideology, culture and school setting: racism, nationalism and Music Education;
- Sociological approach in music creation/musical creativity;
- Nationality and Music Education: sociological dimensions;
- Psychological and Sociological theories, curricula development and teaching approaches.

Required or Recommended Reading(s):

Selection of articles, sources from the Instructor.

English

Barrett, M. S. (2011). *A cultural psychology of music education*. Oxford: Oxford University Press. (ISBN-10: 0199214387)

Juslin, P. N. & Sloboda, J. A. (eds.) (2001). *Music and Emotion, Theory and Research*. Oxford: Oxford University Press. (ISBN-10: 0192631888)

Juslin, P. N. & Sloboda, J. A. (eds.) (2011). *Handbook of Music and Emotion. Theory, Research and Applications*. Oxford: Oxford University Press. (ISBN-10: 0199604967)

Martin, P. J. (1996). *Sounds and Society: Themes in the sociology of music*. Manchester: Manchester University Press. (ISBN-10: 0719032245)

McPherson, G., (ed.) (2006). *The Child as Musician: a handbook of musical development*. London: Oxford University Press.

North, A. & Hargreaves, D. (eds.) (2008). *The social and applied psychology of music*. Oxford: Oxford University Press. (ISBN-10: 0198530323)

Radocy, R.E. & Boyle, J. D. (eds.) (2003). *Psychological foundations of musical behavior* (4th ed.). Springfield, IL: Charles C. Thomas Publisher. (ISBN-10: 0398073856)

Ward-Steinman, P. M. (ed.) (2011). *Advances in social psychology and music education research*. SEMPRE studies in the psychology of music. Surrey, UK: Ashgate Publishing. (ISBN-10: 1409422763)

Wright, R. (ed.) (2010). *Sociology and music education*. SEMPRE studies in the psychology of music. Surrey, UK: Ashgate Publishing. (ISBN-10: 0754668010)

Greek

Adorno, T. W. (1997). *Η κοινωνιολογία της μουσικής*. Μετάφραση: Λουπασάκης, Θ., Σαγκριώτης, Γ. & Τερζάκης, Φ. Αθήνα: Νεφέλη. (ISBN: 9789602113240)

Hargreaves, D. (2004). *Η αναπτυξιακή ψυχολογία της μουσικής*. Μετάφραση: Μακροπούλου, Ε. Αθήνα: Fagotto. (ISBN: 9789607075949)

Παναγιώτου, Ξ. (2009). *Ζητήματα Μουσικής Παιδαγωγικής*. Θεσσαλονίκη: Εκδόσεις Ε.Ε.Μ.Ε. (ISBN: 9608984742)

Planned learning activities and teaching methods:	Virtual lectures, labs, group work, assignments and exams.						
Assessment methods and criteria:	<table border="1"> <tr> <td>Ongoing Evaluation Activities</td> <td>50 %</td> </tr> <tr> <td>Final Examination</td> <td>50 %</td> </tr> <tr> <td></td> <td>100 %</td> </tr> </table>	Ongoing Evaluation Activities	50 %	Final Examination	50 %		100 %
Ongoing Evaluation Activities	50 %						
Final Examination	50 %						
	100 %						
Language of Instruction:	English						
Work Placement(s):	No						
Place of Teaching:	Blackboard Virtual Learning Platform						