CMEA BAY SECTION

WINTER

CONFERENCE

January 10th, 2014
3 P.M. Rm 213

Teaching music theory and music appreciation can be daunting, especially when today's students are frequently expecting lots of flashy multimedia presentations and eye-grabbing visual aids. Participants will focus on some nifty websites that are extremely helpful to instructors and students alike.
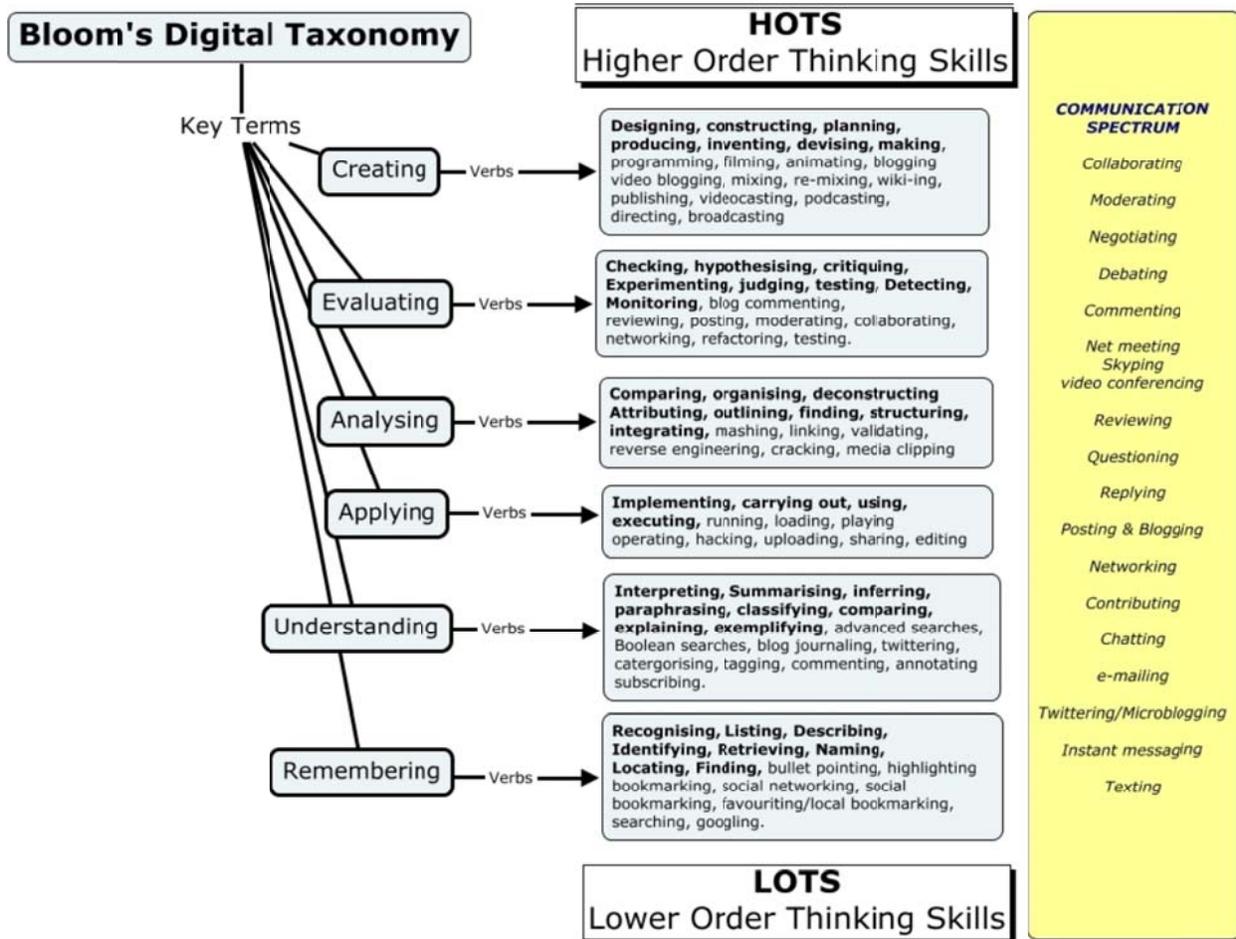
Marc Prensky (2001) introduces us to the terms Digital Natives and Digital Immigrants. He writes:

> "Today's students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big discontinuity has taken place. One might even call it a "singularity" – an event which changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital technology in the last decades of the twentieth century."

> "It is now clear that, as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors. These differences go far further and deeper than most educators suspect or realize. "Different kinds of experiences lead to different brain structures," says Dr Bruce D. Berry of Baylor College of Medicine. As we shall see …, it is very likely that our students' brains have physically changed – and are different from ours – as a result of how they grew up. But whether or not this is literally true, we can say with certainty that their thinking patterns have changed." (p. 1)

In his article Bloom's Digital Taxonomy (2009), Andrew Churches uses the phrase "It's not about the tools, it's using the tools to facilitate learning" (p. 1). Context is critical; and the tools can be motivational. Discovery is a valuable step in improving outdated class projects.

Bloom's Digital Taxonomy

HOTS
Higher Order Thinking Skills

Key Terms

Creating — Verbs → Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Evaluating — Verbs → Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring, blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Analysing — Verbs → Comparing, organising, deconstructing Attributing, outlining, finding, structuring, integrating, mashing, linking, validating, reverse engineering, cracking, media clipping

Applying — Verbs → Implementing, carrying out, using, executing, running, loading, playing operating, hacking, uploading, sharing, editing

Understanding — Verbs → Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, Boolean searches, blog journaling, twittering, catergorising, tagging, commenting, annotating subscribing.

Remembering — Verbs → Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding, bullet pointing, highlighting bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

COMMUNICATION SPECTRUM

Collaborating
Moderating
Negotiating
Debating
Commenting
Net meeting
Skyping
video conferencing
Reviewing
Questioning
Replying
Posting & Blogging
Networking
Contributing
Chatting
e-mailing
Twittering/Microblogging
Instant messaging
Texting

LOTS
Lower Order Thinking Skills

Choosing technology tools for the sake of technology will not result in increased learning (Berk, 2010). You may feel pressure about choice; you must develop an educationally relevant filter for technology choices.

Hardware

    Laptop

    Document Presenter (Elmo)

    Sound System

    Clickers

    Web camera

Software

    Finale

    Powerpoint

    Blueberry Flashback Player and Recorder

    Picasa

    Sticky Notes

Web 2.0 tools

    animoto.com

    edmodo.com

    voki.com

    musictheory.net

    mywebspiration.com

    blip.fm

    noteflight.com

    trainer.thetamusic.com

    wordle.net

    prezi.com

    youtube.com

Learning Objects

Any digital resource, to be used for teaching, most frequently for learning and applicable in other learning contexts, is usually considered as a learning object (LO) (Dagiene and Kurilovas, 2008; Wiley, 2000).

Flipping the General Music Classroom

What is flipping?

> practice at home – perform in class

> class-time is freed to support projects, collaborative problem-solving, creating

> pause – rewind – replay

What is blended learning?

> supplemental

> replacement

> emporium

Why general music?

> time

> teaching comfort zone

> classroom management

> student work is correct; bad habits are minimized

Available resources.

> not much

> what I have I created

What I do.

> video

> transcript

> video guide

Sharing.

In conclusion, Nancy Herther writes:

> Technology has given us "just-in-time" learning and information, has made communication truly mobile, and has allowed everyone to be both consumers and producers of information and entertainment. We are developing communities of practice, communities of learning, and other social networks that we couldn't have imagined possible just a few decades ago. We can now share information, simulate options, and have realtime, web-based interactions across the globe.
>
> I see a world in which we are all struggling to keep up, to multitask, despite knowing that the strains of trying to serve so many masters weakens our efforts and lessens our intellectual product. I also see myself in a profession that, regardless of the available format, seeks to find the best available information for our users and seeks to help clients become more-informed creators as well as users of that information. In academe, this role also includes seeing that our communities learn how to do quality research themselves - going far beyond the Google search - to become the best in their fields. Being willing to accept less, from ourselves or our clients, is suicidal. Rather than worrying about a serious generation gap, what we really seem to need is more intergenerational sharing.

Thank you all for attending; and I hope we see each other again soon.

Sidebar: Jonathan Fey is a 20 year veteran teacher of instrumental, vocal, and general classroom music. He holds several degrees including an Associate of Arts degree from Diablo Valley College where he studied under Ernest Thompson and Jim Hodge; a Bachelor of Arts degree from California State University, Hayward where he majored in trombone performance under Daniel Livesay; and a Masters degree in Curriculum and Instruction with a concentration in Digital Learning and Teaching from the American College of Education. While at Hayward, Jon also studied jazz with Dave Eschelman and conducting with Timothy Smith. After beginning his teaching career in Riverside, Gilroy and Fresno; Jon has spent the past 13 years teaching at Monta Vista High School in Cupertino. He is an active volunteer with several organizations including the Fremont Education Association, the Western Association of Schools and Colleges, and the Santa Clara County Band Directors Association. He currently serves as the Executive Treasurer for CMEA Bay Section.