



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

| | |
|-----------------------|--|
| Course Name | The Powerful Effects of Music on the Brain |
| Course Number | OL 5534 |
| Course Credits | 3 or Flex Credit |

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

It's been said that music makes you smarter, and although this is an overly-generalized statement, there is truth to it. In this course, you will explore current research supporting the connection between music and the brain and design learning experiences aligned to that science. You will also learn about various aspects of music education, including the social-emotional benefits, the impact of a growth mindset, and the importance of inclusivity in the music classroom. Whether you are a music teacher, general educator, or teach a specialist subject, you will walk away with strategies to use in your classroom that benefit each learner and knowledge that will strengthen your professional philosophy.

Course Objectives:

1. Use prompts about music and the brain, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Analyze your personal experience with, and use of, music in various areas of your life.
3. Apply the social-emotional benefits of music for every learner by designing or adapting a classroom activity to fit your classroom that addresses social-emotional learning.
4. Examine the benefits of music education for students with disabilities in a classroom setting, and create learning experiences to serve students in your school/classroom.
5. Explore ways to advocate for music education in your school.

Required Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Adamek, M. & Darrow, A. (2018). *Music in Special Education* (3rd ed.). American Music Therapy Association.

Armstrong, T. (2017). *Multiple Intelligences in the Classroom* (4th ed.). ASCD.

Edgar, S. (2017). *Music Education and Social Emotional Learning*. GIA.

Edgar, S. (2021). *Portraits of Music Education and Social Emotional Learning*. GIA.

Hart, K. (2022). *The Mindful Music Classroom: Practical Strategies for Social Emotional Learning*. Alfred.

Svard, L. (2023). *The Musical Brain: What Students, Teachers, and Performers Need to Know*. Oxford University Press.

Wentlent, A. (2020). *Music Mosaic: Exploring the Music of America through Project-based Learning*. Alfred.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

| Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|--|---|---|
| Statement of Intention and Awareness | The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection. | | |
| Investigation: Read and Respond | Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences. | Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |

All coursework is to be completed in the Teaching Channel online environment.

| Investigation: Resource Review Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|--|--|--|---|
| Summary of Resource | Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.) | Coursework summarizes the main ideas presented in the resource. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| Relation to Personal Assumptions or Course Content | Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content. | Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| Impact on Professional Practice | Coursework provides more than one clear explanation of how the information in the resource could impact professional practice. | Coursework provides one explanation of how the information in the resource could impact professional practice. | |

All coursework is to be completed in the Teaching Channel online environment.

| Application Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|--|---|--|---|
| Planning, Development and Execution | Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts. | Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts. | Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance. |
| | Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice. | Coursework includes application of new knowledge and skills from course content to professional practice. | |
| Written Requirements | Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice. | Coursework provides clear, logical, and organized responses to any writing prompts in the application. | |

All coursework is to be completed in the Teaching Channel online environment.

| Reflection Rubric | A Grade = Outstanding Performance | B Grade = Target Performance | Below Target Performance |
|---|---|---|--|
| <p>Connection to Statement of Intention and Awareness</p> | <p>Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.</p> | <p>Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.</p> | <p>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</p> |
| <p>Summary of Learning</p> | <p>Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).</p> | <p>Coursework includes two general connections to course content.</p> | |
| <p>Description of Positive Influence or Transformation</p> | <p>Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.</p> | <p>Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.</p> | |

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about music and the brain.
2. Summarize your previous knowledge or experience with how music affects the brain and health.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Application: How Music Activates and Changes Your Brain

Music has a powerful impact on humanity. Almost every person has had a moment when they hear a song and are instantly transported back to a memory of a specific place and time. But how and why? Scientists have explored the cognitive connections between the brain and music as well as the neurological connections and emotional responses of the human brain. Watch one or more of the videos below to find out about this research. Then, respond to each prompt below in one paragraph or more (five sentences or longer).

| | |
|--|---|
| How Does Music Affect Your Brain? Tech Effects WIRED | Your brain on music Alan Harvey TEDxPerth |
| Music's power over your brain, explained Michael Spitzer | The Fascinating Neuroscience of Music |

All coursework is to be completed in the Teaching Channel online environment.

- A. Describe how you have used music in various aspects of your life. How has music and/or music training from your childhood impacted your adult life?
- B. Explain whether you believe musicians are born, or whether they are made, and why this is.
- C. Share about the process of learning a nonmusical skill you have mastered in your life. How does this relate to what you've learned about the brain?
- D. Explain how and why musical training is important for the developing brain of a child.
- E. How have your previous conceptions of the brain benefits of music training been altered or reinforced after viewing the videos?

4. Application: Music Matters

Research has shown that every person is born with musical potential. When nurtured, this musical potential can spark something in students' brains that sets them up for academic success. Read the articles below to unpack the arguments to support teaching music in schools, then select one of the options below to apply your learning.

- "The Argument for Music Education," by Nina Kraus and Travis White-Schwoch
- "Music Matters," from Arts Education Partnership

Option A: Create an Elevator Pitch

To complete this application, create and submit an "Elevator Pitch" describing why music should be in schools and how you plan to nurture musical potential in your students.

Elevator Pitches are just as they sound- a quick chance to convince others and those in leadership roles to approve an idea.

Please describe what you hope to accomplish, along with your pitch, in a total of 3 or more paragraphs in length.

Option B: Personal Goal Setting

Make a plan to strengthen your own musical skills. Use the SMART Goal template to help you focus on what you want to learn/strengthen and how you will accomplish your goal.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Music and Social Emotional Learning

Music has amazing and powerful benefits for the social and emotional development of our students in addition to academic benefits. In fact, music teachers are often incorporating these skills without even realizing it. As you read through one or more of these articles, think about how you could intentionally incorporate the strategies into your own teaching.

- "Music Education and Social-Emotional Learning: The Heart of Teaching Music," by Scott N. Edgar, Ph.D.
- "Musical Creativity Is in the DNA of SEL," by Fleischmann, Schroeder, and Edgar
- "Understanding the Psychology and Benefits of Music Therapy," by Lia Peralta

All coursework is to be completed in the Teaching Channel online environment.

Now, create a SEL tool or classroom activity using ideas from the articles. You might create a short exit slip, in-class reflection prompt or a list of SEL songs to sing during class. Please share about your creation, including:

- The audience (grade level, subject area)
- A brief description
- How you will use the tool or activity to support SEL
- Optional: Links to any additional materials

3. Application: Growth Mindset and Neuroplasticity

The brain's ability to change is called "neuroplasticity". Learning to play a musical instrument or be a part of a musical ensemble requires some of the elements that are also required to grow our brains including grit, determination, and mindset. Teachers using music in their classrooms are therefore in a unique position to intentionally develop these, "Growth Mindsets."

Read the following articles to better understand the connection between mindset and neuroplasticity:

- "Modelling Growth in the Music Classroom," by Ian W. Miller
- "Harnessing the Power of Failure in Your Music Classroom," by Virginia Davis and Diane C. Persellin
- "Mindset, Grit, and Determination: Keys to Success for Music Teachers and Students of All Needs," by Paul G. Young, Ph.D.

To apply your new (or refreshed) learning, create a visual representation of Growth Mindsets that can be posted in your classroom or office to serve as a reminder for your learners and you! This can be an anchor chart, bulletin board, poster, digital document, or another creation of your choosing. Your visual may be more inspirational or convey important facts and information.

Submit your visual (in either document, slide, or image format) and a one-paragraph hypothesis about how a focus on Growth Mindset could positively impact your learners.

4. Application: "Music for All"

While researchers have been exploring the influences music education has on developmental goals for students with special needs, many people (parents and even educators!) are unaware of the benefits. When given the powerful tool of music, students with disabilities show improvements in all areas including social, emotional, physical, and academic.

Watch the video about Ruth LeMay at Southwest High School in Minneapolis, MN who has developed a way for students with special needs to form a rock band. Ruth has challenged the Status Quo to think about a way to get students involved in music that may not have previously had access.

'3 Strings' of opportunity: Music teacher forms rock band for students with special needs

Then read the article, "Creating Music with a Neurodiverse Population," by the same educator, to learn more about the 3 Strings program.

Now with these inspirational stories in mind, think about a collaborative project, lesson, or mini-lesson that you could design with someone in your school or community that includes neurotypical and neurodiverse students working together with music. Your collaborator could come into your classroom/school (live or virtually) or you might bring students to them. You may even work asynchronously. Share your one page plan in the form of narrative writing, text outline, mind map, picture/video, or graphic representation.

Be sure to include:

- Your collaborator's name/role
- Students to be included (in a general sense, no student info)
- Description of the project/lesson
- Connections to curriculum
- How you plan to prepare the students for the experience
- How you plan to extend the learning connections after the experience
- How this experience could contribute to students sense of belonging
- Optional: Images or video if you are able to implement the project!

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Synthesis

Professional learning is essential for teachers to continue growing and improving their practice. Now, it's time to put your learning into action with a culminating project. This project is an opportunity for you to utilize the knowledge and skills you've acquired throughout the course to create something practical for your classroom or school. Teaching Channel wants you to culminate this course through an assignment that's relevant, applicable, and useful.

Option A: Plan an Initiative

Develop a plan to incorporate a paradigm shift, a specific educational model or a growth initiative into your classroom, on your team, or in your building. You may use Google Slides, Google Docs (for a narrative)—whatever works best for you. Please include each of the following in your 2 page or more plan:

1. Goals – what will the end results be?
2. Allies and Resources – who and what could help you reach your goals?
3. Communication – how will you engage with all stakeholders
4. Roadblocks and possible solutions
5. Timeline for implementation

Examples:

- Rally your colleagues to get excited about a new music initiative you would like to start
- Recommendations for improvement/expansion regarding an existing music program in your school or district

Option B: Design a Presentation

Create a 30 min or more presentation for an audience of your choice, based on your learning in this course. Please include the following in your presentation:

1. One slide identifying your audience and how the presentation will benefit the group
2. Three or more concepts or ideas to be addressed in the presentation
3. Speaker notes embedded in the slides (or in a separate document)
4. One or more interactive activity (e.g. discussion prompt, jigsaw, gallery walk, music making)
5. An explanation of next steps, such as additional trainings, resources, and/or collaborations

Please submit your presentation with your coursework submission.

Examples:

- Explain the rationale for including or expanding music education programs in your school
- Introduce your colleagues to the overall research about the connections between music, the brain, and mental health

Option C: Develop a Unit of Study

This option presents you with the opportunity to significantly enhance an existing unit of study or create a brand new one, comprised of 5 or more lessons using what you have learned from this course. For this option:

1. Describe the student goals/objectives of the unit
2. Using our template, please include enough detail to ensure full understanding of the program or unit of study. Could a colleague teach this from your explanation, without preparation from you?
3. Embed links to lesson resources (e.g. websites, videos, readings) within the template
4. If you are revising an existing unit, please describe the areas you've enhanced or extended the original lesson(s)

Please submit your template with your coursework submission.

Examples:

- For non-music teachers, incorporate new strategies and musical activities into an existing unit plan
- For music teachers, look at the extra-musical benefits you could be incorporating more widely into lessons such as integrating social and emotional learning or inclusion of neurodiverse students in musical activities

3. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.