

## Unfolding Music:

A brief statement of philosophy and pedagogy

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I believe music has the power to penetrate to the core of all cultures and enhance the complexity, subtlety and strength of human emotional experience. This idea has been proposed by philosophers for more than 2,500 years. My passion for this philosophy is the propellant to my pedagogy, embraced in the following metaphor:

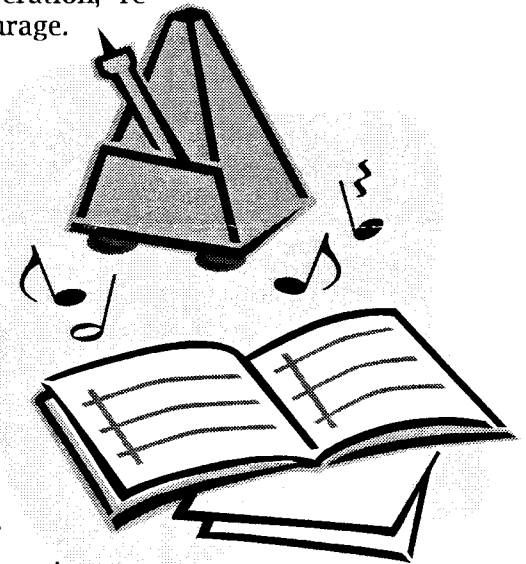
*"To experience music is to travel, to depart and to arrive. If there is a destination, I would submit there must also be a path. Some paths are wide and familiar roads. Others call for the unfolding of maps to chart the unknown course. The greater the awareness of where one is going and how one arrived, the greater the likelihood one could visit again. I believe the sharing of maps with other travelers enhances one's ability to navigate one's own journey."* In unfolding these maps safely through sociocultural contexts, in unfolding the

silent voice of tacit knowledge, and in unfolding shared understanding through collaborative thinking and learning, we are given the opportunity

to go with others where we might not have known how to go alone.

I am a constructivist music educator, seeking to foster effective creative choices grounded in trust, competence, cooperation, respect and courage.

Within authentic and meaningful contexts, the continuum of creativity in my classroom is empowered through student-centered educational practices inclusive of multiple representations of reality. Valuing the idea that knowledge is dynamic rather than static, listening, performing and creating music become an act of perpetual problem solving, weaving the objective and subjective as twin tapestry threads of musical understanding. Finally, I deeply believe that in the creation of, expression of and experience of music, we are each given the opportunity to become a little "bigger" inside and for a moment of diverse beauty, a little better as a human race for it. I am the most fortunate of educators to daily open the gift of these ideas with my students.



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# Student Assessment: Where Do We Stand?

**John S. Klemanski**

Professor

Chair, University Assessment Committee

As I near the end of my two-year stint as Chair of the University Assessment Committee, I would like to offer some observations regarding student assessment and the assessment process.

A central value of Assessment Committee members has been our belief that assessment should be more accessible and useful to faculty. In the past year, we have created several documents available on the Assessment web site ("Assessment of Student Learning" is linked to the OU Home Page) to help programs prepare assessment plans and reports. We also can provide technical assistance to programs that need help. We've moved reporting to a two-year cycle to allow programs of all sizes to obtain meaningful assessment feedback information so that it may be used for program improvements.

What does the University Assessment Committee do? The Senate has charged the Assessment Committee with reviewing assessment plans and reports. We work alongside programs on campus to help meet the assessment guidelines established by our institutional accrediting body, the North Central Association (NCA). Some faculty may believe that an "approved assessment plan" requires only departmental faculty approval. However, the NCA wants a campus-wide committee such as the UAC to review assessment plans and make judgments about whether a plan should be approved or not.

Please also remember that we are interested in program level assessments of student learning. This is different from what most faculty have been used to in the past,

because that focus typically was on course assessment. In student assessment, your faculty should focus more on program-wide priorities and student learning outcomes.

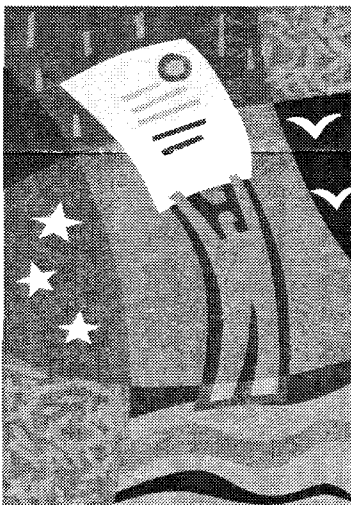
The advice I give to faculty wanting to know "How do we start?" is to recommend they ask, "What are the most important outcomes (in knowledge, skills, and attitudes/ values) that we want in our majors as they graduate?" This can be an exciting and fruitful discussion for your program faculty. In my own department we hadn't had many of these conversations historically, but our early discussions related to assessment have generated many useful ideas.

I'll end with a few recommendations regarding assessment:

- When just starting out, try to do a few activities well, rather attempting too many.
- We should be building assessment capacity among all faculty members. Student assessment isn't the responsibility of only those serving on assessment committees.
- A major benefit from assessment feedback activities comes when you use the information to improve your program.
- Feel free to ask for help.

University Assessment Committee members are available and willing to provide assistance to you.

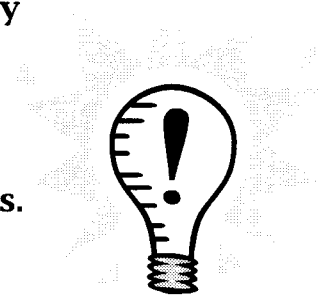
The NCA will be visiting our campus in the calendar year 2005 for a 'focused visit' on assessment and general education. The University Assessment Committee looks forward to working with all departments and programs to ensure that we will be prepared for this visit, and proud of the progress we will have made by that time.



# 2004 Educational Development Grant Proposals

The Senate charge to the Teaching and Learning Committee is “to promote the teaching and the learning process.” In accordance with this charge, the Committee invites the Oakland University faculty and staff to apply for grants in educational development. Funding may be requested for projects whose primary purpose involves one or more of the following:

- Development and/or use of new teaching techniques.
- Development of a new instructional approach.
- Faculty development related to curricular responsibilities.
- Investigation of a teaching/learning problem.
- Evaluation of a method of teaching.



Individual awards will not normally exceed \$750. Student labor in conjunction with preparation of teaching materials may be funded. The Committee will not fund preparation for accreditation or program reviews nor will it fund faculty salaries or travel costs. The cost of food, food services and photocopies will not be funded. The grant is not intended to support the purchase of software or hardware unless it is incidental to the development of the educational process.

*The deadline for applications is 5:00 P.M. on Monday, March 15, 2004*

Please print or type proposals using the committee format. Forms (four pages) are available electronically from Kathleen Moore ([kmoore@oakland.edu](mailto:kmoore@oakland.edu)). Completed proposals will be accepted in hard copy only using the committee form.

Each award recipient must file a final report at the conclusion of the project describing its purpose, activities and outcomes.

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