



# Engaged Pedagogies in the Music History Classroom

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# Today's Presentation

- ▶ What You Can Expect to Gain From This Presentation
  - ▶ i.e. why a presentation from a musicologist might be useful to folks in other, perhaps far afield, disciplines
- ▶ Principles that Motivate My Teaching Practices
- ▶ General Discussion of My Engaged Pedagogy in the Music History Classroom
- ▶ Specific Example: Public Learning Projects
  - ▶ Focus on student-made websites and a student-led public concert

# What You Can Expect to Gain from This Presentation

- ▶ Awareness of what “engaged pedagogies” might mean in arts/humanities classrooms
- ▶ Ideas re: approaches to creating engaging, inclusive, egalitarian modules in terms of content, organization, assessment, and in-classroom practices that you might put into practice in your own modules
- ▶ Ideas re: how research and teaching might be mutually beneficial
- ▶ Information and advice on using websites—or other public learning/engagement outputs—as class projects

# Principles that Motivate My Teaching Practices

- ▶ The Importance of Student-Centered Learning for Diverse Student Populations
- ▶ My Knowledge of the Breadth of Skills & the Depth of Knowledge Students Will Need After University
- ▶ My Understanding of Music as a Multi-Faceted, Creative, Social Process That Benefits From Multiple Contextualizations and Approaches
- ▶ The Importance of Critical Thinking for Creating a Better, More Just World
- ▶ My Desire to Make What We Do at UCC (and in academia in general) Relevant for the Community At-Large

# These Principles Are Especially Apparent in Four Areas:

- ▶ Engaged and Engaging In-Classroom Teaching
- ▶ Supportive, Egalitarian Approaches to Teacher-Student Interactions
- ▶ Research-Led, Interdisciplinary, and Inclusive Approaches to Module Content
- ▶ Creative and Beneficial Modes of Assessment Involving Active, Practice-Based Learning

# Engaged and Engaging In-Classroom Teaching

## ▶ **My main goals:**

- ▶ enhancing verbal skills, self-expression, critical thinking, and understanding
- ▶ speaking to and broadening the strengths of students through offering multiple modes of engagement with ideas and repertoires

## ▶ **I listen and respond carefully to my students regarding their strengths, weaknesses, career goals, and learning needs**

## ▶ **I shift dynamically between myriad in-class activities:**

- ▶ Mini-lectures
- ▶ Discussion of articles/concepts
- ▶ Group work
- ▶ Peer editing
- ▶ Discussion of listening/viewings
- ▶ Singing and/or playing music in class (from score or not)
- ▶ Free Writing Exercises
- Interdisciplinary Skill-building Workshops
  - On conducting research
  - On engaging with archives and Special Collections
  - On sound recording and editing
  - On website-building
  - On digital tools

# Supportive, Egalitarian Approaches to Teacher-Student Interactions

- ▶ I follow bell hooks's suggestion to share with and make oneself vulnerable with students
- ▶ With the knowledge that many students will encounter trauma at some point before or during their time with us at university, and because I teach often difficult course content, I follow the principles of what social work pedagogues Janice Carello and Lisa Butler have termed "trauma-informed teaching"
  - ▶ Ensuring safety, establishing trust, giving students choice, providing opportunities for collaboration, and prioritizing empowerment
- ▶ As a result: students feel more comfortable and empowered to share their ideas, concerns, and questions, thus not only enriching class discussions, but also allowing me to know and better meet their needs

# Research-Led, Interdisciplinary, and Inclusive Approaches to Module Content

- ▶ I teach what I know best, while also adding in new (to me) lessons along the way
  - ▶ Allows me to incorporate into my classes specialist knowledge, primary sources otherwise unavailable to students, and interviews/presentations from scholars I know in my subfield(s)
- ▶ I teach the canon, but ONLY while simultaneously teaching students to critique the canon, and teaching them music, musicians, and musical practices outside of the canon
  - ▶ I teach musical traditions from a wide variety of global cultures and geographical locations (depending on the topic, of course)
  - ▶ I teach music created, performed, and listened to by minorities
  - ▶ I teach students about how music and musical practices have been and continue to be shaped by gender, race, class, sexuality, citizenship status, religion, and other social categories of identity
- ▶ I assign a variety of materials in myriad formats: podcasts, short videos or films, musical recordings, academic articles, fiction, primary sources
- ▶ I give students opportunities to engage with music in a variety of ways:
  - ▶ Performance, listening, writing, reading, speaking, critical thinking, close analysis, etc.



# Creative and Beneficial Modes of Assessment Involving Practice-Based Learning

- ▶ All modes of assessment build skills and knowledge that they are already developing within the module
- ▶ Many of the assessments I use involve peer review or working in stages to allow for additional feedback throughout the working process
- ▶ I often give students choices within assessment so that they can play to their strengths and/or challenge themselves as they see fit
- ▶ Modes of assessment have included:
  - ▶ Standard research papers
  - ▶ Podcasts or lecture recital videos, each submitted with a script and a media portion
  - ▶ Performance reviews
  - ▶ Concert programs and production designs
  - ▶ Analytical essays
  - ▶ Journalistic review essays
  - ▶ Blog posts
  - ▶ Historically-informed soundscapes
  - ▶ Story Maps projects
  - ▶ Public Learning Projects

# Public Learning Projects

## ▶ Specifics:

- ▶ Students worked in small groups to create a public learning project of their choice
  - ▶ Podcast, lesson plan, website, public concert with spoken “program notes,” short video, etc.
  - ▶ I required that the project be public, and it couldn't just be a plan – they had to follow through with what they chose
- ▶ They brought together the research they were each conducting for their individual research paper projects

## ▶ Aims:

- ▶ Realization of real-world appeal & implications of research
- ▶ Practice for teaching
- ▶ Development of digital media skills
- ▶ Experience in working successfully in a group
- ▶ CV/Resumé Development

# Specifics of the Public Learning Project

- ▶ Project Requirements
  - ▶ Proposal Submission in Week 6, shared with me & classmates
    - ▶ Format, topic, audience
  - ▶ Meeting with Peter and/or Trish from Blackstone Launchpad
  - ▶ Keep a collaborative project journal
  - ▶ Complete the proposed project (beyond designing/planning)
- ▶ Marking
  - ▶ Advertising
  - ▶ Clear presentation of research/ideas
  - ▶ Clear justification of project
  - ▶ Clear definition of audience and tailoring to it,
  - ▶ Inclusion of musical examples

# Specifics of the Public Learning Project

- ▶ Practicum Sessions for the Project
  - ▶ Peter Finnegan from Blackstone Launchpad
    - ▶ Thinking outside the scope of the module
  - ▶ John Hough from the Music Department
    - ▶ On video/sound recording and editing
  - ▶ Sarah Thelen & Claire Fennell from Instructional Technology
    - ▶ On building websites
  - ▶ Me on advertising
  - ▶ Several sessions devoted to group work and receiving feedback

# Results

- ▶ Two of the groups built websites, and one group held a public concert
- ▶ All groups were very grateful for the skills they learned through the practicums & project
- ▶ Several of the students realized that they love this building websites and are considering careers in website building
  - ▶ Both websites were pretty good, although one was really outstanding
    - ▶ Identified audience
    - ▶ Provided great context and content based on that audience
    - ▶ Produced an effective, creative, engaging, and beautiful website

# “The Hopeless Romantics”

- ▶ Created by four 2<sup>nd</sup> & 3<sup>rd</sup> year Music students who were researching Western art music topics
- ▶ Designed for secondary school students who are dissatisfied with their music leaving cert preparation
  - ▶ Language, content, presentation
  - ▶ All information is cited
  - ▶ Offers a reflection of each of their individual research projects & what they learned during the module as a whole
- ▶ <http://thehopelessromanti.wixsite.com/19thcenturymusic>
- ▶ Beautiful job with the research journal as well: <https://docs.google.com/document/d/1kafB-UkhVQCQ5HvhaJcGsUJp7aOxBSl6z7J8wVfBvlM/edit>
- ▶ They enjoyed the project so much that they are now planning to launch a separate website that will act as a publishing platform for interdisciplinary, music-focused undergraduate projects at UCC

# Concert at the Cork General Post Office

- ▶ Four Irish traditional musicians organized a concert to take place at the Cork GPO
  - ▶ They chose this location because, in their research, they discovered that the GPO had been a concert hall in the 19<sup>th</sup> century where popular and traditional music would have been performed
  - ▶ They did a photo shoot to advertise the concert
  - ▶ They arranged to collect and donate donations to the Cork Simon Community
  - ▶ They designed a program of 19<sup>th</sup>-century repertoire through working with sources in UCC's Special Collections
    - ▶ One student—an Irish step dancer—researched steps specific to Cork in the 19<sup>th</sup> century and incorporated these into her choreography
  - ▶ They provided spoken program notes for listeners that detailed their programming and venue choices
  - ▶ Link: <https://www.youtube.com/watch?v=iGdZToE7ZvE&feature=youtu.be>



Thank you!

Please don't hesitate to contact me with questions: [jillian.rogers@ucc.ie](mailto:jillian.rogers@ucc.ie)



# Engaged Pedagogies

Jackelina Pando Kelly

Department of Paediatrics and Child  
Health

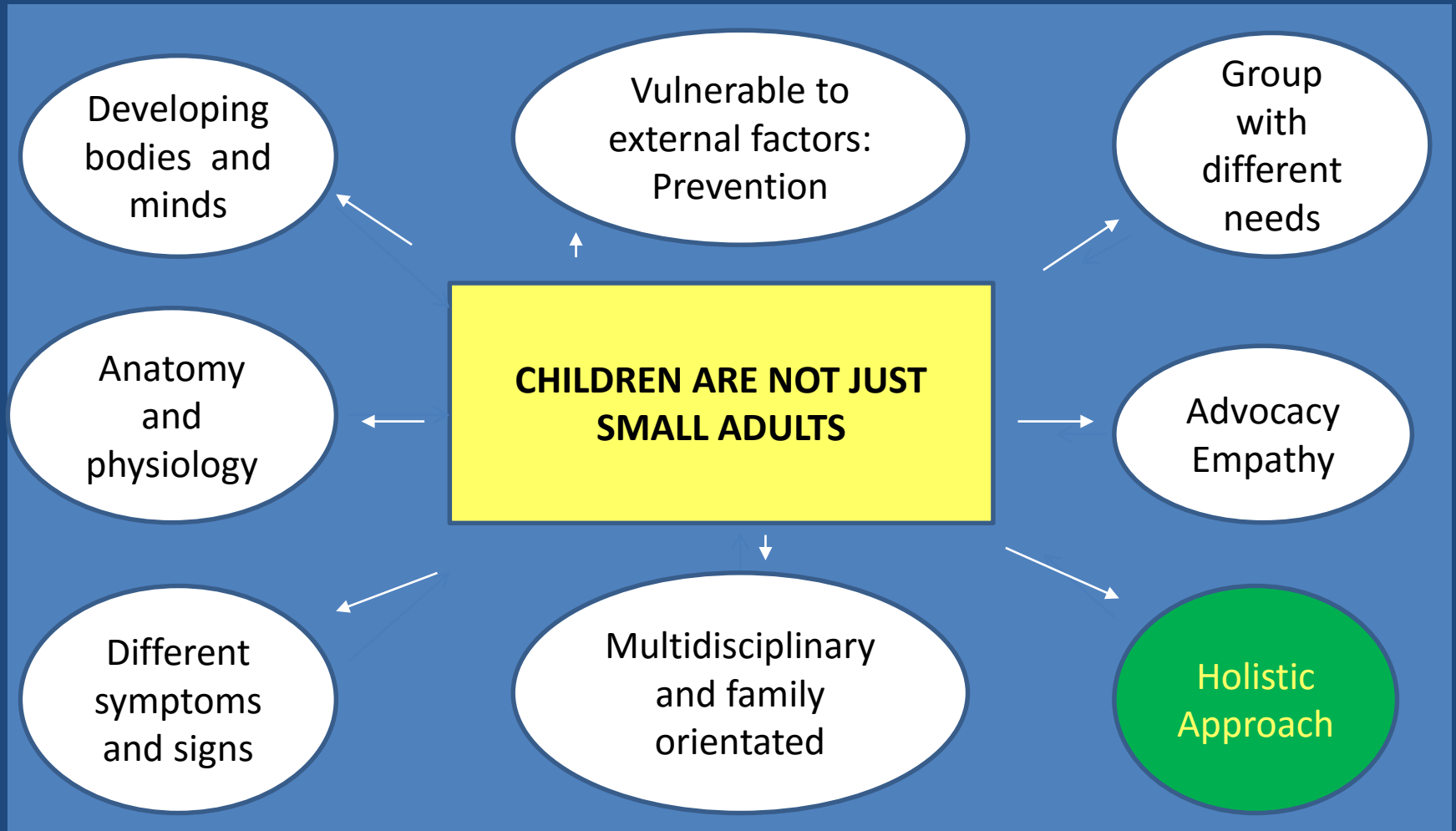
# OUTLINE

- My understanding of “Engaged Pedagogies”?
- Teaching in Paediatrics:  
What ? How?
- My own Teaching as Engaged Pedagogies
- Looking at the impact of my own teaching
- Conclusions

# Engaged Pedagogies

Teaching that is meaningful and that will make the connection between what students are learning and their overall life experiences

# What to Teach ? : Understanding Goal



# How to teach ?

- Find out learning needs and knowledge level.
- Stimulate and engage learners.
- Promote high-order thinking ( clinical reasoning) and independent thought.
- Monitor progression and encourage reflection.

..... ***Teach for Understanding***

# How do we teach Paediatrics at CUH ?

- Classroom tutorials
- New Technology
- Mostly : Clinical teaching

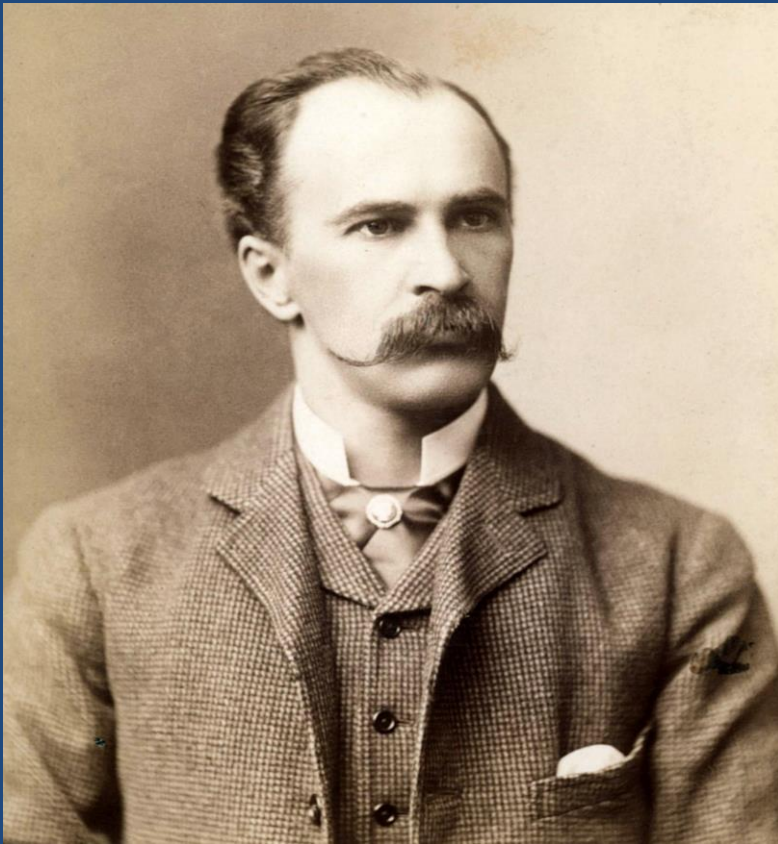
Ward rounds

Clinics

**Bedside Teaching**

# Bedside Teaching: Signature of Pedagogy in Medicine

*Shulman: "To think, to perform and to act as doctors"*



William Osler : (19<sup>th</sup> C)

“No teaching without a patient for a text, and the best teaching is that, taught by the patient himself”

# Bedside Teaching

- learning in context
- role modelling
- teaches transferable skills/physical examination
- communication skills
- increases learner motivation
- increases professional thinking



*Decline in BST : 75% of teaching time in the 60s , to 16% by late 70s,  
and much lower now”...*

*El Bagir, Med Edu 2002*



# Engaged Pedagogies and Bedside Teaching

- We are teaching the students with real patients
- The children/parents participate actively in the teaching session and can help with the teaching but can also learn
- Peer learning
- Multidisciplinary learning
- Interactive

# Integration of Research , Teaching and Learning.

Practice as a setting not only for the  
application of knowledge but for its  
generation : **Action- Research**

# Medical Education Research

## BEDSIDE TEACHING EVALUATION QUESTIONNAIRE

Please complete this questionnaire only in reference to the *bedside tutorials* received from Dr J. Pando Kelly, during your recent clinical attachment for CP5300.

### 1.-How did bedside teaching enhance your learning?

### 2.-Did you enjoy bedside teaching?

If your answer is yes, please tell us what is it that you enjoyed the most from bedside teaching?

3.-Do you think you can learn the same from classroom tutorials or simulation than from bedside teaching? If not, which do you think are the main differences?

## BEDSIDE TEACHING EVALUATION QUESTIONNAIRE

Please complete this questionnaire only in reference to the *bedside tutorials* received from Dr J. Pando Kelly, during your recent clinical attachment for CP5300.

Please rate the following aspects of the bedside tutorials on a scale of 1 to 5.

1 = strongly disagree 2=disagree 3=not sure 4=agree 5=strongly agree

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1.-Bedside teaching motivated me to learn.                                      |   |   |   |   |   |
| 2.-Bedside teaching improved my oral communication skills                       |   |   |   |   |   |
| 3.-Bedside teaching helped me developing my problem solving skills.             |   |   |   |   |   |
| 4.-Bedside teaching improved my clinical knowledge.                             |   |   |   |   |   |
| 5.-Bedside teaching improved my physical examination skills.                    |   |   |   |   |   |
| 6.-Bedside teaching improved my professional skills.                            |   |   |   |   |   |
| 7.-There were opportunities for questions and feedback during bedside teaching. |   |   |   |   |   |
| 8.-Bedside teaching was an opportunity for role modelling.                      |   |   |   |   |   |
| 9.-Bedside teaching made me anxious.  |   |   |   |   |   |
| 10.-I enjoyed bedside teaching.   |   |   |   |   |   |
| 11.-Bedside teaching was a valuable learning experience.                        |   |   |   |   |   |

# Domains of BST that enhanced student's learning experience

| Domains in which students perceived that BST enhanced their learning experience | Number of times that the domain was listed in student's answers |
|---|---|
| Examination skills and interaction with children and parents                    | 34  |
| Clinical reasoning  | 17  |
| Feedback  | 15  |
| Practical experience  | 15  |
| Core knowledge in Paediatrics   | 12  |
| Role modelling and learning from expert   | 5   |
| Interactive experience  | 4   |
| Others  | 9   |

# Focus Group

*“The whole point of medical school is to teach us how to be doctors and interact with real patients, so there is no better practice format than practising and learning from humans; it is completely unadaptable to learn or to practice from anything else”*

***“I have learned the most***

***when I have been at the bedside “***

# My own way of Teaching Paediatrics....

Importance of using a variety of **creative** ,  
**non traditional** teaching techniques and  
strategies in clinical settings.

*Handfield-Jones, 1993*

*Wilkerson and Sarkin, 1996*

*Da Rosa, 1997*

# Literature Review

## Also:

- Paediatric patients have shown higher acceptance of students vs other specialties.
- Majority of patients, believe that the presence of medical students in hospitals, improves quality of health care.

*Peters, Cate, 2014*

*Landry, Lafrenaye, Roy, 2007*



# FAST: Fast Access Student-led Teaching Clinic

- Paediatric Department of Cork University Hospital in September 2016 - April 2017
- Rapid access service
  - student performed
  - staff supervised
- Non-complex cases were chosen from 6 General Paediatric outpatient waiting lists

# Background

- 2 clinics/week
- 4 patients/clinic
- Led by 4th year UCC medical students
- One to two students led each consultation
  - Took a thorough history
  - Performed a physical examination
  - Presented to a Consultant Paediatrician /Senior Clinical Lecturer

# Background

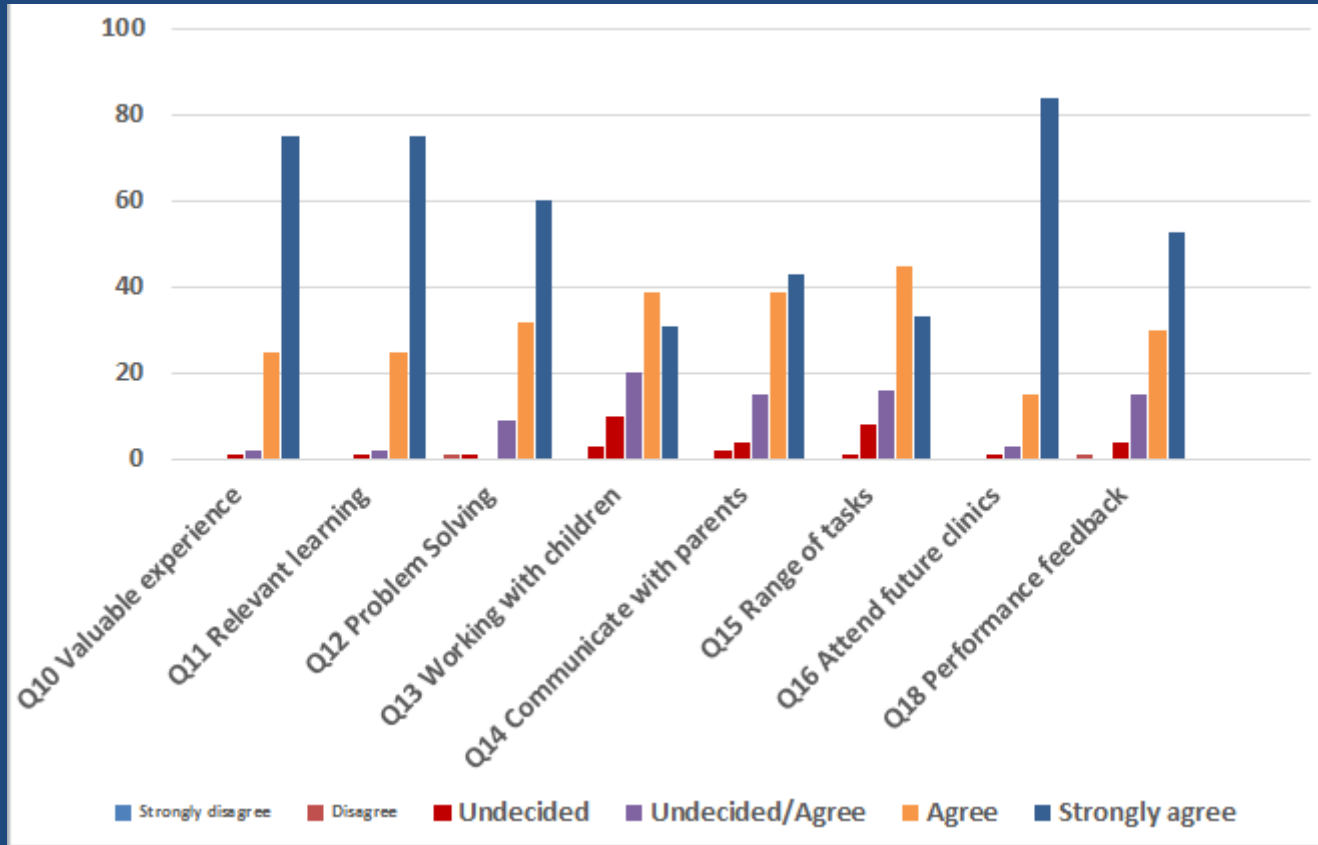
- Diagnosis and management plan was formulated followed by a case-based educational discussion
- The students were given the responsibility of writing in the medical notes and writing to the patients' GP which were both co-signed by the supervisor
- Anonymous feedback questionnaires were distributed to students and parents

# Student Survey

- Total respondents n=107

| Advantages of the FAST clinic         | Number of times listed |
|---------------------------------------|------------------------|
| Interaction with children and parents | 47                     |
| Examination skills                    | 45                     |
| New skills                            | 37                     |
| Core knowledge of paediatrics         | 36                     |
| Student Participation                 | 32                     |
| Focused teaching                      | 22                     |
| Feedback                              | 15                     |

# Likert Scale:



# Student Quotes

"Makes such a difference to our learning"

"I really enjoyed participating in the FAST clinic, I thought it was well organised and a great learning experience"

"FAST clinic was one of the best teaching sessions during placement so far"

"The idea of running our own clinic is a daunting one but I loved it"

# Parent Comments

Enjoyed contributing to teaching

Good level of supervision for students

More efficient than normal clinic despite more time with medical staff

Learned about health/development of child

Their child was put at ease

Suggested more of these clinics

# Elective Rotation in Perú







Empowering students



Opportunistic  
Teaching and Teaching





Students' expression

# Other Stakeholders Involved in the Process of Teaching and Learning

- Children from nearby schools: helping with OSCEs – clinical exams
- Community : Paediatric Society

# Engaged Pedagogies: Conclusions

Education as the practice of freedom to create strategies for critical awareness and engagement of our students.

# Engaged Pedagogies: Conclusions

- Everyone has to be an active participant:  
*“ everyone claims knowledge as a field in which we all labour!”*

*( Bell Hooks)*

- Focus on practice in conjunction with contemplation ( action and reflection )  
and link awareness with practice

# Engaged Pedagogies: Conclusions

- Knowledge received in the classroom should enrich and enhance the students' overall life experiences.
- This holistic model of learning also allows for teachers to grow and are empowered by the process

# Engaged Pedagogy

*Bell Hooks*


Teachers who embrace the challenges of self actualization:

- to realize one's full potential
- express one's creativity
- pursuit of knowledge
- desire to positively transform society

will be better able to create pedagogical practices that engage students , providing them with ways of knowing that enhance their capacity to live fully .



Education is not about getting a job  
but about self-realization...



INVITATION

You are invited to the launch of

# *Hello in there*

A collection of poems written by Cathal Cregg  
and photographs taken by Jackelina Pando Kelly  
and the UCC medical students during their  
trips to the Andes, Perú

Thursday 15 March 2018 at 6pm  
Boole Library, University College Cork,  
Main Campus, College Road, Cork

Wine reception: [\[redacted\]](#)  
Guest Speaker: Seán Óg Ó hAilpín

All the income obtained from the sale of the book will go directly to Mama Ashu Hospital, Perú  
to purchase medicine and equipment needed to help the sick people in the Andes.