Final Orals Presentation

Upon entering the program, students will create a list of 3 questions centered in three areas. These questions will frame graduate learning experiences and culminate with a presentation.

The questions will follow the following guidelines:

1. One question will be based on curriculum work – What do you want to know about programming for your students?
2. One question will be based on historical/philosophical influences – What ideas would you like to explore?
3. One question will be self-generated – What “holes” in your understandings would you like to investigate?

Four weeks before the final oral exam, students will submit an outline of their final orals presentation along with a bibliography to the Graduate Office. For the final oral meeting, students will create a ½ hour presentation which highlights how their graduate journey has answered the questions posed in the beginning of the degree work and illustrate how the student has synthesized their learning. The presentation will end with the student’s vision for future learning (i.e., what they still need to know and how they plan for future learning.) Following the presentation, committee members will have 45 minutes to question the candidate about the presentation or any aspect of their degree program.

Presentation and Documentation will be evaluated on the following:

1. Thoroughness in addressing the questions submitted
2. Synthesis of understanding through application of learning to future teaching and a plan for Implementation of new ideas
3. Artistry in presentation so that what is presented is synthesized and artfully arranged.
4. General Scholarship and Organization.
Curriculum:
How can curriculum be organized so that students are motivated to learn?
What should be included in culturally relevant teaching/learning?
How do music and teaching standards impact curriculum?
What are 21st century skills and how are they related to the music curriculum?
What criteria are used to assess musical experiences?
What are different ways to organize curriculum?
What is a balanced curriculum?
In what ways can we organize curriculum to be relevant to a greater number of students?

Philosophy:
How is learning theory used in curriculum theory?
What is important to teach in music class?
What points of view inform teachers’ thinking?
What does teaching for musical understanding mean?
What are short and long-term goals of education?
What are goals and dispositions that are relevant for the music classroom?
Who are current philosophers in music/education and what do they say?
What are the many facets of the musical experience? How do they experienced?
How vital is the role of music in culture and society?

Other:
How do people learn?
In what diverse ways are students interacting with music?
What does educational reform mean?
What teaching strategies promote inquiry?
What does a teacher need to know about diverse learners?
What are the short/long-term effects of reward systems?