

Curriculum Design

i) Module title, [Goals] ii) List of contents, iii) Learning Outcomes, iv) Teaching methods, v) Scope/duration of online teaching. The teaching will encompass theory and practices.

PLEASE SCHEDULE BILATERAL MEETING BETWEEN THE PARTNERS RESPONSIBLE FOR EACH MODULE (see minute of Bruxelles' meeting, sent on the 27th of September)

Module 1		Partners	Meeting
Module Title	<i>Disability Studies, special pedagogy, and inclusive music teaching</i>	CONSPA & LUMSA	November, 2, 18.30
General Objective/Goal	To provide students with a comprehensive understanding of disability studies, special pedagogy, and their application in the context of music education. This course aims to equip students with the knowledge, skills, and perspectives necessary to promote inclusivity, diversity, and equitable access to music education for individuals with disabilities.		
List of Contents	<ul style="list-style-type: none"> - History of Disability Studies - Classifications (DSM 5, ICD-11, ICF) - Different typologies of impairments <ul style="list-style-type: none"> a) Neurodiversity (neurodevelopmental learning, Tourette's disorders) b) Cognitive disabilities c) Motor disabilities d) Sensory disabilities - Teaching methodologies and psychology of music - Anthropology of music - Music and neuroscience - Music pedagogy and Special educational needs, with a focus on dyslexia 		
Learning Outcomes	<p>Students completing the module are adept in both theoretical knowledge and practical application, particularly in the context of teaching music inclusively.</p> <ol style="list-style-type: none"> 1. Knowledge and understanding <ul style="list-style-type: none"> • Recognize and understand the significant events and milestones in the history of Disability Studies. 		

	<ul style="list-style-type: none">• Acquire a comprehensive understanding of the classifications: DSM-5, ICD-11, and ICF.• Distinguish between different typologies of impairments, including neurodiversity, cognitive disabilities, motor disabilities, and sensory disabilities.• Understand the foundational concepts within the didactics and psychology of music.• Gain insights into the anthropological perspectives on music across different cultures.• Recognize the interplay between neuroscience and music.• Familiarize oneself with music pedagogy tailored for special educational needs, with an emphasis on dyslexia. <p>2. Applying knowledge and understanding</p> <ul style="list-style-type: none">• Implement effective teaching methodologies tailored to students with various impairments, leveraging the classifications of DSM-5, ICD-11, and ICF.• Adapt music teaching techniques to accommodate learners from diverse neurotypical and neurodivergent backgrounds.• Incorporate anthropological knowledge to cater music education in a culturally sensitive manner.• Utilize insights from music neuroscience to enhance pedagogical effectiveness. <p>3. Making judgments</p> <ul style="list-style-type: none">• Assess the individual needs of students using established classifications like DSM-5, ICD-11, and ICF to provide tailored instruction.• Reflect on and analyze the cultural nuances in music education, ensuring a holistic and inclusive approach.• Critically evaluate the efficacy of different music teaching methodologies, especially in relation to students with dyslexia.		
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	<p>4. Communication skills</p> <ul style="list-style-type: none"> • Articulate the nuances and considerations of teaching music to students with varied disabilities to peers, parents, and other stakeholders. • Discuss the intersections of anthropology, neuroscience, and music in educational contexts. • Advocate for inclusive music pedagogy, emphasizing the importance of accommodating special educational needs. <p>5. Learning skills</p> <ul style="list-style-type: none"> • Engage proactively with emerging research and developments in Disability Studies, music neuroscience, and inclusive music pedagogies. • Actively seek feedback and employ reflective practices to enhance one's own teaching methodologies. • Commit to lifelong learning in the realm of music education, ensuring adaptability to diverse learner needs. 		
Teaching Methods	Asynchronous Lessons with interactive activities (test, exercises, video annotation, tagging etc.)		
Resources	ppt resources, videos, external resources in video format, scientific papers, exercises, use cases, etc.		
Scope/duration	15 h tot		

Module 2		Partners	Meeting
Module Title	<i>Special musical methodologies and assistive technologies workshops</i>	EUC and ANMGD	Monday 30/10 in the morning
General Objective / Goal	To equip students with a comprehensive understanding of specialized music education methodologies and assistive technologies, enhancing their capacity to provide inclusive and effective music instruction for individuals with diverse needs and abilities.		
List of Contents	- Orff Method		

	<ul style="list-style-type: none"> - Dalcroze method - Gordon method - Kodaly method - Assistive technologies - Augmentative and alternative communication 		
<p>Learning Outcomes</p>	<p>Students completing the module will be able to:</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding <ul style="list-style-type: none"> • Acquire a deep knowledge and understanding of the Orff Method, Dalcroze method, Gordon method, and Kodaly method as specialized approaches to music education. • Develop a comprehensive understanding of various assistive technologies used in music education. • Grasp the principles and significance of alternative augmentative communication (AAC) in the context of music education. • Gain insight into the historical and theoretical foundations of these methodologies and technologies. 2. Applying Knowledge and Understanding (Dublin Descriptor 2): <ul style="list-style-type: none"> • Apply the principles and techniques of the Orff Method, Dalcroze method, Gordon method, and Kodaly method in practical teaching scenarios, demonstrating competence in using these methodologies to engage learners effectively. • Demonstrate the practical application of assistive technologies, such as adapting musical instruments or software, to enhance the musical experience of individuals with diverse needs. • Implement AAC strategies to facilitate effective communication and participation in musical activities for individuals with communication challenges. 3. Making Judgments 		

	<ul style="list-style-type: none"> • Critically evaluate the suitability of different musical methodologies and assistive technologies for diverse educational contexts and learner populations. • Make informed judgments regarding the adaptation and customization of musical methodologies and assistive technologies to meet the specific needs and abilities of individual students. • Assess the ethical considerations involved in selecting and using assistive technologies in inclusive music education settings. <p>4. Communication Skills</p> <ul style="list-style-type: none"> • develop strong communication skills, especially in explaining and demonstrating musical concepts and techniques to learners with varying abilities. • effectively communicate with learners, caregivers, and fellow educators when implementing AAC methods and assistive technologies <p>5. Learning Skills cultivate research skills to stay updated on evolving music education methodologies and emerging assistive technologies.</p> <ul style="list-style-type: none"> • develop the ability to independently learn and adapt to new teaching strategies, technologies, and methodologies as they evolve in the field of music education. 		
Teaching Methods	Asynchronous Lessons with interactive activities (test, exercises, video annotation, tagging etc.)		
Resources	ppt resources, videos, external resources in video format, scientific papers, exercises, use cases, etc.		
Scope/duration	10 h tot		

Module 3	ANMGD, AEC and Valuedo	Meeting
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Module Title	<i>Legal foundations: EU framework and national legislations</i>		<i>Oana will provide a draft</i>
General Objective / Goal	To provide students with a comprehensive understanding of the legal framework governing inclusive education and its implications for teaching, particularly in the context of music education. This module aims to equip students with the knowledge, awareness, and skills necessary to navigate legal considerations, advocate for equitable access to education, and ensure compliance with relevant laws and regulations.		
List of Contents	<ul style="list-style-type: none"> - Laws and Regulations Governing Inclusive Education - Disability Rights Laws (e.g., ADA, IDEA) - Legal Requirements for Teacher Training - Nondiscrimination and Equal Access Principles - Legal Considerations in Accessible Music Technology - Legal Considerations in Assessing Students with Disabilities - Case Studies and Best Practices (two for each country) - Reflection and Future perspectives <p>The national legal basis will be prepared by each partner autonomously.</p>		
Learning Outcomes	<p>Students completing the module will be able to:</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding: <ul style="list-style-type: none"> • Acquire a comprehensive understanding of the legal foundations of inclusive education, both at the EU framework level and within their respective national contexts. • Demonstrate in-depth knowledge of laws and regulations governing inclusive education, including their historical development and impact on educational practices. • Grasp the key principles and provisions of disability rights laws, such as the ADA (Americans with Disabilities Act) and IDEA (Individuals with Disabilities Education Act) in the United States, and their counterparts in other countries. 		

	<p>2. Applying Knowledge and Understanding:</p> <ul style="list-style-type: none">• Apply their knowledge of legal requirements for teacher training to assess and advocate for effective teacher preparation programs, ensuring that educators are adequately equipped to support students with disabilities.• Apply the principles of nondiscrimination and equal access in educational settings, designing inclusive learning environments and practices that promote diversity and accessibility.• Utilize their understanding of legal considerations in accessible music technology to assess and implement assistive technologies and adaptive musical instruments for individuals with disabilities. <p>3. Making Judgments:</p> <ul style="list-style-type: none">• Critically evaluate the effectiveness and impact of national and EU-level legal frameworks on inclusive education, considering the perspectives of various stakeholders, including educators, students, and policymakers.• Make informed judgments regarding the ethical and legal implications of assessing students with disabilities, ensuring fairness, equity, and compliance with legal requirements.• Analyze and assess case studies and best practices in inclusive education from different countries, drawing conclusions about effective strategies and areas for improvement. <p>4. Communication Skills:</p> <ul style="list-style-type: none">• Develop strong communication skills to articulate legal considerations and rights related to inclusive education, effectively communicating with colleagues, parents, and relevant authorities.		
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	<ul style="list-style-type: none"> Engage in discussions and presentations on the legal foundations of inclusive education, fostering a deeper understanding of the subject among their peers. <p>5. Learning Skills:</p> <ul style="list-style-type: none"> Cultivate research and learning skills to stay informed about evolving legal frameworks and practices in inclusive education, enabling them to adapt to changes and innovations in the field. Demonstrate the ability to independently seek out and analyze legal information and resources, ensuring compliance with relevant legislation and regulations. 		
Teaching Methods	Asynchronous Lessons with interactive activities (test, exercises, video annotation, tagging etc.)		
Resources	ppt resources, videos, external resources in video format, scientific papers, exercises, use cases, etc.		
Scope/duration	10 h tot		

Module 4		EUC and LUMSA	Meeting
Module Title	Mindfulness and inclusive music teaching		<i>should be decided by Maria Pia and Maria Prodromu</i>
General Goal / Objective	To empower educators with the knowledge, skills, and mindfulness practices necessary to create inclusive and empathetic music teaching environments that support the diverse needs and abilities of all students.		
List of Contents	<ul style="list-style-type: none"> - Defining Mindfulness and benefits for teachers and students - The fundamental role of mindfulness in inclusive education. - Developing self-awareness and empathy as educators. - Active listening and understanding students' perspectives. - How mindfulness can enhance creativity in music. 		

	<ul style="list-style-type: none"> - Fostering a sense of belonging and community among all students, regardless of their abilities. 		
<p>Learning Outcomes</p>	<p><i>At the end of the course students will be able to:</i></p> <ol style="list-style-type: none"> 1. Knowledge and Understanding (Dublin Descriptor 1): <ul style="list-style-type: none"> • Develop a comprehensive understanding of mindfulness, its definition, and its benefits for both teachers and students in the context of music education. • Gain a deep knowledge of the fundamental role of mindfulness in inclusive education, including its impact on creating an equitable and accessible learning environment for students with disabilities. 2. Applying Knowledge and Understanding (Dublin Descriptor 2): <ul style="list-style-type: none"> • Apply the principles of mindfulness to develop their self-awareness and empathy as educators, enhancing their ability to create a supportive and inclusive atmosphere in music teaching. • Actively practice and apply mindfulness techniques to improve their listening skills and gain a better understanding of students' perspectives, particularly those with diverse abilities. 3. Making Judgments (Dublin Descriptor 3): <ul style="list-style-type: none"> • Make informed judgments about the ways mindfulness can enhance creativity in music and adapt these techniques to cater to the diverse needs and preferences of their students. • Critically evaluate the role of mindfulness in fostering a sense of belonging and community among all students, irrespective of their abilities, and assess its impact on the music learning environment. 4. Communication Skills (Dublin Descriptor 4): <ul style="list-style-type: none"> • Enhance their communication skills, particularly in actively listening to and empathizing with their 		

	<p>students, which are essential for building rapport and trust in an inclusive music teaching setting.</p> <ul style="list-style-type: none"> Effectively communicate the concepts and practices of mindfulness to their students, colleagues, and parents, promoting a shared understanding and commitment to inclusive music education. <p>5. Learning Skills 5:</p> <ul style="list-style-type: none"> Develop learning skills related to the continuous improvement and application of mindfulness techniques, enabling them to adapt their teaching methods to meet the unique needs of each student. Demonstrate the ability to independently research and integrate emerging mindfulness practices and educational strategies into their music teaching. 		
Teaching Methods	Asynchronous Lessons with interactive activities (test, exercises, video annotation, tagging etc.)		
Resources	ppt resources, videos, external resources in video format, scientific papers, exercises, use cases, etc.		
Scope/duration	15 h tot		

Module 5		RIAM and CONSPA
Module Title	<i>Basic elements of Music Therapy</i>	They will upload on GDrive the final version of Module 5
General Objective /Goals	To provide students with a foundational understanding of the essential components of music therapy and its diverse applications across different populations and cultural contexts. This module aims to equip students with the knowledge, skills, and awareness necessary to embark on a journey into the field of music therapy and its potential to promote well-being, communication, and personal growth.	
List of Contents	<ul style="list-style-type: none"> - Fundamentals and methodology of music therapy - Design and evaluation in music therapy - Music therapy applied to childhood and adolescence. 	

	<ul style="list-style-type: none"> - Music therapy and BES - Ethnomusicology and folklore, Instrument workshop (construction) 	
<p>Learning Outcomes</p>	<p><i>At the end of the course students will be able to:</i></p> <ol style="list-style-type: none"> 1. Knowledge and Understanding: <ul style="list-style-type: none"> • Gain a comprehensive understanding of the fundamentals and methodologies of music therapy, including historical development, principles, and approaches. • Understand the importance of designing effective music therapy interventions and the role of assessment and evaluation in the therapeutic process. • Acquire specialized knowledge of using music therapy techniques and approaches specifically designed for children, adolescents, and individuals with special educational needs (SEN) and disabilities. • Develop an understanding of the cultural and historical contexts of music, including ethnomusicological perspectives and folklore traditions. 2. Applying Knowledge and Understanding: <ul style="list-style-type: none"> • Apply the principles and techniques of music therapy in practical settings, demonstrating competence in using music as a therapeutic tool to address various emotional, cognitive, and physical needs of clients. • Apply knowledge of therapeutic design and evaluation to plan and implement music therapy sessions tailored to individual client needs and goals. • Apply child- and adolescent-centered music therapy methods in practice, considering developmental stages and needs. • Apply music therapy techniques to support individuals with SEN, demonstrating an ability to adapt interventions to diverse needs. • Apply music therapy techniques to create cross-cultural and inclusive therapeutic interventions, recognizing the cultural and historical dimensions of music. 3. Making Judgments: 	

	<ul style="list-style-type: none"> • Make informed judgments about the appropriate use of music therapy techniques, selecting and adapting interventions based on client needs and therapeutic goals. • Make informed judgments about the effectiveness of music therapy interventions through ongoing assessment and evaluation, adapting their approaches as needed. • Make informed judgments about the suitability of music therapy interventions for individuals with SEN, taking into account their unique challenges and strengths. <p>4. Communication Skills:</p> <ul style="list-style-type: none"> • Develop effective communication skills essential for building rapport with clients and collaborating with interdisciplinary teams in the context of music therapy. • Communicate assessment findings and treatment progress effectively to clients, caregivers, and other healthcare professionals involved in the client's care. <p>5. Learning Skills:</p> <ul style="list-style-type: none"> • Cultivate research and learning skills to stay updated with evolving music therapy practices and theories, ensuring they can adapt to the needs of diverse client populations. • Acquire practical skills related to instrument workshop and construction, enabling them to create and adapt instruments for therapeutic purposes. 	
Teaching Methods	Asynchronous Lessons with interactive activities (test, exercises, video annotation, tagging etc.)	
Resources	ppt resources, videos, external resources in video format, scientific papers, exercises, use cases, etc.	
Scope/duration	10 h tot	
Module 6		EUC and LUMSA
Module Title	Inclusive Music Education / Community Music	Yiannis and Ioana, 2 November 2023. 11:00

<p>General Objective/Goal</p>	<p>Drawing strongly on the concept of community music, the program aims to enable students to perceive, recognize, and value diversity and the potential that it holds for breaking down barriers, and to provide them with an understanding of how constructive, democratic interaction between people with diverse requirements, opportunities, dispositions, and habitualizations can be promoted through music education. This also involves guiding principles of Community Music, such as social justice, participation, contextualization or cultural democracy. The module provides also practical tools, as Service-Learning.</p>	
<p>List of Contents</p>	<ol style="list-style-type: none"> 1. Introduction to Community Music: <ul style="list-style-type: none"> • Understanding the core concepts and principles of community music. • Exploring the role of music in fostering diversity, inclusion, and constructive interaction within communities. 2. Social Justice in Music Education: <ul style="list-style-type: none"> • Examining the concept of social justice in the context of music education. • Discussing strategies for addressing issues of inequality and discrimination through music. 3. Participation and Collaboration: <ul style="list-style-type: none"> • Emphasizing the importance of active participation and collaboration in music-making within diverse groups. • Exploring methods for promoting active engagement and cooperation among participants. 4. Contextualization and Cultural Democracy: <ul style="list-style-type: none"> • Investigating the significance of contextualization and cultural democracy in community music practices. • Analyzing how music can be a vehicle for preserving cultural heritage and promoting cultural understanding. 5. Awareness of Biases and Prejudices: <ul style="list-style-type: none"> • Defining biases and prejudices and their impact on interactions within diverse communities. • Examining the theoretical foundations of biases and prejudice and their practical implications in music education. 6. Recognizing Implicit Biases: <ul style="list-style-type: none"> • Exploring the concept of implicit biases and their subconscious nature. 	

	<ul style="list-style-type: none"> • Developing skills to recognize and address implicit biases in oneself and others. <p>7. Effects of Biases on Teaching and Learning:</p> <ul style="list-style-type: none"> • Analyzing how biases can affect the teaching and learning experiences of students with disabilities. • Discussing strategies for mitigating bias-related challenges in music education. <p>8. Service-Learning:</p> <ul style="list-style-type: none"> • Introducing the concept of service-learning as a practical tool for promoting inclusivity and diversity through community music. • Providing examples and case studies of service-learning initiatives in music education. 	
<p>Learning Outcomes</p>	<p><i>At the end of the course, student will be able to:</i></p> <p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Develop a comprehensive understanding of community music principles and their potential for fostering diversity, inclusivity, and constructive interaction within communities. • Acquire knowledge of social justice concepts in music education and strategies for addressing inequality and discrimination through music. • Understand the importance of active participation, collaboration, contextualization, and cultural democracy in community music practices. <p>2. Applying Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Apply knowledge of biases and prejudices to recognize and address implicit biases, both in oneself and in others. • Implement strategies to mitigate the impact of biases on interactions within diverse communities. • Apply an understanding of biases to create an inclusive and bias-aware teaching environment. <p>3. Making Judgments:</p> <ul style="list-style-type: none"> • Make informed judgments about how music can be harnessed as a tool for promoting inclusivity, diversity, and constructive interaction within communities. 	

	<ul style="list-style-type: none"> • Evaluate the effectiveness of different strategies and approaches in achieving these goals. <p>4. Communication Skills:</p> <ul style="list-style-type: none"> • Develop effective communication skills for engaging with diverse communities and fostering understanding through music. • Communicate the principles of community music, social justice, and inclusion to various stakeholders, including students, colleagues, and community members. <p>5. Learning Skills:</p> <ul style="list-style-type: none"> • Cultivate reflective learning skills, allowing for critical self-reflection and evaluation of one's own biases and practices. • Adapt and refine community music strategies and initiatives based on continuous learning and feedback. • Apply the principles and knowledge gained in the course to plan and implement service-learning initiatives that promote inclusivity and diversity through community music. • Continuously learn and adapt service-learning projects based on practical experiences and community feedback. 	
Teaching Methods	Asynchronous Lessons with interactive activities (test, exercises, video annotation, tagging etc.)	
Resources	ppt resources, videos, external resources in video format, scientific papers, exercises, use cases, etc.	
Scope/duration	15 h	