



# ELECTRONIC RESEARCH



**(1) Evaluating Internet Resources:** Most of what is posted on the Internet has never been subjected to the rigors of peer review common with many traditional publications. Students must learn to evaluate the reliability of information of the websites they visit.

- Select two websites that provide information about a topic related to your curriculum. Cite the URLs and names of both sites and explain which is more reliable using evaluation criteria.

The California Music Content Standards:

These are available directly from the California Department of Education, this is a direct resource from the government website where you know that the standards should be intact without any commercial manipulation. See below:

The screenshot shows a web browser window displaying the California State Board of Education website. The page title is "Music - Content Standards (CA Dept of Education)". The URL is "http://www.cde.ca.gov/BE/ST/SS/muman.asp". The page content includes the California State Board of Education logo, a search bar, and a navigation menu with categories like "Curriculum & Instruction", "Testing & Accountability", and "Professional Development". The main content area is titled "Music" and describes "Academic content standards for Visual and Performing Arts in kindergarten through grade twelve, adopted by the California State Board of Education." It provides a list of links for different grade levels: "Prekindergarten", "Kindergarten", "Grade One", "Grade Two", "Grade Three", "Grade Four", "Grade Five", "Grade Six", "Grade Seven", and "Grade Eight". There are also links for "Grades Nine Through Twelve", "Proficient", "Advanced", and "Glossary". The footer contains contact information for the California Department of Education and a "Download Free Readers" link.

You can also get the California Music Content Standards from other websites, but they are not always a direct download from the CA Dept. of Educ. They have sometimes been

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manipulated to sell a product that can 'help' you teach the standards. This is not necessarily a bad thing, but you should always keep in mind that a website with '.com' at the end, it is a commercial site and they are usually trying to sell a product.

California History - Windows Internet Explorer  
http://www.soundpiper.com/lin/calmusic.htm  
california music standards

**MUSIC**

## The Music Curriculum in California

### California Visual and Performing Arts Frameworks and Standards

What should your students know and be able to do in...

- Music?
- Visual Arts?
- Theatre?
- Dance?

**Reading Assignment - California Standards and Frameworks**

Visual and Performing Arts Frameworks (2003) - <http://www.cde.ca.gov/ci/vp/cf/documents/atocintro.pdf>

"A discussion about the arts is a discussion about people. It is about how people communicate their perceptions, responses, and understandings of the world to themselves and to others. The story of the arts began more than 35,000 years ago and has been evolving ever since, exhibiting the ability of humans to intuit, symbolize, think, and express themselves through dance, music, theatre, and the visual arts. Each of the arts contains a distinct body of knowledge and skills that characterize the power of each to expand the perceptual, intellectual, cultural, and spiritual dimensions of human experience.

This capacity of human beings to create and appreciate the arts is just one of many reasons to teach the arts in the schools. Study and practice in the arts refine students' abilities to perceive aesthetically, to make connections between works of art and the lives people live, and to discuss visual, kinesthetic, and auditory relationships. Students learn to locate works of art in time and place, make reasoned judgments about them, and investigate how artworks create meaning."

**California Visual and Performing Arts Frameworks**

- California Department of Education. (2001). Visual and Performing Arts Framework. Sacramento, CA: California Department of Education - <http://www.cde.ca.gov/ci/vp/cf/documents/vpaf/framework.pdf>
- California Department of Education (2003). Draft of the Visual and Performing Arts Framework - <http://www.cde.ca.gov/ci/vp/cf/>

**(2) Research with Electronic References:** Since we live in the Information Age, it is particularly important that teachers are able to access and evaluate information to prepare accurate, up-to-date lessons, and to teach their students the principles of electronic research. In this activity you will examine a variety of electronic references in your quest to acquire information for lessons or other professional activities.

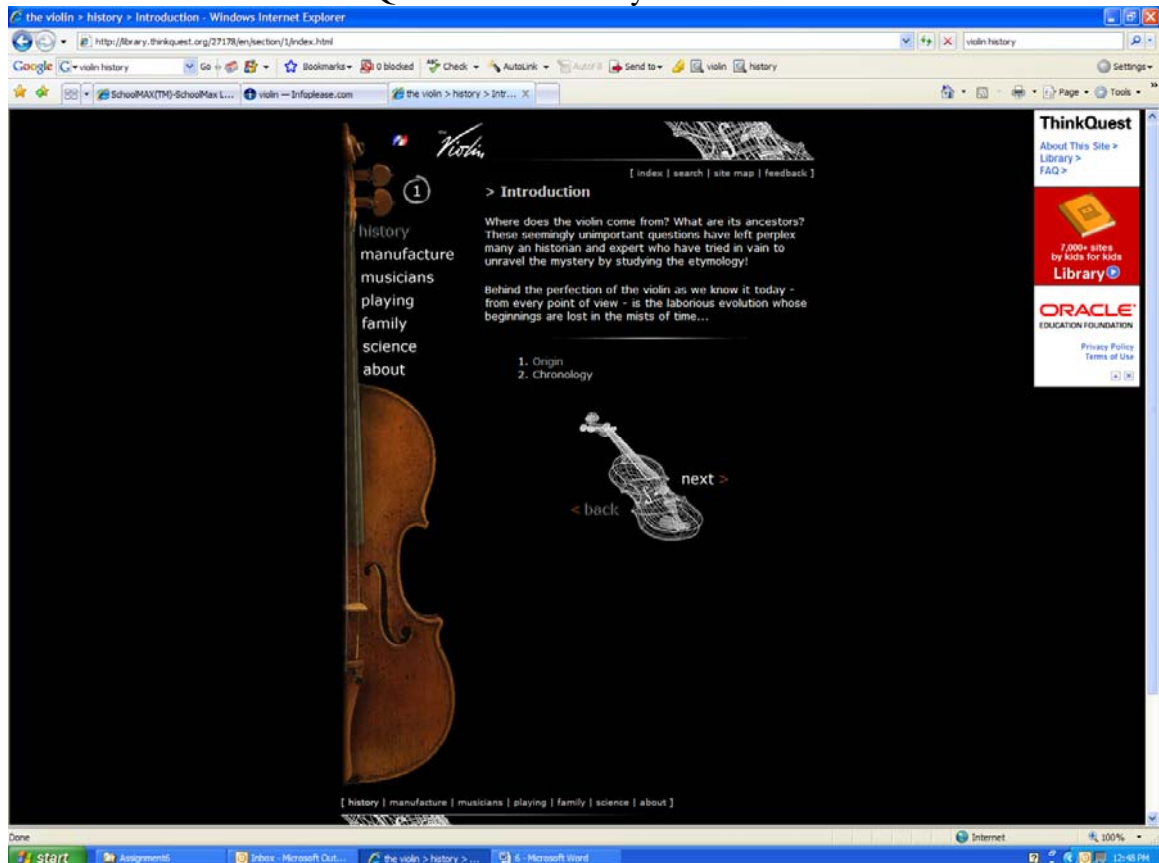
- Identify two topics to research using electronic references (broadcast news, almanacs, quotations, etc.). Research the first topic using at least one resource from each of five categories of electronic resources. Repeat the process with the second topic, using references from five additional categories. Include the URL, name of the resource, key information acquired, and a screen capture from each resource. (See examples of research ideas).
- Identify the special features (e.g. hypertext linking of terms, Boolean search capabilities, archival search, knowledge tree, downloadable movies, online audio transcripts, animations, translations, reference lists, printer-friendly output, multimedia links, PDA or bookreader download, visible directory structure, etc.) of each of the reference tools you have used.
- List criteria for determining the authenticity of information on a website.

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- Compare and contrast electronic references with their traditional paper counterparts. Discuss at least ten tasks or features that are possible with electronic resources that are not possible with traditional paper resources.
- Develop a lesson plan that incorporates electronic references. Your lesson plan should require students to use two or more electronic references to address a specific curricular objective.

## Topic #1 – The Violin

### Resource #1 – ThinkQuest Online Library



This has a lot of very cool features, such as computer animation of the construction of a violin, lots of audio & video of violin players, etc. This is an organization website, not a commercial one, so it's sources and content may be a bit more reliable than a commercial website.

### Resource #2 – InfoPlease Almanac

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The screenshot shows a Windows Internet Explorer browser window displaying the Infoplease website. The address bar shows the URL <http://www.infoplease.com/ce6/ent/A0850920.html>. The page features a navigation menu with options like Home, Am. Indian Heritage Mo., Atlas, Encyclopedia, Dictionary, Thesaurus, Features, Quizzes, Timelines, Countries, and Campaign 2008. The main content area is titled "violin" and includes a definition: "violin, family of stringed musical instruments having wooden bodies whose backs and fronts are slightly convex, the fronts pierced by two f-shaped resonance holes. The instruments of the violin family have been the dominant bowed instruments because of their versatility, brilliance, and balance of tone, and their wide dynamic range. A variety of sounds may be produced, e.g., by different types of bowing or by plucking the string (see pizzicato). The violin has always been the most important member of the family, from the beginning being the principal orchestral instrument and holding an equivalent position in chamber music and as a solo instrument. The technique of the violin was developed much earlier than that of the viola or cello." Below the definition are sections for "Sections in this article:" and "More on violin from Infoplease:" with links to related terms like "nail violin", "treble clef", and "brown recluse spider". The page also contains several advertisements, including one for Olympus High School and another for Microsoft's Live Search cashback.

The Infoplease site has lots of search capabilities with references, links, etc. This is a commercial site, however, so its references and links may be for items that they are trying to sell or they were paid to include, so the information should be verified before use.

Resource #3 - Miriam Webster Dictionary –

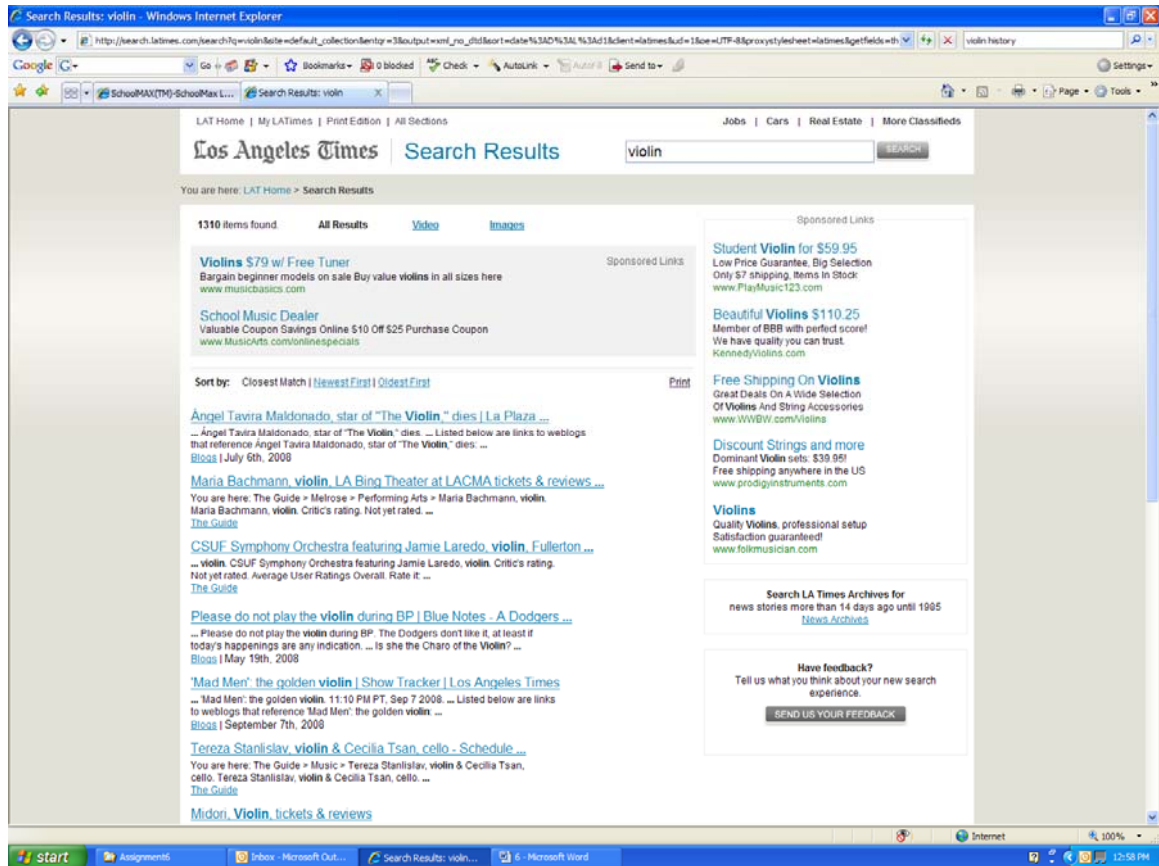
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The screenshot shows the Merriam-Webster Online Dictionary interface in a Windows Internet Explorer browser. The page title is "violin - Definition from the Merriam-Webster Online Dictionary". The browser address bar shows the URL "http://www.merriam-webster.com/dictionary/violin". The page features a navigation bar with options like "Unabridged", "Encyclopedia Britannica", "Visual", "ESL", "Learner's", "for Kids", "Spell It", and "Word Central". The main content area displays the definition of "violin" as a noun, including its pronunciation (\vī-ə-ˈlīn), function, etymology (Italian *violino*, diminutive of *viola*), and date (circa 1576). A detailed description states: "a bowed stringed instrument having four strings tuned at intervals of a fifth and a usual range from G below middle C upward for more than 4½ octaves and having a shallow body, shoulders at right angles to the neck, a fingerboard without frets, and a curved bridge". Below the definition, there are sponsored links for "Musaifa Ultralight U3012" and "Violins \$79 w/ Free Tuner". The right sidebar contains a search box, a "What's Your Point?" section with "SAT" and "What are you doing now?" options (Play, Half-Dead, Bright-Eyed, Work), and a "Britannica SEARCH" box.

This site offers links for other references, as well as audio pronunciations of the words you are looking up. While it is a commercial website, it is of a very reliable company, so it may not need as much scrutiny as some other commercial websites, due to its reputation.

Resource #4 – LA Times Newspaper

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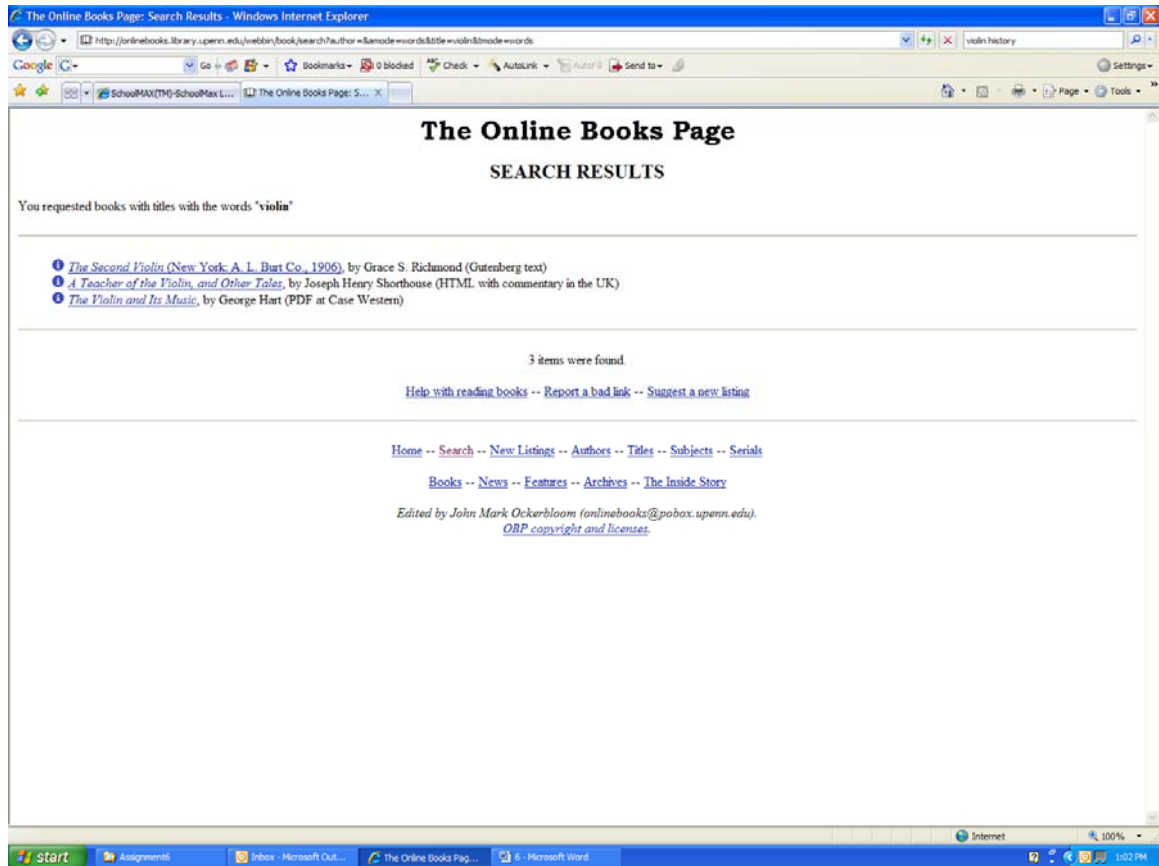


This newspaper source has a lot of archival search capabilities for more current news on a topic, as well as links to other sources. Since it is a newspaper, and the reporters should check facts on their articles, then the information should be pretty reliable for use in a research paper or project.

Resource #5 – Univ. Penn. Online Books Library



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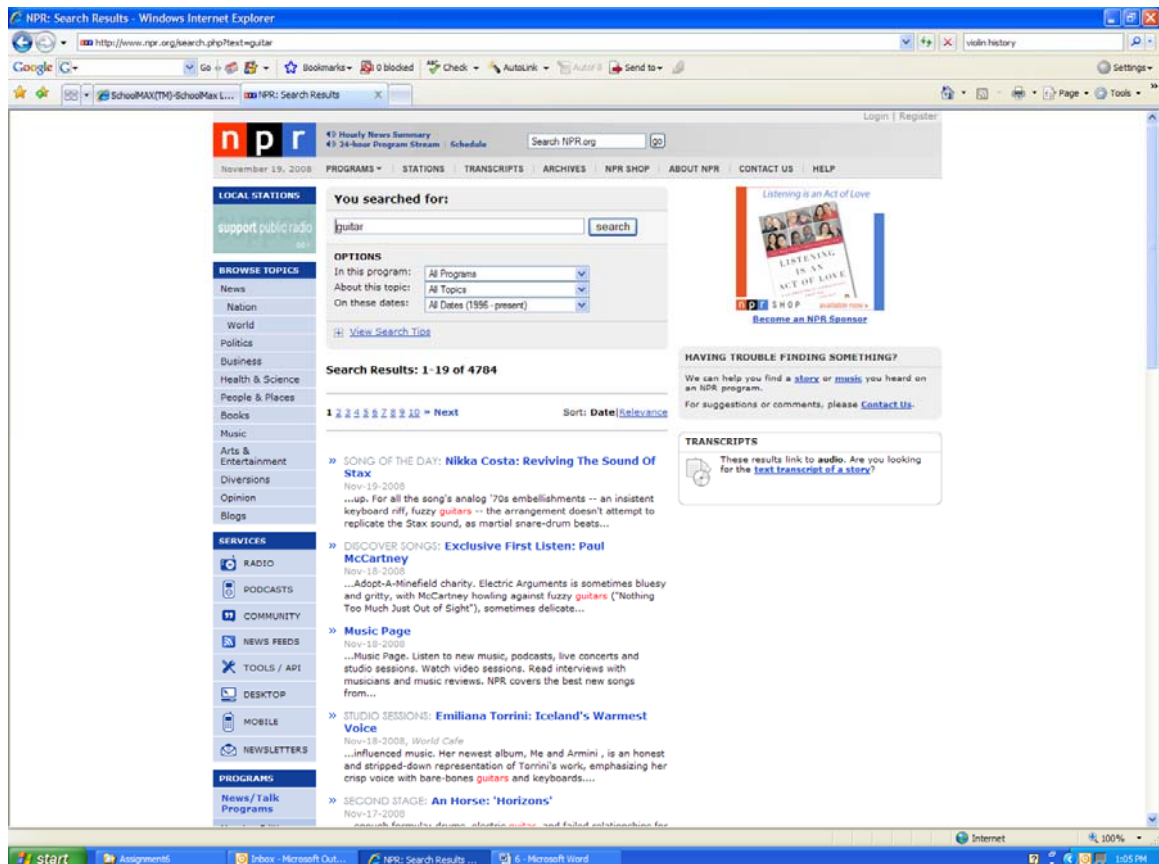


This is a library source that offers digital copies of books for reference. They have a lot of different search options, as well as links for additional resources for students to choose from. Since it's a university library website with actual books for download, then it should be a very reliable source for information and research.

Topic #2 – The Guitar

Resource #1 – NPR Online

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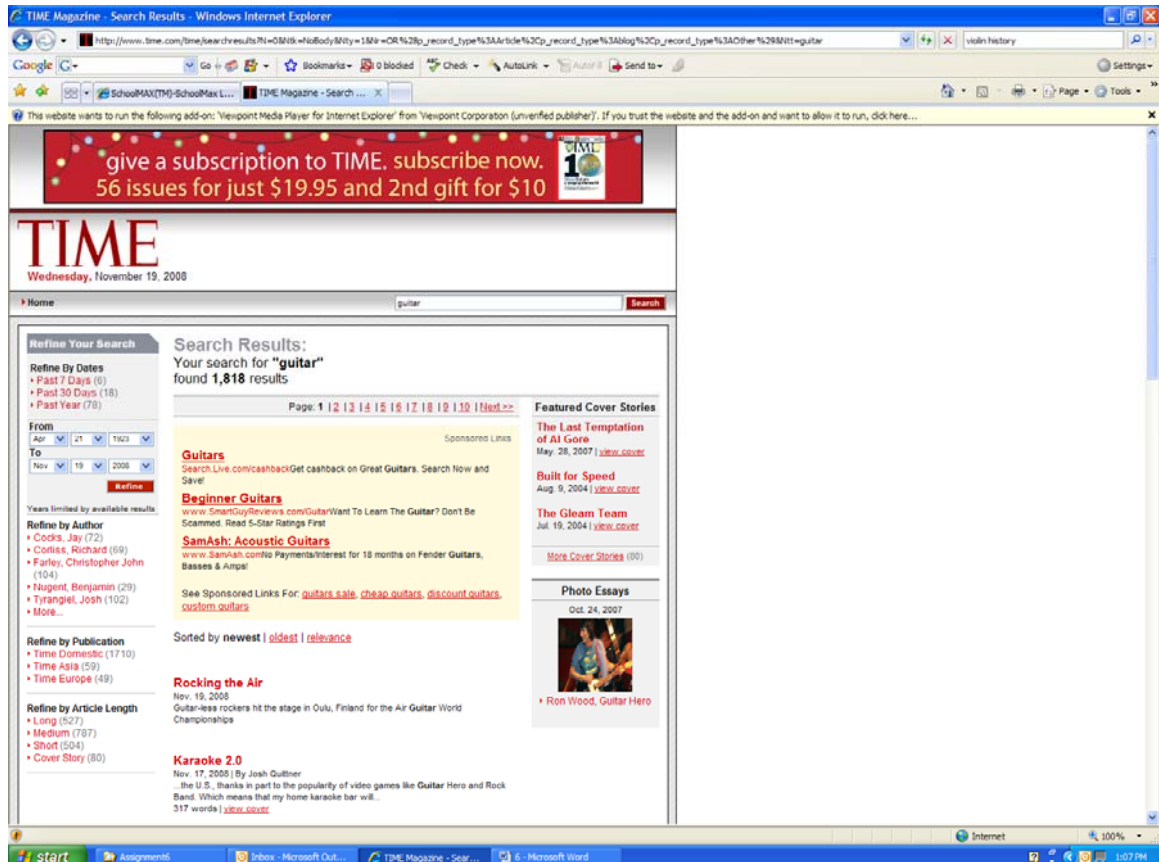


The NPR website is a worldwide radio station website that has numerous tools to use for research. They have a number of different search options available, along with additional links. They have audio and video sources, current, as well as archived news reports. They are a news organization with a very good reputation, so the sources should be quite reliable.

Resource #2 – Time Magazine

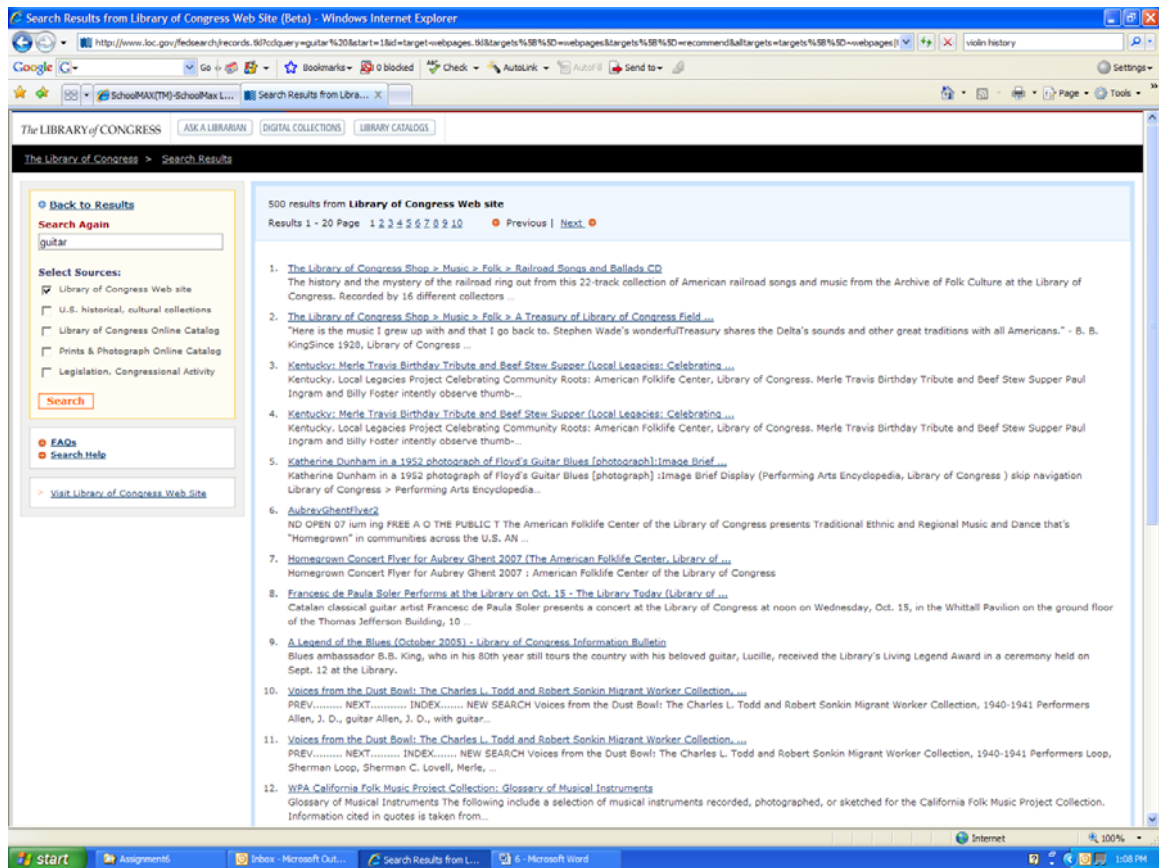


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The Time Magazine site has a number of search capabilities, with both current and archived articles. It is, however, a commercial publication, and I did find that many of the links on their site took you to stores, rather than to resources. I did find that it still have good information in their articles. You must beware of the links that they probably got money to include on their site.

Resource #3 – Library of Congress



The Library of Congress is a government site with a very high reputation of reliability. They have many different types of resources, as they are known for housing just about every printed or recorded product ever released in the United States. They have many different search capabilities, and what seems like unlimited resources to choose from.

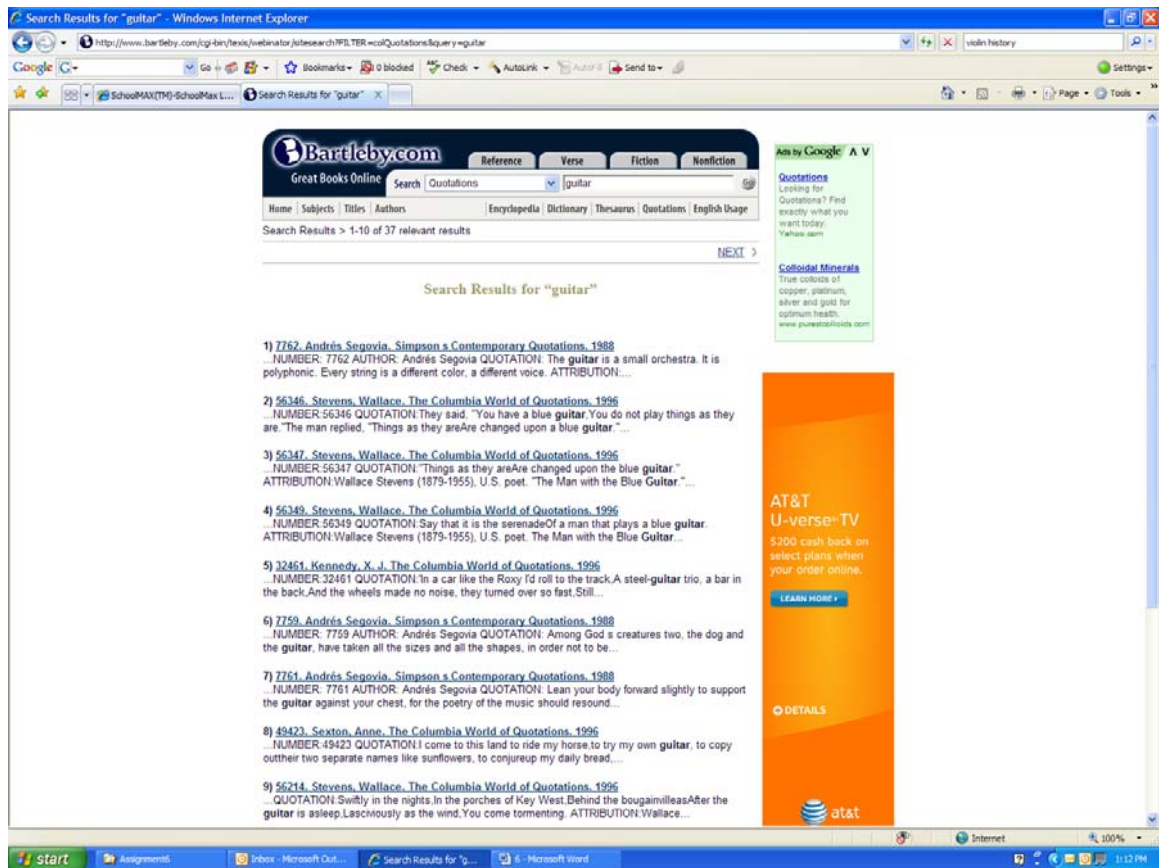
#### Resource #4 – Encarta

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Microsoft's Encarta online encyclopedia is a very good online encyclopedia, with computer animations, audio, video, etc. It has a wide variety of mediums as resources, but it is still a commercial website, so I did find a lot of advertisements and links to stores, etc. While there are a lot of great resources, you must be aware that it is still a commercial site.

Resource #5 - Bartleby



Bartleby is a great site for getting quotes on a topic that you may be researching. They also include the source for the quote, so that you can use it in a paper or project. It is a commercial site, so it may likely include information that they were paid to include by another company. The information should be verified before using in a project or paper.

Compare & Contrast of electronic vs. paper references – Traditional paper references may be a good way to begin research on a paper or project, as they are usually very reliable, but with what seems like limitless amounts of resources available electronically, which can include many more photos, animations, graphics, audio, video. Using electronic resources can greatly improve what a student learns from a researching a paper or project, as they can not only read about something, but also hear it, and see it in a variety of settings. Not just on a page in a book, but in action via video on the internet. I believe that if used properly, electronic research may become the only way we research in the very near future.

My Lesson for my Instruments Classes – Every student is introduced to the four families of music instruments at the beginning of the school year. After getting to see and hear the instruments, both in person, as well as with videos. They are then asked to pick the instrument that they would like to learn how to play for the school year. They will then research this instrument, including its history, development, construction, current use, and employment opportunities. They will include how to play the instrument, how to clean and take proper care of it, and practice tips for it. They will do this by using an online encyclopedia such as Wikipedia or Encarta to get their information on history and

development, as well as construction. They will also use an online news resource such as a magazine, newspaper, radio station website to get information on current uses and employment opportunities for players of their instrument. They will then use a site, such as YouTube to download videos on how to play, practice, clean, and take proper care of their instrument. This will be a guide to choosing that particular instrument, and that way they will know what they will need to do in order to be successful on their instrument for the two semesters of Instruments class.

**(3) Educational Research:** Teachers should be familiar with research related to the teaching of their discipline. The Educational Research Database (ERIC) provides access to abstracts from numerous educational publications, and is the best place to start when conducting educational research.

- Find two or more abstracts of recent, relevant articles related to the use of technology in the teaching of your subject. Summarize implications for the teaching of your subject. Cite the articles using APA format., and include the text of the abstracts.

Wright, Ruth (9/2008). Kicking the Habitus: Power, Culture and Pedagogy in the Secondary School Music Curriculum. *Music Education Research*, vol. 10 #3, pp. 389-402.

**Abstract:** Within a theoretical framework drawn from sociologists of education Bourdieu and Bernstein, this paper will examine some of the findings of an ethnographic case study conducted with a secondary school music teacher and one class of her pupils in Wales. This teacher attracted 25% of Year 10 (14-year-old) pupils to study music as an optional subject against a national background of 8% average. The study attempted to examine the lived experiences of the participants in music at home and school. Teacher and pupils had much to say about music teaching and learning in the classroom and beyond. Much of the success of this particular music curriculum model appeared to stem from the teacher's ability to empathize with her pupils' musical interests and recontextualize the National Curriculum for music to reflect these. Pupil voice was instrumental in curriculum design and delivery and the teacher showed the empathy required to "kick" her Western Art Music-informed habitus to enable her to enter her pupils' musical worlds. There were however points of tension between teacher and pupil evaluations of the curriculum reflecting differences of habitus and unequal distribution of power: the ultimate power over curriculum and pedagogy rested firmly with the teacher. Furthermore, in order to work with her pupils in the time allowed the teacher had to make compromises as to the instruments she could allow the majority of her pupils to play. For many of her pupils, this did not appear to present a problem but for a significant number it alienated them from their music education. "Informal" pedagogy might offer a solution to these problems by locating the production and development of musical knowledge with the pupils themselves- for the pupils at the research school this would mean, among other things, allowing groups of pupils opportunities to choose their own curriculum material, providing opportunities for pupils to work in groups sharing knowledge of "real" instruments and techniques and a substantial alteration of the balance of power in lessons, allowing pupils increased control over the pace and sequence of their learning. If such pedagogy is to become more widespread, there are big questions to be asked about the type of person suited to becoming a music teacher and the sort of music education and initial teacher education and training they require. How we as a profession respond to the challenges ahead may well be crucial to the future survival of music in schools. (Contains 1 table and 2 notes.)

Implications to my teaching is that it seems that it may be beneficial for us to make sure that we make real-life connections to our students and the culture that they grow up in, in order for them to fully appreciate what we are trying to teach them. Without something for them to relate to, they may not really be open to learning the subject at hand.

Locke, Kristen A. (1/2008). Music Education and Ethical Judgment in the Postmodern Condition. *Action, Criticism, and Theory for Music Education*, vol. 7 #1, pp. 74-87.



**Abstract:** In his book "Democracy and Music Education: Liberalism, Ethics, and the Politics of Practice," Paul Woodford issues an invitation for shared dialogue and debate regarding the state of music education in developed countries. Through an appropriation of John Dewey's thoughts regarding a democratic society, Woodford sees great hope for the position and function of a democratic type of music education, with wider implications for a more democratic society. This essay explores what democracy in music education means for Woodford via Dewey, and the extent to which music education is democratic in contemporary societies. The author seeks to bring clarity to the question of "complexity, diversity and confusion" in the postmodern world as advanced by Woodford. She builds her discussion around the notions of the "postmodern condition," "performativity," and "ethical judgment" drawing on the work of the French theorist J. F. Lyotard. As the crisis of grand narratives extends to the postmodern condition of music education, she argues that narratives such as the maintenance of "serious music" as the legitimate field in music education are in crisis mode--they can no longer sustain the "absolute certainty" on which they were promulgated. She also asserts that a more insidious grand narrative--performativity--draws together notions of efficiency, reason and instrumentality and helps explain the predominance of technical rationalism in contemporary education. Since music is both open-ended and indeterminate, the author suggests, music teaching methods and approaches need to be ethically indeterminate in as much as they are critically responsive to changing musical/political circumstances and actions.

Implications for teaching music right now are that we need to make sure that we are not making judgments about music in our culture today. We have had a history of discrimination when it comes to various types or genres of music, and in order for music education to be fully successful in today's culture, we need to make sure that we do not belittle a one particular genre of music when we are teaching students in our classes.

**(4) Online Academic Journals:** A growing number of academic journals are available online, some of which are free, and others of which require a subscription.

- Find an electronic journal related to your subject and include a screen capture of a relevant article. Briefly summarize the article.
- Administrators should be familiar with the legal code as it pertains to education. Research a legal case relevant to education in secondary schools and include a screen capture from this case. Briefly summarize the case. \*PTP-tip The PTP requires that "Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness." You may wish to cite relevant laws or cases as an aspect of an artifact for TPE 12.

I found an article that studied 3 young cello students for 5 years on how they learned to play the cello. They were recorded in lessons, classes, and in practice sessions. Most of the sessions dealt with techniques in cello playing, not in the musicality of playing the cello. So, after 5 years, they study found that the students could play the cello, but there was no real emotion attachment when performing.

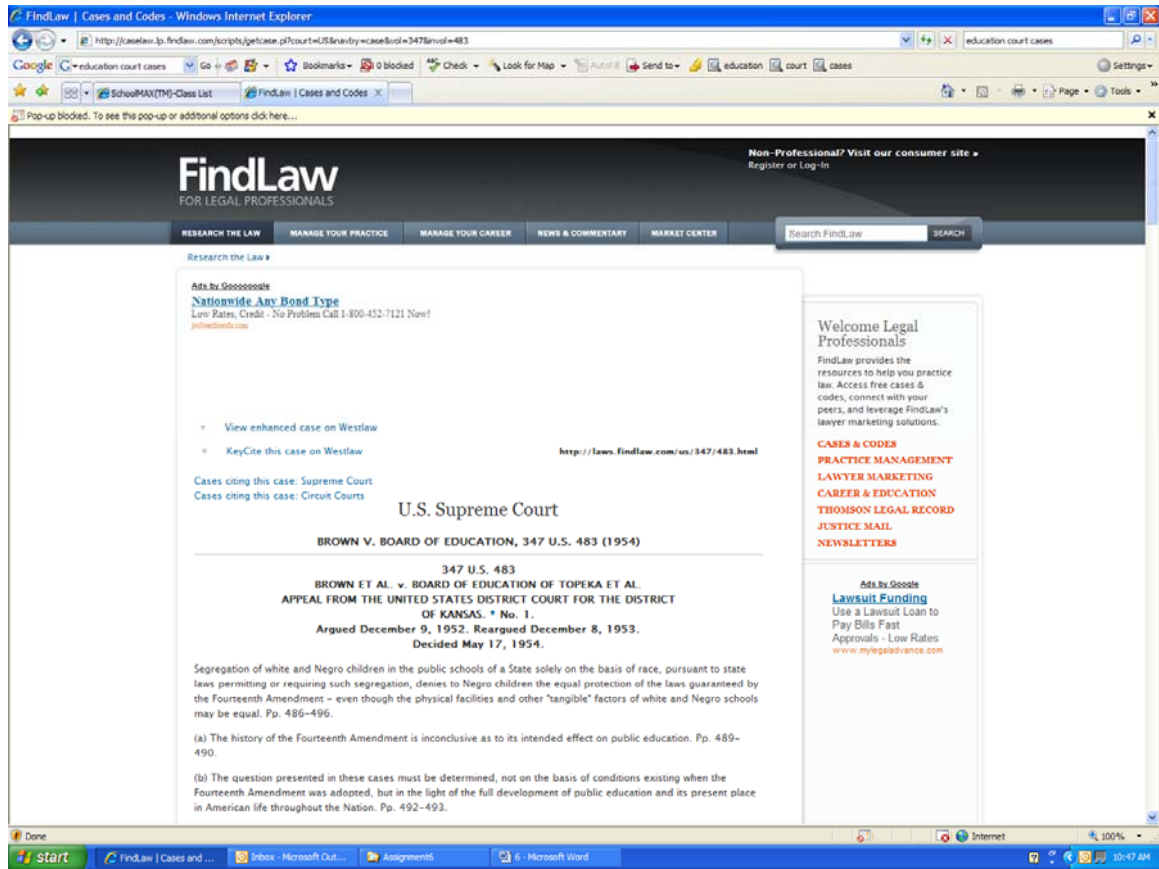


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The screenshot shows a Windows Internet Explorer browser window displaying the article "Action and thought in cello playing: an investigation of children's practice and performance" from the International Journal of Music Education. The page features a navigation menu at the top, a search bar, and a sidebar with journal navigation options. The main content area includes the article title, author information (Tânia Lisboa), a detailed abstract, and key words. A right-hand sidebar offers various services such as email alerts, citation management, and social bookmarking. The browser's address bar shows the URL: http://online.sagepub.com/ijm/content/abstract/26/3/243. The taskbar at the bottom indicates the system time as 10:35 AM.

Brown vs. the Board of Education is probably one of the most famous cases in education history, as it ended segregation in our public schools. I found a website that had the actual court case on their web site, see below:

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**(5) Locating multimedia teaching resources:** At many libraries, teachers can obtain cards which give them special privileges as educators, including the ability to check out more resources and keep them longer. Teachers can check out books, CDs, DVDs and videos.

- Find a video related to the teaching of your course in the Los Angeles Public Library System (or other public library system), CSUN main library, or the CSUN Teacher Curriculum Center. Describe the video resource and its call number, and if possible, find a teacher study guide for the video by performing an Internet search.

I found a video on Art & Music in the Renaissance period from the Los Angeles Public Library system. It is an e-Video that can be downloaded from the internet which is a very cool way to 'check out' a video from the library. I also saw that it is available on DVD if you want to check out an actual copy of the video.

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Full Record - Windows Internet Explorer  
http://catalog.lapl.org/cgi-bin/cw\_cgi/FullRecord+24567+965+2018514+2+1  
los angeles public library system

LOS ANGELES PUBLIC LIBRARY  
FULL RECORD HELP NEW SEARCH EXIT

Record 2 of 78 in Los Angeles Public Library  
Search type: Keyword  
Search was: music education  
Limited by: English, Videos

Call # e-Video  
Title(s) Renaissance art & music [electronic resource] / [CLEARVUE & SVE]  
Also Called Renaissance art and music  
Edition 2nd ed.  
Publisher [Chicago] : CLEARVUE & SVE, [2005]  
Series Title The CLEARVUE/eav art & music series  
The CLEARVUE/eav art & music series.  
Notes Downloadable video file.  
Title from title screen (viewed on Oct. 18, 2006).  
Digital content provided by OverDrive; access may be restricted to users at subscribing institutions.  
Mode of access: World Wide Web.  
System requirements: OverDrive Media Console (file size: 297947KB).  
Also available as DVD; previously issued as Clearvue & SVE CL993-DVDX.  
Issued also as videocassette (VHS).  
Also available as DVD; previously issued as Clearvue & SVE CL993-DVDX.  
Issued also as videocassette (VHS).  
Summary Provides a general introduction to Renaissance art and music. Shows how the Renaissance artists and composers, influenced and inspired by the new humanistic philosophy, developed new forms and techniques such as painting with oils and four-part polyphony.  
Subject Arts, Renaissance Juvenile films.  
Headings  
Painting, Renaissance Juvenile films.  
Music 15th century Juvenile films.  
Music 16th century Juvenile films.  
Music 17th century Juvenile films.  
Other Entries CLEARVUE (eav Firm)  
Society for Visual Education.  
OverDrive, Inc.  
Electronic Access http://audiobooks.lapl.org/ContentDetails.htm?ID=05D06732-DE67-47B5-BF84-5E3DF30CD22B

Evidently the DVD comes with an instructional guide, although there is a companion CD-ROM available from the company that produced the DVD, see below:

The screenshot shows a Windows Internet Explorer browser window displaying the Clearvue & SVE website. The address bar shows the URL: <http://clearvue.discovery.com/productDetail.asp?subjectID=20881&mode=browse&type=video&subjectID=5>. The page title is "CLEARVUE & SVE - The Clearvue/eav Art & Music Series: Renaissance Art & Music DVD".

The website layout includes a navigation menu at the top with links for "Home", "VHS/DVD/CD Store", "PowerMediaPlus", and "Teacher Resources". A search bar is located below the navigation menu. On the left side, there is a "Shop by" section with categories: "New Releases", "Media" (VHS, DVD, CD-ROM, Audio, Book, Other, Resources), "Subject" (Art & Music, Health & Guidance, Math, Language Arts, Social Studies, Science, Other), and "Grade level" (Pre-Kindergarten, Primary K-3, Intermediate 4-6, Junior 7-9, Senior 10-12, Educator). Below this is a "Your resources" section with a "Your profile" link and a message: "Our goal is to make our Web site easy for you to use." It also lists links for "Catalog Easy Order", "Full library processing", "Order print catalogs", and "Bids and quotes".

The main content area features a "Search" section with "All products" and a "Preview this video" section. The video title is "The Clearvue/eav Art & Music Series: Renaissance Art & Music DVD". A quote from *School Library Journal* reads: "This one is so carefully executed...that it stands out...Teachers will welcome the well thought-out supplementary materials." Another quote from *Music Educator's Journal* states: "...traces the development of art and music during the fifteenth and sixteenth centuries and provides background information on life during this time." The description continues: "Immerse yourself in the beauty of one of the most artistically creative periods in history. See how the Renaissance artists and composers, influenced and inspired by the new humanistic philosophy, developed new forms and techniques such as painting with oils and four-part polyphony. Closely interwoven works of art and musical examples capture the vast and, in many ways, unsurpassed artistry of this period." The video details are: "DVD | Live | 54 min | Jnr 7-9, Snr 10-12", "Copyright 2002", and "Includes Teacher's Guide". The item number is #966034 (Formerly W6CL993-DVDX) priced at \$94.95. There are buttons for "Add to Cart" and "Add to list".

Below the video preview, there is a "PART OF SERIES" section with a link to "The Clearvue/eav Art & Music Series, Second Edition 8 DVDs". A "RELATED PRODUCTS" section lists "The Clearvue/eav Art & Music Series: Renaissance Art & Music VHS", "Art & Music: The Renaissance CD-ROM CD-ROM", and a "Related resource" link to "The Clearvue/eav Art & Music Series: Renaissance Art & Music DVD (Further Learning Web site)".

The browser's status bar at the bottom shows "Error on page", "start", "CLEARVUE & SVE = T...", "Inbox - Microsoft Out...", "Assignment6", "6 - Microsoft Word", "Internet", and "100%". The system clock shows "10:28 AM".