



Music for Well-Being for Music Educators

Syllabus



Course Description

Recent years have posed significant challenges for students and teachers alike. Schools have become focal points for the continued emotional and psychological fallout of the world's many public health crises, social upheavals, wars, and economic struggles. This online, self-paced, and video-based professional development course explores student and teacher well-being and how to leverage music as a tool for healing and growth. Through videos, readings, activities, and written reflections, discover new ways to empower students with different modes of music engagement and strategies for teaching for well-being outcomes in the music classroom. The course comes with six hours of research-based instructional material, a specially designed workbook with lesson plans and student and teacher activities, and a certificate of completion.

Course Outcomes

- Teachers will learn research-based fundamentals about the role of music engagement in the well-being of students as well as the connections between teacher well-being and student learning.
- Teachers will practice skills and recommendations from the course through activities that can be directly applied in their classroom and reflections that promote building connections with their personal teaching scenarios. Teachers will also be provided with student versions of several course activities for their classes.
- Teachers are provided with a workbook that contains a glossary, a summary of each course unit, copies of all activities from the course, additional worksheets for goal setting and processing the course content, and printable collections of all reflections submitted throughout the course.

Student & Teacher Takeaways

Teacher Takeaways:

1. Any teacher can guide students through exploring their musical interests, learning from each other, and developing self-regulation through music.
2. Understanding the cognitive, social, and psychological connection between music and human development (especially through music listening) empowers K-12 teachers to incorporate well-being goals in their instruction and curriculum.
3. Cultural equity and a global approach to music in schools are necessary for our diverse and traumatized student populations, especially after years of lockdown.

The ultimate beneficiaries are students. Students can benefit in areas such as stress management, cognitive regulation, anxiety reduction, anger regulation, loneliness alleviation, relationship-building, awe and appreciation, self-confidence, self-esteem, self-identity, and sleep.

Teacher benefits: Reduced feelings of helplessness, tools for teacher self-care, well-being resources for their students and classrooms, understanding of well-being at large and in the context of teaching, increased understanding of student behavioral challenges, conflict diffusion through trauma-informed approaches to teaching, and confidence with troubled students in the classroom.

Course Syllabus

Unit

Concepts & Activities

Key Terms

Unit 1: Well-Being & Music



- Well-being & why it matters
- The PERMA model of well-being
- Disruptions to well-being
- Music & music educators' role in well-being
- Self-reflections

Well-Being, Toxic Stress, Trauma, Adverse Childhood Experiences (ACEs), Mirroring, Latent Vulnerability, Social Thinning, Hypervigilance, Musical Care, Emotional Self-Regulation

Unit 2: Student Well-Being



- Student well-being in the classroom
- Student well-being challenges & symptoms
- Agency in music education
- Student culture, norms, & equity
- Self-reflections

Student Agency, Musical Agency, Culture, Equity, School-to-Prison Pipeline

Unit 3: Teacher Well-Being



- Teacher well-being, teacher stress, & connections to student well-being
- Teacher well-being challenges & symptoms
- Teacher self-care barriers & suggestions
- Self-reflections

Mental Health, Self-Care, Mental and Emotional Hygiene, Emotional Dysregulation, Rumination, Emotional Labor, Burnout, Chronic Stress, Secondary and Vicarious Trauma, Compassion Fatigue

Unit 4: Pedagogical Approaches



- Trauma-informed teaching: principles & tips
- Student-centered teaching: tenets & tips
- Culturally responsive teaching: competencies & tips
- Self-reflections

Trauma-Informed Teaching, Student-Centered Teaching, Top-Down Teaching, Culturally Responsive Teaching

Unit 5: Planning & Applying



- The National Standards for Music Education & connections to PERMA
- Planning for well-being: lesson considerations, examples, & templates
- Activity: lesson plan for well-being
- Activity: well-being & the national standards matrix

Unit 6: Music Listening



- Music listening: interdisciplinary perspectives & 21st century skill development
- Activity: a playlist for others
- Activity: a playlist of you
- Self-reflections

Music Perception, Music Cognition, Social Surrogacy, Passive Listening, Active Listening, Open-Earedness, Cultural Omnivorousness, Musical Discovery

Unit 7: Available Resources



- Well-being resources for the classroom
- Music teaching resources for well-being in the classroom
- Teacher self-care resources
- How resources relate to PERMA & pedagogical approaches to well-being
- Self-reflections

Unit 8: Conclusion & Takeaways



- Self-reflections
- Activity: goal setting for teaching for well-being & practicing self-care
- Moving forward & next steps
- Review of reflections