Flipping Music Bibliography

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Music Library Association
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LIBR 600 “Bibliography of Music”

- Rahkonen has taught since 1987.
- Approximately once a year.
- Small class, from one to fourteen students.
- Required course for the Master’s degree.
- Supposed to be the first class, but is all to frequently the last class.
- Purpose: “To develop skills for graduate-level music research.”
Challenges in teaching Information Literacy to the Born Digital generation (1)

- Information needs are met by the WWW, especially with mobile devices. *Instantaneous information gratification.*
- Have a hard time knowing *what* they are looking at on the web.
- Have even a harder time assessing the *quality* of information they find.
- Resist finding and using books.
- Vague concept of scholarly authority.
Challenges in teaching Information Literacy to the Born Digital generation (2)

• May not be aware of the value of academic journal articles.
• Resist using catalogs and indexes (databases)
• Prefer using “discovery searches” even if such searches don’t yield the best results.
• Many have done a lot of courses on-line, so they do not relate to a lecture model of teaching.
• Do not relate to taking written exams.
Why I needed to try something different

• Students were not understanding basic bibliographical skills.
• Poor quality of their final projects.
• As a teacher, I was not understanding how they were thinking about bibliography/research.
On-line vs. Blended vs. Flipping

• On-line:
  – All class activities and learning on-line.

• Blended:
  – Learning both in class and on-line.

• Flipping:
  – Learning on-line before class, meeting in class for practical experiences.
What is the flipped classroom?

• Students study lecture materials in advance of class.
• Students do practical assignments during class time.
• After class they check their understanding and extend their self-education.
Flipping Music Bibliography

Where I was (traditional):
- Lectures
- Assignments done outside of class as “homework”
- Exams on paper in class
- Final Project (annotated bibliography)

Where I went (flipped):
- Students study lecture materials before class
- Quizzes on material
- Assignments done in class for experience
- Exams on-line
- Research journals
- Final Project (annotated bibliography)
Tweaking the model

• Quizzes given for each topic.
• Practical experiences done in class.
• Formal updates of their final projects placed in the D2L dropbox after most classes.
• Informal Research Journals placed in the D2L dropbox to accompany the final project updates.
How the Syllabus changed

Before:
• Topics
• Assignments (homework)
• Classroom participation
• Midterm Exam
• Final Exam
• Final Project
  (annotated bibliography)

After:
• Topics (in same order)
• On-line Quizzes
• In class assignments
• On-line Midterm
• On-line Final Exam
• Final Project
  (annotated bibliography)
Set up for a flipped course

- A course management system a must! D2L
- Must have all lecture materials, readings, and activities in place in advance of the classroom session.
- Must *have faith* that they will actually study the materials and learn from them.
- Motivation given through quizzes on each topic.
Some basic assumptions shattered

• “Without lecturing, my students wouldn’t learn sufficiently from my PowerPoints”
  – Fact: They learned facts very well from the just the outline on the PowerPoints
  – I know this from our interactions and the quizzes

• “With all my class materials out there in advance, it will be easier for them to cheat.”
  – Fact: There was little or no cheating, and much greater transparency all around
  – Developed greater trust between student and teacher
What is it like to teach a flipped class?

• “Free form” can and take any direction.
• Non-linear.
• Flexible, but feeling disorganized.
• Give up some control of the classroom; the students are active participants and teach themselves, and you!
• Monitor the course site constantly and give frequent on-line feedback.
CBS → Sony
Mandatory Licensing

1923 – C P
14 years
14 years

© Notice
© Date
Person

ASCAP
BMI
Fox

Exclusive Rights
Reproduction
Performance
Adaptation
Display
Distribution

Fair Use
Was meant to be litigated

1. Purpose: Educational vs. Commercial
2. Nature: Patral vs. Artistic
3. Amount & Small Work
4. Market

105

Authorship
Trade Mark
Slogans
Copyright Title

Public Domain
Compilation

2:45
Not "fair use"

8:45
"Absolute"
My teaching got flipped
Music Subject Headings (old)

- Headings in **Bold face** are valid headings
- Guidance to the proper heading:
  - **USE** = Use the heading referred to
  - **UF** = Used for (DO NOT USE these terms)
  - **BT** = Broader term
  - **RT** = Related term
  - **SA** = See also
  - **NT** = Narrower term

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Country and western music
USE Country music

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<td>Rockabilly music</td>
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<td>Western swing (Music)</td>
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Country music—To 1931
sh 87003319

Country music—1931-1940
sh 87003320
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Music Subject Headings (new)
Course Assessment

Before:
• Fact based
• Examination based
• Not knowing how they worked
• Slow feedback
• What they know

After:
• Skills based
• Task based
• Having them keep a research journal
• Quick feedback
• What they can do
Evolution of my thinking on Exams and Quizzes

- Quizzes on paper, timed, in class
- Quizzes on-line, but timed and in class
- Quizzes on-line when they were ready (at their own pace)
- Midterm and Final exams on paper, timed, in class
- Midterm and Final exams on-line, with a broader time frame than three hours (one class period)
- Exams and quizzes became more a learning exercise and less an assessment tool.
Exam questions flipped

• Before:
  • Name five things that should be taken into account when appraising a web-site:
  • What are the four criteria used in determining "fair use" of copyrighted materials?

• After:
  • Please examine the following web-site and using the points we discussed in class, do a formal appraisal of its quality: http://www.mozartproject.org/
  • Using all you’ve learned in class about copyright, consider the following case study and tell if you consider this a “fair use,” or not, and why.
Advantages to Flipping

• Much greater engagement with the students and learning what they need to know.
• Much greater transparency / trust.
• Much better and immediate feedback and as a result students do better work.
• Leaning becomes less fact oriented and more skills oriented, geared more towards practical reality.
Disadvantages to flipping

• It is *not* for the “faint of heart.” It takes a great deal more work on the teacher’s part, especially initially.
• Students with learning disabilities and those with language difficulties will find it harder to learn with this model.
• This model is better for skills based subjects, rather than factual based subjects.
Thank you

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