

OPEN SOURCED TEACHING: CREATING SOPHISTICATED ENGAGEMENTS FOR INTERROGATING MODELS OF EXCELLENT PRACTICE

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Becoming excellent in teaching requires extended and numerous opportunities to witness, question, and reflect on practice. Current structural models, as well as most conceptual orientations that characterize many preservice programs in music teacher education, provide minimal experiences for students to develop complex and advanced understandings of practice. A recurring issue in preservice music teacher education is locating and interrogating models of excellent, efficient and innovative practice. Other than student teaching, preservice students rarely have sophisticated opportunities to see and learn from practicing teachers during the semesters leading up to their internships. The upshot being that most new graduates will likely “teach as they were taught,” while minimally referencing the knowledge, skills, and dispositions cultivated during their preparation program.

“Inside Teaching” (2007), a two year initiative jointly funded by the Richard and Rhoda Goldman Fund and by the Carnegie Foundation for the Advancement of Teaching, is a collection of multimedia web sites of K-12 classrooms for teacher educators to use. Its purpose is to make visible the professional practice of K-12 teachers in order to improve teacher preparation. Beyond *Looking in on Music Teaching* (Olsen, *et al.* 2001), resources similar to “Inside Teaching” are virtually non-existent in music teacher preparation. This presentation describes a collaborative project between a practicing K-12 music teacher and a university music teacher educator modeled on “Inside Teaching.” The overall goal of the project is to create more sophisticated engagements for preservice music students that go beyond the typical offerings and experiences found in methods, practices, foundations, and observation courses. The primary aim of the presentation is to stimulate curricular discussion regarding the use of a multimedia and interactive Internet site in the college classroom. The presentation is in two parts.

Part 1 provides an overview and demonstration of the content on the Internet site. The site contains: 1. An autobiographic section that portrays the history, personal development and self-reflection of a practicing teacher, called “In Search of Validation,” 2. A collection of teaching vignettes, classroom videos, and explanatory/reflective commentary that illustrates the interaction of learning theory and teaching practice, called “Portraits of Practice,” and 3. A learning design section that contains teaching examples for creating music learning experiences for elementary and middle school learners called, “Construction Zones for Musical Understanding.”

Part 2 focuses on the site's current use in pre-service music teacher education and focuses discussion on curricular issues encountered and emergent in use. Questions for discussion include: To what extent can multimedia resources of current practice be used to develop a deeper connection between theory and practice? For example, to what extent can preservice students derive theoretical principles from examining practice? To what extent can discrimination in pedagogical knowledge—the capacity to distinguish the unimportant from the important—be developed? To what extent can preservice students' beliefs about current practice be critiqued and or modified in relation to new approaches? How does the study of a particular teacher's knowledge in action become knowledge for practice?

Inside Teaching. Retrieved July 10, 2007, from
<http://gallery.carnegiefoundation.org/insideteaching/>

Olson G., Barrett, J., Rasmussen, N., Barresi, A., & Jensen, J. (2001). *Looking in on music teaching*. New York: McGraw-Hill Primis.