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Recommended Citation

Glen, Nancy, "Nancy Glen TSSA Spring 2005" (2005). *Teaching Skills Study Awards (TSSA) Reports*. 134. <https://scholarworks.lib.csusb.edu/trc-tssa/134>

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Nancy L. Glen

Culminating Activity- TSSA Spring 2005 Grant Participation

5/27/05

The funding from my Spring 2005 TSSA Award allowed me to attend the 2005 Mountain Lake Colloquium for Teachers of General Music Methods, which was held from May 22-May 25, 2005 in Pembroke, Virginia at the Mountain Lake Lodge Resort. This colloquium meets every other year on the odd-numbered years for the purpose of sharing research, publications, and teaching strategies for university-based teachers of General Music methods to Music Education majors and pre-service classroom teachers.

The conference was developed by two university professors, Mary Goetze of Indiana University, and Nancy Boone Allsbrook of Middle Tennessee State University, who felt a need to gather together teachers of General Music Methods for both support and sharing of teaching techniques and results of their individual and collaborative research on this subject. The first colloquium was held in 1991 at Mountain Lake Lodge/Resort, and has been meeting on odd numbered years ever since. An initial core group of about 30 people attended the first colloquium, and this number has gradually increased to the 110 people who attended this year's event.

This particular conference is unique in that it has no commercial aspects to it (sponsored by a large marketing group or company related to the music profession), and it has the sole function of bringing people together who teach general music methods for sharing of ideas and support of one another. People from all over the United States and of many age groups attended the conference this year. The opening of the Colloquium on Sunday night included a social event, followed by an overview of the colloquium sessions for the next three days. Each day's activities included a plenary session, and several simultaneous sessions, which presented research findings and teaching strategies. Monday evening's keynote speaker was Libby Larsen, a contemporary composer, who is an advocate for music education in schools and actively promoting composition in the public schools at all levels. Research findings ranged from quantitative findings to teaching strategies field-tested in university and public school settings. Presenters shared handouts of their session contents. Teaching skills addressed included: constructivism in teaching music methods courses, integration of music throughout other curricular areas, using literature in the elementary music classroom, teaching music in the urban school setting, multicultural materials in music education, technology in music education, and other topics. On the last day of the colloquium, several tradebooks, videos, CDs, and publications contributed by authors in attendance were given away as door prizes, which was of course a very exciting time for recipients, who had been browsing through the books all week on a large display table!

The impact on me was almost overwhelming, as I have begun to deconstruct the notes I took and go over materials I brought home with me. As a new teacher at CSUSB, I feel very stimulated by what I learned, and very encouraged and supported in the direction I am moving in teaching MUS 531-Music Development for Classroom Teachers. I am

trying to bring a cross-curricular, arts-integrated emphasis to my instruction, and feel good about the availability of materials to do this, as well as discussion with colleagues from all over the United States who are on the same academic pathway as myself. I will share this information with my colleagues at CSUSB who are teaching other sections of this course, and support them in their teaching. I also have a wealth of resources for this course that I didn't have before I went to the colloquium, which will serve me well for two years until the next one occurs. I am very grateful for the opportunity to have attended this event.