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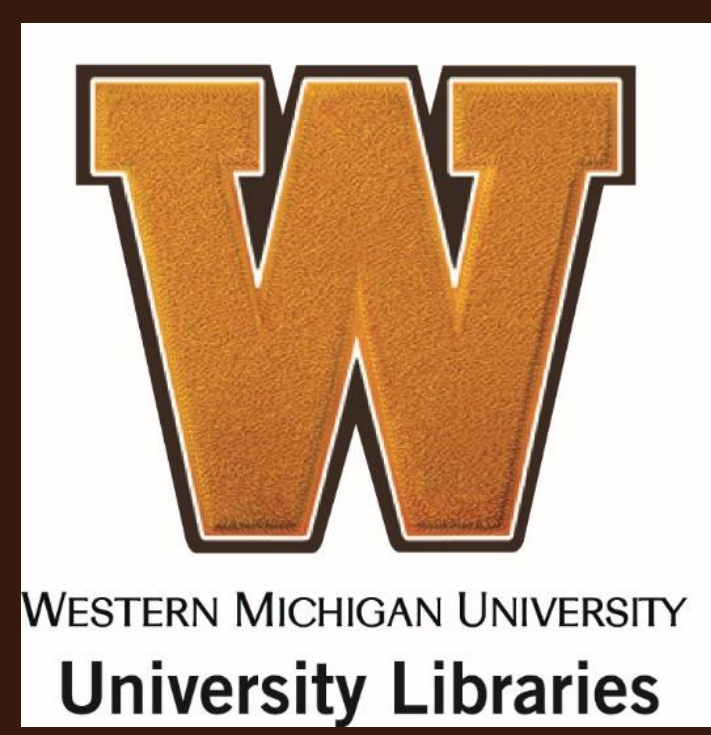
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What High School Students Want to Know About Music: An Information Literacy Instruction Course for a High School Music Camp Michael J. Duffy IV Western Michigan University

INTRODUCTION

This poster presents the results of a case study of an information literacy course offered to high school students during the SEMINAR High School Summer Music Camp at Western Michigan University in July of 2016, entitled “What I’ve Always Wanted to Know About Music.” The content of the course is informed by the *Standards for the 21st-Century Learner* and the *MLA Information Literacy Instructional Objectives for Undergraduate Music Students*.

Student progress was measured based on formal assessments at the beginning and end of the two-week course, and informal assessments throughout the course. During the course, students proposed a detailed question about music for which they did not know the answer, or a topic about which they would like to know more. Each session contained a brief period of instruction and discussion followed by a period where students worked on their own. At the end of the two-week session, the students had beginnings of answers to their questions, and began to form new questions. Two students enrolled in the course in 2016. The discussion here focuses on answers to questions 7-10, showing student progress using library search tools. The assessment protocol was approved by the Human Subjects Institutional Review Board at Western Michigan University.



Dorothy U. Dalton Center, location of the Western Michigan University School of Music, the Harper C. Maybee Music and Dance Library, and SEMINAR High School Summer Music Camp

Assessment

Assessment Questions for pre- and post-test (mappings to *MLA Instructional Objectives* and *AASL Standards for the 21st Century Learner* shown in parentheses):

1. Please write two or three questions about musical performances you would like to answer. These questions could relate to why music is performed, how it is performed, where it is performed, who performs music, the history of performances, or the planning of performances. (MLA Standard 1, Performance Indicator 1.b.1; AASL Standards 1, Indicators 1.1.1; 1.1.3)
2. How would you find answers to your questions about music? (MLA Standard 1, Performance Indicator 1.c.1; AASL Standards 1, Indicators 1.1.2; 1.1.4; 1.1.5)
3. How do you know that your answers are reliable? (MLA Standard 1, Performance Indicator 1.c.1; AASL Standards 1, Indicators 1.1.2; 1.1.4; 1.1.5)
4. Information may come in various “packages.” These packages include books and Websites. What other packages can you think of that contain information about music? (MLA Standard 1, Performance Indicator 2.c.1; AASL Standards 1, Indicators 1.2.3; 1.2.4)
5. Can you think of ways to gather information about music that doesn’t come in a package? (MLA Standard 1, Performance Indicator 2.c.1; AASL Standards 1, Indicators 1.2.3; 1.2.4)
6. Please list as many activities as you can think of that would lead you to gather information for the purpose of learning about music. (MLA Standard 2, Performance Indicator 1.a.1; AASL Standards 1, Indicator 1.1.6)
7. How would you locate a book about a musical topic that interests you? (MLA Standard 2, Performance Indicator 1.c.1; AASL Standards 2, Indicator 2.2.1)
8. How would you locate an article in a periodical about a musical topic that interests you? (MLA Standard 2, Performance Indicator 1.c.1; AASL Standards 2, Indicator 2.2.1)
9. Where would you look for detailed, basic information on musical topics? (MLA Standard 2, Performance Indicator 1.c.1; AASL Standards 2, Indicator 2.2.1)
10. Where would you look for definitions of musical terms? (MLA Standard 2, Performance Indicator 1.c.1; AASL Standards 2, Indicator 2.2.1)
11. If you were to listen to several performances of the same piece of music, what would you listen for to tell the difference between the performances? (MLA Standard 2, Performance Indicator 1.b.1; AASL Standards 2, Indicator 2.1.3)
12. What does copyright mean, and why is this important to music and music information? (MLA Standard 5, Performance Indicator 1.d.1; AASL Standard 3, Indicator 3.1.6)

Course Schedule

Monday, July 11 Pre-test

Tuesday, July 12 Brainstorming about curiosity – Library Tour

Wednesday, July 13 Encyclopedias, dictionaries, histories, biographies

Thursday, July 14 Types of music information (e.g., books; articles; scholarly, critical, and performance editions; original compositions, arrangements, and transcriptions; sound recordings in various formats; video recordings in various formats; websites; subject experts; conference proceedings – how to access and assess). – Copyright and citation – discuss citation daily in some form hereafter.

Saturday, July 16 Manifestations of works

Monday, July 18 Gathering information about music, including using information retrieval systems.

Tuesday, July 19 Reading, Listening, Interpretation

Wednesday, July 20 Test Theories through writing, performing, listening, presenting

Thursday, July 21 Organizing and communicating

Friday, July 22 Post-test

Discussion

The students’ answers both differed between the pre-test and post-test. The questions that most directly relate to library search tools are questions 7-10, discussed below. See the handout for discussion of all questions.

Question 7: In the pretest, one student suggested finding a books through internet searching, the other suggested a classification system. In the posttest, both alluded to using the library’s discovery layer, Library Search.

Question 8: In the pretest, one student did not answer the question and the other student expressed a lack of understanding. In the posttest, both students suggested using article databases, and both used terms suggesting they would look for print articles.

Question 9: In the pretest, one student suggested “historical resources,” the other suggested “music theory website” or asking a teacher. In the posttest, one student suggested encyclopedias and databases (to find articles), the other suggested reading the front matter in scores and personal knowledge.

Question 10: In the pretest, one student suggested a dictionary-type resource, the other one suggested “Google.” In the posttest, both students suggested dictionary-type resources.

Probably the most significant growth for these two students was developing an understanding of library search tools, such as our discovery layer and periodical index databases as a means of finding information on topics about which they desire to learn more.

References

American Association of School Librarians. *Standards for the 21st-Century Learner in Action*. Chicago: American Library Association, 2013.

Cary, Paul, and Laurie J. Sampsel. “Information Literacy Instructional Objectives for Undergraduate Music Students.” *Notes: Quarterly Journal of the Music Library Association* 62 (March 2006): 663-79.

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