IIPD grant recipients must report on grant-funded activities in order to remain eligible for future IIPD grant program consideration. All grant recipients are required to submit a summary report of the completed project or activity to the Grants Department at the time that they submit their IIPD Reimbursement Form. If you need additional space, please type responses into a Word document and submit it with this Report Form.

**Purpose of Grant:** See grant for specific wording of 3-fold purpose. Attended College Music Society natl cor

1. Describe the new avenues of instruction, including changes in curriculum, teaching strategies or other changes that are resulting from your grant-funded activity.

There are too many ideas to list in this report. Here are selected items I will be researching and/or including in my teaching repertoire:

- I will be looking at developing different writing assignments (interviews, newspaper articles, and other ideas) for my MUS253 course and for my MUS110 course. These ideas come from the Pre-conference workshop I attended on the pedagogy of music history.

- I will be looking for additional online resources through The Library of Congress’s film and film score database (looking for the original score and film clips for The Forbidden Planet, as well as Copland’s film scores. Also for my MUS253 Music history course.

- I will be including additional content in my MUS253 course, and perhaps my MUS110 course, resulting from the following conference sessions:
  i. The Violins of Hope – a session on 8 violins restored by the son of a violin maker killed during the Holocaust.
  ii. Chinese contemporary composers who lived during and/or were affected by the Chinese cultural revolution, including Tan Dun and Bright Cheng. There were several sessions that touched on the Cultural revolution.
  iii. Joan Tower’s keynote address.
  iv. I also picked up an autobiography of Stravinsky and a book of essays by Russian Historians on Schostakovich that I am reading right now, with the intent of expanding the canon that I teach for these two composers.

- I am looking into the possibility of developing videos to structure sight reading for my piano techniques courses and for my applied lessons. I’ve already begun including an instructor preview in sightreading lessons for my piano techniques courses. These ideas come from Claudia Bossard’s session on using iPads to teach sightreading.

- I will be moving to a different online textbook for my MUS110 courses. Regarding online teaching in general I didn’t learn a lot that I wasn’t already doing.
2. **How will the grant-funded activity result in an impact on student learning and enhancements to student success?**

This question is confusing to me. Hopefully I am interpreting the question with its intended meaning:

- Hopefully by improved teaching

- Student learning will be impacted by additional content, discussed in class and through assignments developed around this new content

- My hope is that students will take a deeper interest in the material surrounding composition impacted by social/political upheavals, resulting in a deeper learning and understanding of the content. While the impact of the Third Reich and World Wars I and II, Communism/Lenin and Stalin, and the Chinese Cultural Revolution in the USSR, are all current content in the MUS253 course, I’ve learned a lot and have been introduced to new and developing resources that will provide a social and cultural framework for these topics. I hope to turn my students on to the battles that these men and women working in the 20th century faced and that those still living currently face while also creating music.

- Another area where I hope to turn students on to the living/breathing culture of music in the early part of the 20th century comes through the writing assignments I plan on developing.

- Future discussions with my two colleagues who also teach Music History will hopefully result in sequenced assignments in both writing and music listening identification skills.
3. What steps are you taking to assess the impact of this activity on student learning?

Most things will be implemented in the Spring semester 2014 or the 2014-15 school year. While I don’t have any plans for a formal written assessment plan, I will do the following:

I will assess students’ knowledge of music, culture, and politics in exams.

I will assess students’ general enthusiasm with the added subject material in my MUS253 course by focusing on the projects they choose, and on their overall course success rate. I’ll also know I’m doing well here if I see engaged students in my classroom. I have no plans to formally measure student engagement, but I know they’re engaged if more than a few students ask questions about the material without being prompted, if the lower academic tier of the demonstrates excitement about the research projects they choose, and if their final public presentations are well rehearsed and interesting to other students who attend.

I will discuss a possible joint assessment project through the music history sequence with my two colleagues who teach the sequence with me. We could focus on one or more areas taken from analysis, essay writing, research writing, or music listening skills.

Sightreading is already assessed both formatively and summatively in the Piano Techniques courses I teach. While I could develop a detailed assessment project around this activity, with a test group, I know from experience and prior work with sightreading that any attention to sightreading will improve students’ overall grades and experience in the class. So, I’ll incorporate these ideas into the sightreading activities of my courses and will adjust them when needed based on how I currently assess sightreading.
4. How are you engaging others in the learning process and disseminating activity results with the wider campus community?

NOTE: If shared learning activities have not yet taken place, an addendum to this report must be filed with the Grants Department describing shared learning activities prior to applying for another IIPD grant, as required by IIPD Guidelines.

I am engaging others now through individual discussions with faculty members about the things I learned at the conference.

My two colleagues have further work in terms of structuring assignments for the music history sequence and will do that work which we will later share with our department colleagues.
5. Describe how the grant-funded activity is supporting the objectives of your department and your existing job responsibilities.

- Good teaching supports the objectives of the department.

- Recarping the Music History courses is a departmental objective this year. There hasn’t been a close look at course objectives for these courses since the three of us have been teaching the courses.

- I heard from many of my colleagues in our sister 2 and 4-year institutions regarding the jury process. I know both Steve and I are interested in making suggestions to improve this process.

- Improvements in the teaching of the MUS110 courses is beneficial to the department.

- The department undergoes our NASM accreditation visit in 2014. Attending the CMS conference, writing and receiving the grant, improved departmental comraderie, learning about what goes on at other institutions, looking at the course objectives for the music history sequence, working on sequenced assignments to improve student learning – all of these things will be included in our self-study and will add to the overall he
6. **How has this grant helped in fostering your professional development goals?**

I feel like I have answered this question already in many areas (learning about new content, new teaching techniques, etc.), but there are a few areas I haven’t covered yet in this report:

- Seeing new online products and course materials in action is very helpful. I also had the opportunity to speak with faculty members some of the online materials I’m considering for adoption for the mUS110 course. This is always preferable to a sales agent telling me about its use.

- I took pictures of some of the Chinese instruments performed in one of the concerts I attended.

- I saw and heard some amazing performers and amazing compositions. It was inspiring.

- I was able to hands-on review textbook course materials. I am especially happy I was able to look at current College Music Society publications. I will be purchasing some of them for my own use.

- I met several people that I am happy to now include in my professional contacts:
  - Lisa Miller, Department chair at Vincennes University.
  - Claudia Bossard, a friend from my previous institution. It was nice to reconnect with her.
  - I exchanged cards with several people who offered to be resource connections for my online teaching, and for a survey I am working on for the department.
  - I met my hero, Joan Tower.
7. Please add any other comments you would like to include in this report.

Thank you for the opportunity.

Name: Debora DeWitt

Job Title/Department: Assistant Professor/Music Dept

Phone: 616-234-4192

Email Address: ddewitt@grcc.edu

Date of HPD Award was received: 10/13 (month/year)