

## Retraction

# Retracted: The Evaluation of Music Teaching in Colleges and Universities Based on Machine Learning

Journal of Mathematics

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Manipulated or compromised peer review

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

## References

- [1] X. Xiongjun and D. Lv, "The Evaluation of Music Teaching in Colleges and Universities Based on Machine Learning," *Journal of Mathematics*, vol. 2022, Article ID 2678360, 7 pages, 2022.

# The Evaluation Of Music Teaching And Learning

**Timothy S. Brophy**



## **The Evaluation Of Music Teaching And Learning:**

**The Evaluation of Music Teaching and Learning** Richard Colwell,1970      **The Evaluation of Music Teaching and Learning** Richard Colwell,1970      The New Handbook of Research on Music Teaching and Learning Richard Colwell,Carol Richardson,2002-04-18 Featuring chapters by the world s foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars      *Assessment in Music Education* Timothy S. Brophy,2008

**Teacher Evaluation in Music** Cara Faith Bernard,Joseph Michael Abramo,2019-01-04 Teacher Evaluation in Music A Guide for Music Teachers in the U S aims to help music teachers navigate the controversial terrain of teacher evaluation Rather than entering the debate on policy divorced from practice this book is intended as a pragmatic approach to help music teachers to thrive within teacher evaluation systems and as a way to improve practice Using Shulman s concept of content knowledge general pedagogical knowledge and pedagogical content knowledge this book strives to help music teachers find a balance between advocating for themselves and their programs and for using teacher evaluation to improve their teaching The book covers history of policy and law of teacher evaluation and the competing uses of teacher evaluation to rate teachers or as a professional development tool The descriptions of policies laws and competing uses are approached in a way to help music teachers use teacher evaluation for their benefit to grow as professionals This book has chapters devoted to giving detailed and specific strategies in key areas that research has suggested music teachers struggle to implement questioning literacy differentiated instruction and assessment Complimenting these key areas are sample lesson plans which apply the strategies of questioning differentiation literacy and assessment discussed in each chapter These

lessons serve as a resource and guide for teachers to develop their own lessons and improve their practice The final chapter gives guidance on how music teachers may talk to administrators and evaluators to make teacher evaluation productive Through these detailed descriptions of understanding teacher evaluation talking to evaluators and improving practice music teachers may not just survive but thrive in these systems of accountability      *Teaching and Evaluating Music Performance at University* John Encarnacao, Diana Blom, 2020-04-28 Fresh perspectives on teaching and evaluating music performance in higher education are offered in this book One to one pedagogy and Western art music once default positions of instrumental teaching are giving way to a range of approaches that seek to engage with the challenges of the music industry and higher education sector funding models of the twenty first century Many of these approaches formal informal semi autonomous notated using improvisation or aleatory principles incorporating new technology are discussed here Chapters also consider the evolution of the student play as a medium for learning reflective essay writing multimodal performance interactivity and assessment criteria The contributors to this edited volume are lecturer practitioners choristers instrumentalists producers and technologists who ground their research in real life situations The perspectives extend to the challenges of professional development programs and in several chapters incorporate the experiences of students Grounded in the latest music education research the book surveys a contemporary landscape where all types of musical expression are valued not just those of the conservatory model of decades past This volume will provide ideas and spark debate for anyone teaching and evaluating music performance in higher education      **The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 1** Timothy S. Brophy, 2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music      *Issues in Music Teaching* Chris Philpott, Charles Plummeridge, 2004-08-02 Issues in Music Teaching stimulates critical reflection on a range of topics related to the teaching and learning of music in both the primary and secondary school including the place of music in the curriculum the nature of music and music education ICT and music education music education and individual needs continuity and progression in music education The book prompts the reader to be analytical and critical of theory and practice and to become an autonomous professional and curriculum developer      The Evaluation of Music Education Music Educators National Conference (U.S.), 1953\*      *Critical Essays in Music Education* Marvelene C. Moore, 2017-07-05 This volume of essays references traditional and contemporary thought on theory and practice in music education for all age groups from the very young to the elderly The material spans a broad range of subject areas from history and philosophy to art and music and addresses issues such as curriculum pedagogy assessment and evaluation as well as current issues in technology and performance standards Written by leading researchers and educators from diverse countries and cultures this selection of previously published articles research studies and book chapters is representative of the most frequently discussed and debated topics in the profession This volume which documents the importance of lifelong learning is an

indispensable reference work for specialists in the field of music education

**The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2** Timothy Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook's first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook's second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

**The Practice of Assessment in Music Education** Frank Abrahams, 2010

**The Psychology of Teaching and Learning Music** Edward R. McClellan, 2023-06-13 The Psychology of Teaching and Learning Music introduces readers to the key theoretical principles concepts and research findings about learning and how these concepts and principles can be applied in the music classroom Beginning with an overview of the study of teaching and learning and moving through applying theory to practice and reflective practice in the process of personal growth this text focuses on music learning theories behavioral approaches cognitive social cognitive development and constructive views of learning It includes culture and community learning differences motivation effective curricular design assessment and how to create learning environments illustrated by practical case studies projects exercises and photos Showing students how to apply the psychology theory and research in practice as music educators this book provides a valuable resource for undergraduate and graduate music education students and faculty

**The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education** David James Elliott, Marissa Silverman, Gary McPherson, 2019 The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education offers critical perspectives on a wide range of conceptual and practical issues in music education assessment and evaluation as these apply to music education in schools and community settings

**Assessment in Music Education** Martin Fautley, 2010-01-14 This book discusses assessment and its role in teaching and learning music in the classroom For improving learning and raising standards it puts the case for formative assessment day by day rather than summative assessment at the end of key stages The advice is relevant to classroom and instrumental

teachers and the academic community      **Teacher Evaluation in Music** Cara Faith Bernard, Joseph Michael Abramo, 2019-01-04 *Teacher Evaluation in Music A Guide for Music Teachers in the U S* aims to help music teachers navigate the controversial terrain of teacher evaluation This book is intended to help music teachers thrive within evaluation find balance between advocating for themselves and their programs and use teacher evaluation to improve teaching

Assessment in Music Education: from Policy to Practice Don Lebler, Gemma Carey, Scott D. Harrison, 2014-11-03 The contributions to this volume aim to stimulate discussion about the role of assessment in the learning experiences of students in music and other creative and performing arts settings The articles offer insights on how assessment can be employed in the learning setting to enhance outcomes for students both during their studies at higher education institutions and after graduation An international group of leading researchers offers an exciting array of papers that focus on the practice of assessment in music particularly in higher education settings Contributions reflect on self peer and alternative assessment practices in this environment There is a particular emphasis on the alignment between assessment curriculum structure and pedagogy      *Changing Thought in Music Education* Warren Frank Prince, 1963      **The Journey from Music Student to Teacher** Michael Raiber, David Teachout, 2014-01-03 *From Music Student to Teacher A Professional Approach* helps prospective music educators begin their transition from music student to professional music teacher The text uniquely works to build upon the individual s personal experience to enhance their approach to the profession The authors help students first recognize their personal perspectives of the profession and uncover the assumptions they have concerning learning and teaching They are then prepared to make mindful informed decisions about their professional education The topics and activities are deliberately organized to help the reader think as a professional rather than a student Divided into three parts a discovery of self b discovery of teaching and c discovery of learners The three parts address the primary stages of teacher development Within each part readers are connected to the theoretical foundations of the text and the process of becoming an insider to the profession *From Music Student to Teacher A Professional Approach* incorporates online resources and tools that are already familiar to students in their world of networking through social media Features include Social networking activities to aid self reflection and discussion Connecting to the Profession sections that provide resources which help to bridge the gap between theory and practice Discussion and glossary that provide a solid base in professional terminology An integrated companion website including videos of teaching practice and further activities for self reflection plus instructor material Michael A Raiber is Professor of Music Education at Oklahoma City University David J Teachout is Associate Professor and Department Head of Music Education at the University of North Carolina Greensboro      **Critical Essays in Music Education** Marvelene C. Moore, 2017-07-05 This volume of essays references traditional and contemporary thought on theory and practice in music education for all age groups from the very young to the elderly The material spans a broad range of subject areas from history and philosophy to art and music and addresses issues such as curriculum pedagogy

assessment and evaluation as well as current issues in technology and performance standards Written by leading researchers and educators from diverse countries and cultures this selection of previously published articles research studies and book chapters is representative of the most frequently discussed and debated topics in the profession This volume which documents the importance of lifelong learning is an indispensable reference work for specialists in the field of music education

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