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The Evaluation of Music Education Doctoral Program in Terms of Content and Application within the Scope of Uludag University Sample

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Abstract

Music, with its various functions in human life, is not only an instrument of education but also a field of it. Basically, music education leads an individual to develop a behavior, or forms a behavioral change by changing and developing a gained behavior. Music education is carried out in a planned and programmed way at every level, from kindergarten to university. Besides the training of individuals through music, this situation necessitates some individuals, chosen especially for this training, to be trained in particular fields of music. In Faculties of Education within Turkey's Higher Education System, the specialization in the field of Music Education in Master's Degree level has been put into practice with the Higher Education Law No.2547, which took effect in 1982, and institutions were able to constitute only some parts of their academic staff with master's programs opened until 1990s. There has been a more active education for the last 20 years; however, there isn't satisfactory music education in our country especially in PhD level. Uludağ University Education Faculty the Department of Music Education (1982) is the fourth well-established educational institution in our country in terms of the date of establishment subsequently after Ankara (1924), İstanbul (1969), İzmir (1973). It has a more than 30-year-experience and knowledge. Master's Degree Education has been carried out since 1986. Up to now, there have been many graduates, significant contribution to the art and culture of Music with many studies carried out different fields of Music Education, and

many scholars have been trained. As of 2013, within Uludağ University Institute of Educational Sciences, Music Education PhD Program has been opened and the education is carried on since then. In this paper, there will be evaluations and introductions in terms of education, syllabus and application regarding this program.

Keywords: Music, Music education, PhD Program.

Introduction

With its individual, social, cultural, economic and educational functions and versatile effects in human life, music is an inseparable part of life. For centuries, music has been used as an important educational tool and given a place and great importance in social life by giving consideration to its educational role.

Music education basically develops an individual's musical skills or leads to a behavioral change by changing and developing already learned skills. Furthermore, it educates an individual by furnishing him/her with skills necessary for musical hearing-reading-writing, singing, playing an instrument, listening to music, composing music, musical enlightenment-acculturation, developing musical inclination, musical personalization, increasing musical sensibility, musical communication and interaction, and taking advantage of music in different ways.

With this educational function, music is an educational instrument. Formal music education is carried out in a planned and programmed way at every level, from kindergarten to university. However, there is another educational function of music, which is being an professional education field. This necessitates that some specially chosen individuals be trained in specific branches of music. Thus, branches of music have separated from each other and each has become a professional field itself in time.

In Faculties of Education within Turkey's Higher Education System, the specialization in the field of Music Education in Master's Degree level has been put into practice with the Higher Education Law No.2547, which took effect in 1982, and institutions were able to constitute only some part of their academic staff until 2000s. It is believed that, although there has been a more productive education for the last 15 years, there isn't satisfactory music education in our country especially in PhD level, and it looks as if this gap won't be able to be filled in near future.

Nowadays, higher education institutions experience important changes. International student exchange, distant learning regulations, rapid developments in information and communication technologies, adult education and the increase in student admission, regional and global increase in competition are some examples of these great changes. The importance of higher education increases significantly day by day.

Uludağ University Education Faculty the Department of Music Education (1982) is the fourth well-established educational institution in our country in terms of the date of establishment subsequently after Ankara (1924), İstanbul (1969), İzmir (1973). It has a more than 30-year-experience and knowledge. Master's Degree Education has been carried out since 1986 (1986-1995 as a part of Institute of Science, 1995-2010 as a part of Institute of Social Sciences and 2010-up till now as a part of Institute of Education Sciences). Up to now, there have been 49 Master's degree graduates. Moreover, there has been significant contribution to the art and culture of music with 49 studies carried out different fields of Music Education, and many scholars have been trained.

In addition to train qualified music teachers of the information society, Uludağ University Education Faculty Department of Education of Fine Arts Department of Music Education aims to be an institution which produces information regarding education and the profession of music teaching, develop itself continuously, offer solutions to society's problems related to education and music teacher training in national and universal extent by using scientific methods, sets an example with its graduate music teachers, remains at the forefront with its qualitative works of art, and whose members and graduates are proud of themselves (Demirbatır, 2005)..

As of 2013, Uludağ University Department of Music Education has shown the academic development required for PhD programs and been officially registered by the Council of Higher Education (YÖK) to be academically able to give this education.

The PhD Program of Music Education Discipline includes two basic aspects in terms of its aims. The first one is to make the graduates of the Master Program more competent in their profession, and the other is to prepare the graduates of the Master Program who want to become academicians for PhD education. In order to do so, there are some aims to be achieved, which are;

to enlighten the candidates' knowledge of Music Education and pedagogy,

to help the candidates correlate Educational Music and the types of music which has gained a place in society and help them find ways to transfer this knowledge to students,

to help the candidates learn the national and international modern music teaching methods and literature related to it, and help them pave the way for new researches,


to keep them well-informed about scientific developments, field studies and literature in music education,

and to develop the strategies to prepare proper learning environment and to increase students' performance by directing this process well.

Music Education Field PhD Program Student Quotas and Acceptance Conditions

The student quota for The Field of Music Education PhD Program is 5. There is no quota for international students yet. But, some quotas can be given to international students on demand. In 2013-2014 Academic year, 7 students were admitted, 3 in the first academic term and 4 in the second academic term. Candidates holding a diploma of masters with thesis in the field can apply for the program. In addition, there is a requirement for a score of 55 in academic personnel and postgraduate education entrance exam (ALES) and a score of 55 in foreign language exam (YDS). 50 % of ALES, 20% of Masters Diploma Grade and 30% of PhD exam is taken into consideration during the evaluation of student admission. In order to be accepted, a candidate needs to have at least a score of 70.

The Number of Credits and Compulsory and Elective Courses in order to get a PhD Degree

ULUDAĞ UNIVERSITY														
INSTITUTE OF EDUCATIONAL SCIENCES														
ACADEMIC YEAR COURSE PLAN														
														
COURSE STAGE	I. TERM / FALL							II. TERM / SPRING						
	Cod e	Course Title	Type	T	P	L	C r d.	Co de	Course Title	Type	T	P	L	C r d.
	6101	ADVANCED MAIN INSTRUMENT	C	3			3	6102	ADVANCED MAIN INSTRUMENT and ITS TEACHING METHODS	C	3			3
	6103	QUALITATIVE RESEARCH METHODS	C	3			3	6104	STATISTICS	C	3			3
	6105	SCHOOL INSTRUMENT and ITS PEDAGOGY	E	2			2	6172	SEMINAR(COURSE)	C	0			0
	6107	CONTEMPORARY TURKISH PIANO MUSIC REPERTOIRE	E	2			2	6106	PRINCIPAL MUSIC EDUCATION METHODS	E	2			2
	6109	ACCOMPANIMENT WITH KEYBOARD INSTRUMENT	E	2			2	6108	ADVANCED PIANO TECHNICS and ITS TEACHING METHODS	E	2			2
	6111	PSYCHOLOGY OF MUSIC	E	2			2	6110	PIANO PEDAGOGY	E	2			2
	6113	ASTHETICS OF MUSIC	E	2			2	6112	MUSIC EDUCATION and ITS ISSUES IN TURKEY	E	2			2

611 5	ADVANCED CHAMBER MUSIC I	E	2		2	61 14	WORLD MUSIC	E	2		2
611 7	APPLICATIONS and ANALYSIS OF POLYPHONIC MUSIC WRITING I	E	2		2	61 16	ADVANCED CHAMBER MUSIC II	E	2		2
611 9	APPLICATIONS and ANALYSIS OF TURKISH FOLK MUSIC	E	2 2		2	61 18	APPLICATIONS and ANALYSIS OF POLYPHONIC MUSIC WRITING II	E	2		2
612 1	VOICE EDUCATION TECHNICS IN DIFFERENT AGE GROUPS	E	2		2	61 20	TEACHING METHODOLOGIES OF MUSICAL HEARING and READING	E	2		2
612 3	PEDAGOGIC METHODS OF MUSIC	E	2		2	61 22	APPLICATIONS and ANALYSIS OF TURKISH ART MUSIC	E	2		2
						61 24	VOICE HEALTH and PROTECTION	E	2		2
						61 26	RECITAL	E	2		2
Total Credits					1 2	Total Credits					1 2
III. TERM / FALL						IV. TERM / SPRING					
YET 617 7	PROFICIENCY EXAMINATION	C	0		0	61 82	PHD SPECIALISED FIELD COURSE II	C	3		0
617 3	SEMINAR (THESIS)	C	0		0	61 92	PHD DISSERTATION II	C	0		0
618 1	PHD SPECIALISED FIELD COURSE I	C	3		0						
619 1	PHD DISSERTATION I	C	0		0						
Total Credits					0	Total Credits					0
V. TERM / FALL						VI. TERM / SPRING					

STAGE THESIS

ENS 612 1	DEVELOPMENT and LEARNING	C	3		0	EN S6 12 2	PLANNING and EVALUATION IN TEACHING and INSTRUCTION	C	3	2	0
618 3	PHD SPECIALISED FIELD COURSE III	C	3		0	61 84	PHD SPECIALISED FIELD COURSE IV	C	3		0
619 3	PHD DISSERTATION III	C	0		0	61 94	PHD DISSERTATION IV	C	0		0
Total Credits					0	Total Credits					0
VII. TERM / FALL					VIII. TERM / SPRING						
618 5	PHD SPECIALISED FIELD COURSE V	C	3		0	61 86	PHD SPECIALISED FIELD COURSE VI	C	3		0
619 5	PHD DISSERTATION V	C	0		0	61 96	PHD DISSERTATION VI	C	0		0
Total Credits					0	Total Credits					0
TOTAL CREDITS: 24											

According to the program, students are required to take minimum 24 credits in total. There are 4 compulsory courses. 2 (2x3 credits) of these lessons are in the 1st term and the other 2 (2x3 credits) are in the 2nd term. In addition to compulsory courses, students need to take 6 elective courses, 3 courses for each term and each course is 2 credits. Students take 12 credits of elective courses in two terms in total. These 6 courses are chosen among 21 elective courses. Courses are given by 3 professors, 3 associate professor and 6 assistant professors.

The Courses And Their Contents In Music Education Phd Program

1st Term Compulsory Courses

Advanced Main Instrument

By advanced main instrument, it is aimed that students are able to gain advanced skills in their fields (instrument, voice, theory), sing samples of works of Turkish and world-wide known composers, constitute a repertoire and develop skills to sing in front of groups.

Qualitative Research Methods

This course includes, on a basis of basic concepts of science and research, the comparison of quantitative research and theoretical bases and qualities of qualitative

research, planning of qualitative research, data collection methods and material preparation for data collection, analysis of collected data and use of the results in application.

2nd Term Compulsory Courses

Advanced Main Instrument and Its Teaching Methods

By advanced main instrument, it is aimed that students are able to gain advanced skills in their fields (instrument, voice, theory), sing samples of works of Turkish and world-wide known composers, constitute a repertory and develop skills to sing in front of groups. in addition, it is aimed that students improve their teaching methods and techniques.

Statistics

For the education of PhD students doing research with quantitative data, this course includes basic statistical terms and concepts, the classification, process and interpretation of data by statistical methods.

Field Elective Courses

Principal Music Education Methods

Acquiring extensive knowledge and skills by Kodaly and Orff methods, two of the methods used in music education, authentic model building, getting used to the materials used in these models and perform applications by using own authentic materials are the main focus of this course.

Contemporary Turkish Piano Music Repertoire

The exploration of contemporary Turkish Piano Music Repertoire, analyzing it and creating a repertoire from the beginning level is the aim of this course.

Accompaniment With Keyboard Instrument

The main focus of this course, which has an extensive content about keyboard instrument techniques, is the improvement of transposition and transcription skills by playing pieces starting from baroque period and the applications of correpetition.

Psychology Of Music

This course aims to furnish the students with knowledge and concepts regarding music's relation with psychological processes in an individual, social and cultural level. The course starts with individual psychological processes such as voice and auditory perception, and reaches the subjects of emotion and meaning with music via sophisticated perceptual processes such as intonation in music and perception of melody and time.

Advanced Chamber Music I

It is a course designed to perform works of chamber music written during contemporary reorganization and teach performers the advanced forms and performances of chamber music. Besides, it aims to evaluate and perform 19th and 20th century chamber music samples with an extensive analysis of this period.

Aesthetics Of Music

Students acquaint themselves to principal aesthetics theories with the terms beauty and beautiful by beginning the origin of the word "aesthetics". They search for the formation and development of the expression language special to art of music with an analysis regarding the structure and meaning of works of music in accordance with monophony and polyphony.

Applications and Analysis Of Polyphonic Music Writing I

This course includes writing and analysis activities in polyphonic music within the scope of advanced theoretical knowledge related to music theory and musical hearing, reading and writing training. In addition to vertical and horizontal polyphonic melody dictation performances, the course involves analysis, recognition of polyrhythmic structures, song analysis, deciphering, solfege and rhythmic reading-writing techniques. Furthermore, it includes contemporary notation techniques and creative studies in the scope of modern music and contemporary teaching methods and techniques related to musical hearing.

Applications and Analysis Of Turkish Folk Music

The content of this course is the correlative analysis of verbal and written sources, which take a part in the development of Turkish Folk Music, and the studies in the field such as researches, books, presentations, articles and vocalization samples. It also includes the evaluation of data gained.

Voice Education Techniques in Different Age Groups

Voice education is a process which differs considerably according to age groups. This course includes the teaching of methods and techniques related to voice education before puberty, during puberty and after puberty.

Pedagogic Methods Of Music

Pedagogical methods in music researches have gained importance in both theory and practice since the 20th century. The application fields of these methods have expanded with the widespread use of pedagogical methods in practice and musicology's becoming a scientific discipline itself. In this course, the application fields of pedagogical methods in music and the application of pedagogical methods to music are the main concerns.

School Instrument and Its Pedagogy

The use of instruments and setting a model so as to use these instruments by getting accustomed to the instruments which are being used and which will be used in schools is the main goal of this course. Compositions, experimental studies and applications for school instruments are also of great importance.

Advanced Piano Techniques and Its Teaching Methods

It is a course specially designed to introduce the new approaches in today's music. The study of the introduction, learning, application and teaching methods of 20th century contemporary piano techniques is aimed at in this course.

Music Education and Its Issues in Turkey

In this course, the research of system approach and the qualifications of education system, the place of music education in Turkish Education System, music education programs and the basic concepts they depend on, the qualifications of music education programs in different countries in kindergarten, primary and secondary education levels, the problems caused by music education applications in Turkey and attempts to solve them is the main focus. Education planning for music education in the future is also a subject of this course.

World Music

To discuss the social and cultural features of music by learning ethnical music in various parts of the world is the goal of this course. Also, this course introduces the Indian culture and music with a wide range of listening exercises by extensively giving a lot of information about Indian music philosophy, structure, theory and application.

Applications and Analysis Of Polyphonic Music Writing II

This course includes writing and analysis activities in polyphonic music within the scope of advanced theoretical knowledge related to music theory and musical hearing, reading and writing training. In addition to vertical and horizontal polyphonic melody dictation performances, the course involves analysis, recognition of polyrhythmic structures, song analysis, deciphering, solfege and rhythmic reading-writing techniques. Furthermore, it includes contemporary notation techniques and creative studies in the scope of Contemporary Turkish music and modern music and contemporary teaching methods and techniques related to musical hearing.

Advanced Chamber Music II

It is a course designed to perform works of chamber music written during contemporary reorganization and teach performers the advanced forms and performances of chamber music. Besides, it aims to evaluate and perform 19th and 20th century chamber music samples with an extensive analysis of this period.

Teaching Methodologies Of Musical Hearing and Reading

Rhythmic, melodic and harmonic analysis that constitutes music's structure, all tonalities, main modes and developments causing atonal music, 12 voice systems and their structures, melodic and harmonic hearing studies formed by these structures, musical reading techniques, resources in local and foreign literature and developed educational materials are the subject of this course.

Applications and Analysis Of Turkish Art Music

The content of this course is the correlative analysis of verbal and written sources, which take a part in the development of Turkish Art Music, and the studies in the field such as researches, books, presentations, articles and vocalization samples. It also includes the analysis of data gained by evaluation by using statistical and other research methods in a critical way.

Voice Health and Protection

The voice formation process in human body is a quite complicated one. Learning the systems taking part in this formation, the organs in these systems and their duties, the things need to be done to be able to use the voice in an effective and healthy way for years constitute the content of the course.

Piano Pedagogy

This course includes the introduction of basic piano teaching methods to beginner, intermediate and advanced piano students beginning from kindergarten, the activities to form a rich piano repertoire by examining various piano teaching methods used in the past and being widely used now.

Recital

It is a performance-oriented course designed for PhD students having taken Advanced Main Instrument Course. With this course, PhD students are able to present their studies, make preparations for their recitals and get used to preparation and presentation levels of their studies.

Conclusion

Uludağ University Institute of Educational Sciences Department of Music Education is an institution which aims not only to conduct theoretical and applied scientific researches in the field of education and teaching, especially in Music teaching, in a graduate level, but also to train distinguished music teachers and researchers who have professional competency and sensibility, perform and compose music, contribute to the development of society's musical culture in a national and universal level, have analytical and critical thinking ability, communicate well, and who are at peace with themselves and others, creative and constructive. It also aims to present music education programs to some institutions on subjects that society requires, do researches and organize scientific and artistic activities intended to enlighten the personnel in educational institutions (Demirbatır, 2005). The institution has a long-

established education tradition with the history of 34 years of undergraduate and 30 years of graduate programs. With this, it is one of the most forefront educational institutions of the country which train music teachers.

As of 2013, Music education PhD Program has been opened in order to make the graduates of Music Education Master's program not only more competent in their professions, but also to make those who want to be academicians ready for PhD level. The program is sustained by 12 faculty members, 9 within the field of Music Education and another 3 from other fields.

The curriculum and facilities are approved by the Council of Higher Education. The capacity of Uludağ University in terms of faculty members, adequate facilities, library and access to electronic publications is relatively high. Cooperation between universities, both national and international ones, is not only given importance but also supported considerably.

With the thought that universities can perform their tasks in a pioneering and effective way and achieve their expected goals only with researchers who are qualified, who are dedicated to education and research and who follow the contemporary education applications and developments in the world, it is observed that music education becomes more and more important in the globalizing world day by day. Therefore, in addition to related institutions and researchers, international cooperation also needs to be supported more.

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