Sample Reflective Essay

Author: Nekisa Mahzad

I have been a student at California State University Channel Islands (CI) for 5 semesters, and over the course of my stay I have grown and learned more that I thought possible. I came to this school from Moorpark Community College already knowing that I wanted to be an English teacher; I had taken numerous English courses and though I knew exactly what I was headed for-was I ever wrong. Going through the English program has taught me so much more than stuff about literature and language, it has taught me how to be me. I have learned here how to write and express myself, how to think for myself, and how to find the answers to the things that I don't know. Most importantly I have learned how important literature and language are.

When I started at CI, I thought I was going to spend the next 3 years reading classics, discussing them and then writing about them. That was what I did in community college English courses, so I didn't think it would be much different here. On the surface, to an outsider, I am sure that this is what it appears that C.I. English majors do. In most all my classes I did read, discuss, and write papers; however, I quickly found out that that there was so much more to it. One specific experience I had while at C.I. really shows how integrated this learning is. Instead of writing a paper for my final project in Perspectives of Multicultural Literature (ENGL 449), I decided with a friend to venture to an Indian reservation and compare it to a book we read by Sherman Alexie. We had a great time and we learned so much more that we ever could have done from writing a paper. The opportunity to do that showed me that there are so many ways that one can learn that are both fun and educational.

The English courses also taught me how powerful the written word and language can be. Words tell so much more than a story. Stories tell about life and the human condition, they bring up the past and people and cultures that are long gone. Literature teaches about the self and the world surrounding the self. From these classes I learned about the world, its people and its history; through literature I learned how we as humans are all related. By writing about what we learn and/or what we believe, we are learning how to express ourselves.

I know that my ability to write and express my ideas, thoughts and knowledge has grown stronger each semester. I have always struggled to put my thoughts on paper in a manner that is coherent and correct according to assignments. I can remember being told numerous times in community college to "organize your

Reflective Essay On Music

Thomas A. Regelski, J. Terry Gates

Reflective Essay On Music:

Music's Fourth Wall and the Rise of Reflective Listening Mark Evan Bonds, 2025-06-27 We ve all heard some version of the line I enjoy classical music but don t know anything about it Why but Why and when did listeners begin to accept the idea that knowledge was needed to enjoy this particular repertory Music's Fourth Wall and the Rise of Reflective Listening traces fundamental changes in the way listeners perceived instrumental music in European concert halls over the course of the late eighteenth and early nineteenth centuries Like the theater the concert hall has its own fourth wall an imagined barrier that allows audiences to forget that what they are experiencing is a carefully crafted artifice which in turn allows them to lose themselves in the music and resonate with it in a way that is immediate and direct But when composers like Joseph Haydn began to violate music's fourth wall most spectacularly in the finale of the Joke String Quartet 1782 with its repeated false endings lay listeners were compelled to listen reflectively They could not lose themselves in what they were hearing when it kept reminding them that they were listening to a work of music Author Mark Evan Bonds uses the concepts of resonant and reflective listening as coordinates for tracing this important change in the history of concert hall listening By 1850 reflective listening once limited largely to professional musicians and connoisseurs had become the aspirational norm for lay listeners Contemporary developments in the philosophy of art accelerated the growing status of instrumental music by promoting a mode of perception that went beyond the merely sensory to incorporate the intellectual as well Beethoven famously thought of himself as a tone poet someone who not only moved listeners but also challenged them to think and reflect Lay audiences thus gradually accepted the idea of listening as a skill that could be learned and cultivated Bonds shows how music appreciation texts composer biographies program notes and pre concert lectures all new during this period helped reinforce a growing distinction between classical and popular repertories For better or worse the ideal of reflective listening has prevailed ever since Critical Essays in Music Education MarveleneC. 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 Reflections on American Music College Music Society, 2000 Wright A closed fist from Spirals for violin viola and cello Judith Lang Zaimont **Reflections on Musical Meaning and** Its Representations Leo Treitler, 2011-09-07 How is it possible to talk or write about music What is the link between graphic signs and music What makes music meaningful In this book distinguished scholar Leo Treitler explores the

relationships among language musical notation performance compositional practice and patterns of culture in the presentation and representation of music Treitler engages a wide variety of historical sources to discuss works from medieval Collected Essays on Modern and Classical Music George plainchant to Berg's opera Lulu and a range of music in between Edwards, 2008 This collection of published and unpublished essays from the 1990s ranges from analyses of classical music to witty arguments about the merits and demerits of modernism and postmodernism to philosophical considerations of time tempo and performance Rather than taking a technical approach accessible only to composers and musicologists George Edwards addresses a wide audience of musically cultivated readers His essays include philosophical and critical thoughts on music as well as broader discussions of Marxism psychoanalytic theory and semiotics Some of the essays were first published in literary journals and all approach their subjects through an array of cultural references supported by precise musical The Routledge Companion to Music, Autoethnography, and Reflexivity Peter insight BOOK JACKET Gouzouasis, Christopher Wiley, 2024-12-18 The Routledge Companion to Music Autoethnography and Reflexivity represents a substantial contribution to the field of writing self reflexively about an individual s practice within music studies In seven sections 22 original chapters by a diverse set of contributors consider writing about personal activities from the points of view of performance composition musicology and pedagogy drawing on a range of traditions from Western art music to popular music to ethnomusicology A robust critical framework is presented with coverage of historical and critical perspectives different methodologies and their ascendancy within the academy leading debates issues and approaches future directions The Companion cultivates new modes of engagement in music research enabling scholars and practitioners at all levels to identify and articulate their relationship to the wider sociocultural contexts in which they operate 21st Century Music Education: Informal Learning and Non-Formal Teaching Ruth Wright, 2016 Teaching and Evaluating Music Performance at University John Encarnação, 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 **Reflections of an American Harpsichordist** Ralph Kirkpatrick, 2017 Presents previously unpublished memoirs 1933 77 lectures and essays by the eminent harpsichordist and scholar Ralph Kirkpatrick The Oxford Handbook of Feminism and Music Education Marissa Silverman, Nasim Niknafs, 2025-07-07 The Oxford Handbook of Feminism and Music Education brings together a wide range of international scholars practicing music teachers and educators policymakers and community musicians to conceptualize analyze and critique the personal social cultural political ethical and therapeutic practices and problems in music education through feminist perspectives The book offers global critical perspectives on a wide range of conceptual and practical issues in music education as they apply to various forms of feminist perspectives in music teaching and learning within schools and communities The central aims of this volume are to engage with readers understandings of and critical thinking about feminist perspectives on the problems opportunities and spaces and places that music educators and community music facilitators encounter and to elucidate the concepts and practical strategies they employ to improve various aspects of music teaching and learning around the world through feminist lenses This book helps current and future music educators community music facilitators arts and music activists and solidarity workers to understand the many varieties and potentials of music teaching and learning as described by the world renowned scholars and practitioners in this book It further invites readers to consider how traditional forms of musical pedagogies can be transformed in ways that will make them more mindful of and empathetic toward the personal and musical aims and desires of music students musicians and musical communities and collectives This book will be of interest to teachers scholars administrators advocates and solidarity workers who wish to redefine refine and redesign music teaching and learning practices Musical Concerns Jerrold Levinson, 2015 This volume presents a new collection of essays on music by Jerrold Levinson one of the most prominent philosophers of art today The essays are wide ranging and represent some of the most stimulating work being done within analytic aesthetics Three of the essays are previously unpublished and four of them focus on music in the jazz tradition

Praxial Music Education David J Elliot,2009-01-06 Praxial Music Education is a collection of essays by nineteen internationally recognized scholars in music education Each essay offers critical reflections on a key topic in contemporary music education The starting point of each essay and the unifying thread of this collection is the praxial philosophy of music education explained in Elliott's Music Matters A New Philosophy of Music Education OUP 1995 This philosophy argues for a socially and artistically grounded concept of music and music education challenging the field s traditional absolutist foundations Praxial Music Education is both a critical companion to Music Matters and an independent text on contemporary issues in music education Among the themes discussed are multicultural music education the nature of musical understanding early childhood music education the nature and teaching of music listening music curriculum development and musical creativity Praxial music education is a living theory This unique collection will not only enrich discussions that

already use Music Matters as their core but will globalize current discussions and applications of the praxial philosophy and emphasize the positive and practical values of collaborative efforts in music education Artistic Research in Music: Discipline and Resistance Jonathan Impett, 2017-12-04 The Orpheus Institute celebrates 20 years of artistic research in music Artistic research has come of age and with it the Orpheus Institute Founded twenty years ago the Institute's purpose from the start has been to pursue research through the practice of musicians The Orpheus Institute is of the same generation as the field it was established to explore Like many young adults artistic research and its structures are still constructing their identity within a wider world How have they developed How will they mature How can they negotiate relationships with institutions disciplines and bodies of theory and yet retain the essence of their work the critical perspective of the artist In the last two decades there have been major changes in the dynamics and structures of culture its institutions and constituencies How can artistic research maintain a productive dialectic between its potential status as a discipline and its core as radical practice. These and related questions are the threads woven through this collection of essays and assessments by present and past members of the Orpheus community researchers scholars administrators advisors Together and separately they weave a tapestry of past accomplishments current research and future perspectives. They celebrate the twentieth anniversary of Orpheus not with congratulations but with challenges and questions a job for research a job for the Institute a job for the future The wide range of contributors to this volume includes practitioner researchers theorists and academic leaders from institutions at the forefront of artistic research in music Contributors Tom Beghin Orpheus Institute Ghent Paulo de Assis Orpheus Institute Ghent Leonella Grasso Caprioli Conservatorio di Vicenza Jonathan Impett Orpheus Institute Ghent Esa Kirkkopelto University of the Arts Helsinki Kari Kurkela University of the Arts Helsinki Susan Melrose Middlesex University London Stefan stersj Orpheus Institute Ghent Gertrud Sandqvist Malm Art Academy Huib Schippers Vanessa Tomlinson Paul Draper Queensland Conservatorium Research Centre Griffith University Luk Vaes Orpheus Institute Ghent Janneke Wesseling Kitty Zijlmans Leiden University Music Education for Changing Times Thomas A. Regelski, J. Terry Gates, 2009-10-08 Based on topics that frame the debate about the future of professional music education this book explores the issues that music teachers must confront in a rapidly shifting educational landscape The book aims to challenge thought and change minds It presents a star cast of internationally prominent thinkers in and beyond music education These thinkers deliberately challenge many time worn traditions in music education with regard to musicianship culture and society leadership institutions interdisciplinarity research and theory and curriculum This is the first book to confront these issues in this way This unique book has emerged from fifteen years of international dialog by The MayDay Group an organization of more than 250 music educators from over 20 countries who meet yearly to confront issues in music teaching and learning Expanding the Space for Improvisation Pedagogy in Music Guro Gravem Johansen, Kari Holdhus, Christina Larsson, Una

<u>Expanding the Space for Improvisation Pedagogy in Music</u> Guro Gravem Johansen, Kari Holdhus, Christina Larsson, Una MacGlone, 2019-05-31 Expanding the Space for Improvisation Pedagogy in Music is a critical research based anthology

exploring improvisation in music pedagogy The book broadens the understanding of the potentials and possibilities for improvisation in a variety of music education contexts and stimulates the development of knowledge and reflection on improvisation The book critically examines the challenges cultural values aims and methods involved in improvisation pedagogy Written by international contributors representing a variety of musical genres and research methodologies it takes a transdisciplinary approach and outlines a way ahead for improvisation pedagogy and research by providing a space for the exchange of knowledge and critique This book will be of great interest to scholars researchers and postgraduate students in the fields of arts education music education improvisation music psychology musicology ethnomusicology artistic research and community music It will also appeal to music educators on all levels in the field of music education and music psychology

Doing Feminisms in the Academy Fiona Mackay, Krishna Menon, Radhika Govinda, Rukmini Sen, (eds.), 2020-11-02 This collection of essays brings together auto ethnographic critical and comparative reflections on doing feminisms in the academy in contemporary India and the UK Written by emergent and seasoned academics from a range of disciplinary social and geo political locations these essays explore the transformative potential dilemmas and challenges of teaching learning researching and working as feminist academics By engaging with guestions of identity and difference institutional and classroom pedagogies reflexivity and accountability and the production and circulation of feminist and non feminist knowledge the essays in this collection also provide the frame and the lens through which to view the wider landscape of contemporary higher education Anchored in feminist scholarship and written in an accessible style the collection will be useful to those interested in feminist women's and gender studies and more broadly those keen to pursue equality in higher education and decentring of knowledge production globally ePortfolios in Australian Universities Jennifer Rowley, 2016-09-14 This book focuses on essential findings concerning emerging practices of student learning through the teaching and learning benefits of the electronic portfolio ePortfolio in a range of disciplines at Australian universities It explores the latest research on ePortfolios teaching quality future research directions for tertiary learning and teaching institutional agendas in higher education and the role that the ePortfolios can play in supporting improvements in pedagogic practice and student outcomes Included in these agendas is research into the development of higher education through the technologising of pedagogy learner identities in discrete disciplines and the praxis of individual university teachers The book covers accounts of academic learning success and challenges across current higher education subject areas By presenting case study accounts of ePortfolio use it reveals the importance of defining and documenting how we can meaningfully develop learner portfolios in research teaching and learning at Australian universities With an intentional research base the book draws on work conducted inside and outside Australia and highlights how the ePortfolio can help tertiary staff prepare for the impact of a student created portfolio on teaching learning and subsequent academic scholarship Women in Nineteenth-Century Czech Musical Culture Anja Bunzel, Christopher Campo-Bowen, 2024-02-23 This volume focuses on the

circumstances of women s music making in the vibrant and diverse environment of the Czech lands during the nineteenth century It sheds light on little known women musicians while also considering more well known works and composers from new woman centric perspectives It shows how the unique environment of Habsburg Central Europe especially Bohemia and Lower Austria intersects with gender to reveal hitherto unexplored networks that challenge the methodological nationalism of music studies as well as the discipline s continued emphasis on singular canonical figures. The main areas of enquiry address aspects of performance and identity both within the Czech lands and abroad women s impact on social life with a view to different private semiprivate and public contexts and networks and compositional aesthetics in musical works by and about women analysed through the lens of piano works song choir music and opera always with the reception of these works in mind A Writer's Reference with Writing in the Disciplines Diana Hacker, Nancy Sommers, 2011-04-08 With Writing in the Disciplines Cover The Child as Musician Gary McPherson, 2015. The new edition of The Child as Musician celebrates the richness and diversity of the many different ways in which children can engage in and interact with music It presents theory both cutting edge and classic in an accessible way for readers by surveying research concerned with the development and acquisition of musical skills

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