

Replacing the Traditional Textbook

Student-Created, Continuously Revised
Course Resources

Donald W. Sorah, Ph.D.

Professor of Music • The University of Virginia's College at Wise



Now playing: *Smart-Sounding Music* by Donald Sorah



**The
Missing
Textbooks**

**The Two
Textbooks
+
Empty
Pockets**

**A Culture
Worth
Preserving**

ACCESS

**The Two
Textbooks
+
Empty
Pockets**

**A Culture
Worth
Preserving**

ACCESS

**FIT
+
EXPENSE**

**A Culture
Worth
Preserving**

ACCESS

**FIT
+
EXPENSE**

**MULTI-
MODAL
CAPABILITY**

Which of these might you best identify with?

- Students **cannot access course resources** in time.
- Course materials are **too expensive**.
- No **single resource fits** what I teach.
- Existing resources are **outdated** or **incomplete**.
- My students/community have **stories worth documenting**.
- Others?



**Music
Appreciation**

What's in a chapter?

① Introduction

a. Origin
- Map

② Definitions - Word Bank - Concepts

③ Audio / YouTube ? #
Video

④ Composers → Life #

Composition set

Instrumentation
Features

⑤ Images / Photos

cc

⑥ History / Traditions

What else is going on in the
region / world etc?

What are our sources?

* Google - reputable

Wikipedia - sources

* Textbook - paraphrase & cite

* Library - Grove Dictionary / Encyclopedia
online

Scholarly sites

* YouTube

What skills do we need?

- Writing
- Art
- Communication w/ Group
- Creative
- Research
- Pages
- Format
- Mobility
- Collaboration

Student Discussion Notes

My Notes

Let's Create a Music Appreciation Textbook

Why?

We don't need to spend so much money on textbooks for our courses. We could create our own for future classes to use and enjoy.

How?

Crowdsourcing in this class. Divide into groups to create units for each period/classification of music.

When?

This semester! Once we finish the elements of music, let's get started creating.

Who?

Students will create content. Instructor will assist, mentor, and edit the document.

Things To Consider

Copyright

Try to use as many Creative Commons resources as possible. Create new images/illustrations. Tracing works!

Plagiarism

Any materials from sources needs to be paraphrased and cited.

Design

Curate and create the content first. We'll work on design later.

Content

Should include text, photos, shapes, tables, audio recordings, and video recordings.

First Steps

Groups

Divide into groups with each group focusing on a specific portion.

Number of Groups

Middle Ages / Renaissance / Baroque / Classical / Romantic / 20th Century / 21st Century

What's Important

Time Period / History outside music / 4 Composers / 8 pieces / Key Terms+Concepts / 20 Questions

Media

Text, photos, shapes, tables, audio recordings, and video recordings.

What's In A Chapter

Key Terms

Extra-Musical Happenings

Four Composers
Dates / Locations / Biography / List of Selected Compositions / Profile 2 compositions each / One Underrepresented

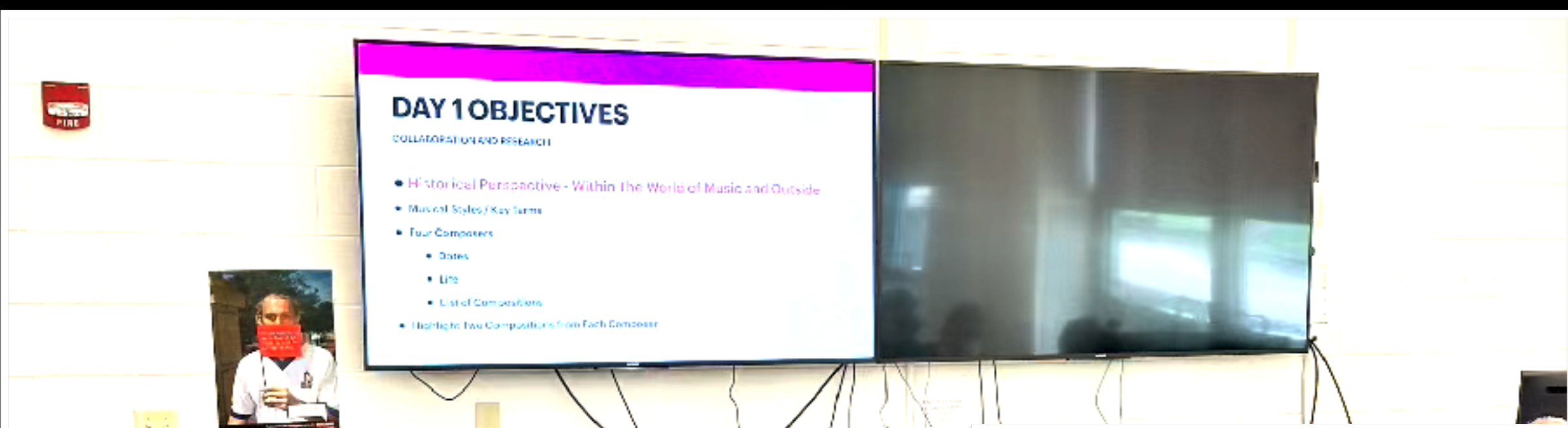
Media

Text, photos, shapes, tables, audio recordings, and video recordings.

Solution! 😊

We Have A ~~Problem~~!

Engage → Investigate → Act



**Music
Appreciation**

**Popular and
World Music**

The University of Virginia's College at Wise

Course Syllabus

MUS 2038/3038: Popular and World Music

INSTRUCTOR INFORMATION

Donald W. Sorah, Ph.D.

129 Gilliam Center for the Arts

Office Hours: TBA

Phone:

COURSE INFORMATION

Course Prerequisite/Co-Requisite: None

Credit Hours: 3

Meeting Location: CFA 114

Meeting Time: TR 8:00-9:15

Level: Undergraduate Course

Course Description

**How does Irish traditional music make a pub full of people feel connected?
How can Balinese gamelan turn layers of sound into a beautifully organized tapestry?
How did jazz come to develop in America?
How did *Hamilton* turn American history into hip-hop, Broadway spectacle, and a cultural phenomenon?
What even IS music and who decides?**

This course explores world music and popular music by investigating how music works and why people value it, ideally resulting in an appreciation for the music and/or musician. Together, we will listen to music from different cultures, communities, artists, and traditions while learning how to describe what we hear and observe as music moves through time and across spaces.

You will collaborate with others to create digital books for future students enrolled in this course and around the world. By the end of the course, you will not only know more about world music and popular music, you will have helped create resources that others can use to listen and learn more deeply.

About Your Instructor

Hi! I'm Dr. Donald Sorah (he/him/his), and I care about you, my teaching, and our learning together this semester. My goal is to create learning experiences that help you listen more carefully, ask better questions, think creatively, and make meaningful connections between music and human life.

**Music
Appreciation**

**Popular and
World Music**

**Appalachian
Writing Project**



Academics / Center for Appalachian Studies

Appalachian Writing Project

Serving Teachers, Students, and the Communities of Southwest Virginia Since 2001

Founding Director: [Amy Clark, Ph.D.](#) Professor of Communication Studies and Director, Center for Appalachian Studies

Co-Director: [Hope Cloud Lyons, M.A.](#) Professional Development Coordinator and Secondary Educator, Eastside High School

For the most up-to-date information and news, check our Facebook or Teacher's Studio pages.

Who We Are:

- An organization of educators from all levels in all subject areas and majors centrally located at UVA's College at Wise in the Center for Appalachian Studies
- We are members of the [National Writing Project](#), the nation's largest network of teacher-leaders
- Our site is one of eight sites in the state of Virginia
- Our members are called "Teacher Consultants"(TCs) and include teachers, professors, administrators, librarians, and guidance counselors

Appalachian Studies
Minor

Appalachian Writing
Project

Community Projects

Society of
Appalachian
Historians

**Created by Students.
Guided by Teachers.
Revised over Time.
Shared for a Purpose.**

Here's the plan...

- ~~Problem~~
- Product
- Purpose
- Platform
- Process
- Proof
- Participation



Product

Product

These resources may include...

- Book covers
- Table of contents
- Written explanations
- Images
- Diagrams
- Audio
- Video
- Interviews
- Listening guides
- Timelines
- Review questions
- Reflection prompts
- Glossary terms
- Links
- Citations
- Student-created visuals

Classical Music Era

Music Appreciation Textbook Series

Start Small - Maybe Stay Small

- One page
- One chapter
- One field guide
- One listening guide
- One lab guide
- One class anthology
- One local culture collection
- Resource library

NOTICE

What do you observe?

WONDER

What question does this raise for you?

STEAL

What ideas could you adapt for your own students?



https://lille.snl.no/Ludwig_van_Beethoven

Ludwig Van Beethoven

Ludwig Van Beethoven was born on December 16, 1770, and perished on March 26, 1827. He was a 17th and 18th century composer who bridged the Classical Era to the Romantic Era. Beethoven is widely regarded as one of the best composer, and is a widely known musical figure who started developing music at a very young age. During the lifetime of Beethoven he wrote approximately seven-hundred and twenty two differing compositions. This includes his nine symphonies, thirty two piano sonatas, sixteen string quartets, an opera, concertos, choral music, and chamber music.



<https://www.pickpik.com/sheet-music-manuscript-old-time-romance-carnation-flower-43663>

[flower-43663](https://www.pickpik.com/sheet-music-manuscript-old-time-romance-carnation-flower-43663)

<https://www.pickpik.com/sheet-music-manuscript-old-time-romance-carnation-flower-43663>

Tchaikovsky's Notable Works

Swan Lake, Op. 20, Act 2: No.10, Scene. Moderato



This piece starts off very calm, with the sound of the violin and harp. The music sets a magical atmosphere as the swans gracefully glide across the stage. The Moderato tempo adds a sense of tranquility and grace to the scene, making it even more mesmerizing. Slowly, the sound starts to crescendo and the trumpets come in with the drums. The scene in which this piece plays is a scene of revelation. It is revealed that the swans are actually maidens and the hunters are told to put their weapons down.

SCORE

Scene 10
Swan Lake
Arranged for Euphonium & Piano
by James M. Guthrie

P. I. Tchaikovsky
Swan Lake, Op. 20
Act II, Scene 10
Il Lago dei cigni

Moderato
♩ = 84

Euphonium

Piano

© James M. Guthrie, 2018
Imago Publications 90-156-130

<https://www.sheetmusicplus.com/en/product/tchaikovsky-scene-10-from-swan-lake-for-euphonium-piano-20731851.html>

Key Terms

Absolute music - Music that has no literary, dramatic, or pictorial program or associations. Also called pure music.

Art song “Lied”- A song set to a high quality literary text, usually accompanied, and intended for concert performance.

Ballet - A dance form featuring a stage presentation of group of solo dancing with music, costumes, and scenery.

Bel canto - “Beautiful singing”; elegant Italian vocal style characterized by florid melodic rhymes delivered by voices of great agility, smoothness, and purity of tone.

Concerto overture - Single movement concert piece for orchestra, typically from The Romantic Period and often based on a literary program.

Etudes - Study piece that focuses on a particular technical problem.

Incidental music - Music written to accompany dramatic works.

Leitmotifs - “Leading motive” or basic recurring theme, representing a person, object, or idea; widely used in Wagner’s music dramas.

Mazurkas - Type of polish folk dance in triple meter.

Modified strophic - Song structure that combines elements of strophic and through-composed forms; a variation of strophic form in which a section might have a new key, rhythm, or varied melodic pattern.

Music dramas - Wagner’s terms for his operas.

Opera buffa - Italian comic opera sung throughout.

Opera seria - Tragic Italian opera.

Orchestration - The technique of setting music for instruments in various combinations.

Review Questions

1. What time period was the Romantic Period in?
2. What is a symphony? What might distinguish a symphony as being from the romantic era?
3. Who were the key composers, discussed in the book, of the romantic period?
4. How did technological advances affect the Romantic Period?
5. What are some key pieces of music that came from this time period?
6. What was the composer's significance to the time period?
7. In what ways does Tchaikovsky's composition in "Swan Lake" exemplify the Romantic era's musical style and characteristics?
8. What cultural or historical influences might have shaped Tchaikovsky's composition of "Swan Lake" and how are they reflected in the music?
9. How does the use of the celesta, a relatively new instrument at the time, impact the unique character and sound of the "Dance of the Sugar Plum Fairy"?
10. Who was the composer that bridged the Classical Era to the Romantic Era?
11. How many symphonies did Ludwig van Beethoven compose?

About The Authors

Hadaya Abshire is a Nursing major at UVA Wise and plans on doing a minor in Sociology. She is also a part of the track and field team. Her favorite type of music is 80's and 90's R&B or pop that her mom raised her up on.

Seth Collins is an Accounting major at UVA Wise and plans on doing a minor in Communication Studies. He likes country music—more specifically Morgan Wallen—due to his legacy being from Sneedville, Tennessee.

Katelyn Howard is an Education major and plans on being an elementary teacher. She likes most music, but her favorite is 70's and 80's rock and early 2000's popular music.

J'vion McDuffie is an Exercise Science major and plans on obtaining a minor in secondary education. He is a member of the football team. He likes many different genres of music, from early rock to modern rap and R&B.



What had to happen for students to create this page?

- Research
- Source evaluation
- Writing
- Organization
- Media selection
- Copyright/ethical use
- Citation
- Design
- Audience awareness
- Revision
- Understanding of content
- Collaboration

Purpose

Purpose

Access

Fit

Creativity

Motivation

Growth Through Revision

Public Work Display + Integrity

Access
Fit
Creativity
Motivation
Growth Through Revision
Public Work Display + Integrity

Access
Fit
Creativity
Motivation
Growth Through Revision
Public Work Display + Integrity



Slater Hickman, Hunter Garrett, Ron Ukaj, Daniel Gonzalez

Medieval and Renaissance Eras



Yoon Lwin, Tazha'Neiya Harper, Gage Moore, Colby Farmer

Baroque Era



Ian Hartsock, Zach Schneider, Haley Collins, Spencer Powell

Classical Era



Piper Suddeth, Kami Livingston, Lily Gutierrez, Grace Elam

Romantic Era

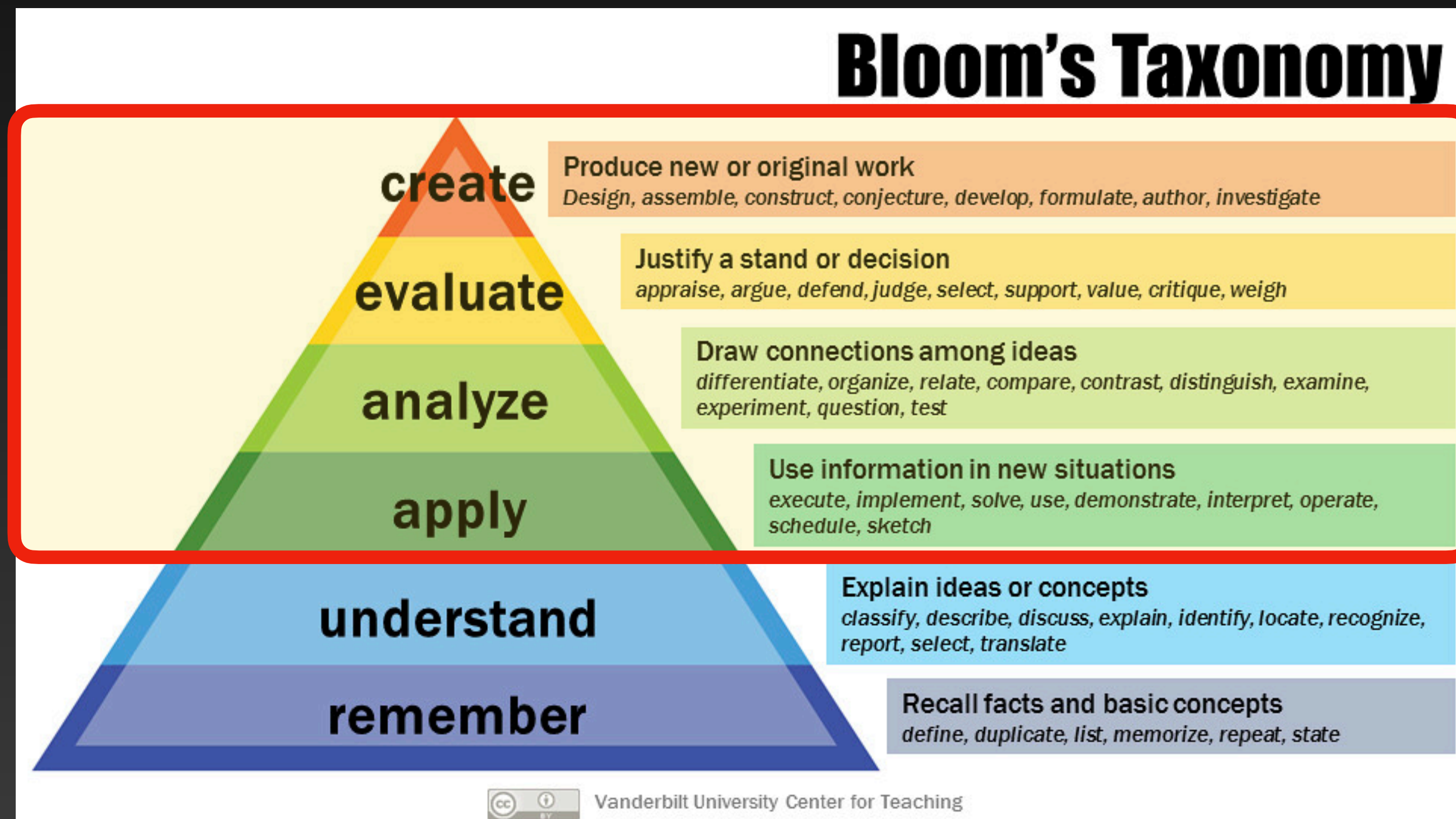


Modern Era

By: Brady Cash, DJ Powell, Morgan Sutton, Julianna Kellogg

“My contention is that creativity now is as important in education as literacy, and we should treat it with the same status.”

- Sir Ken Robinson (2006)



NEW YORK TIMES BESTSELLER

"Provocative and fascinating." —MALCOLM GLADWELL

Daniel H. Pink

author of *A Whole New Mind*

DRIVE

The Surprising Truth
About What Motivates Us

Access

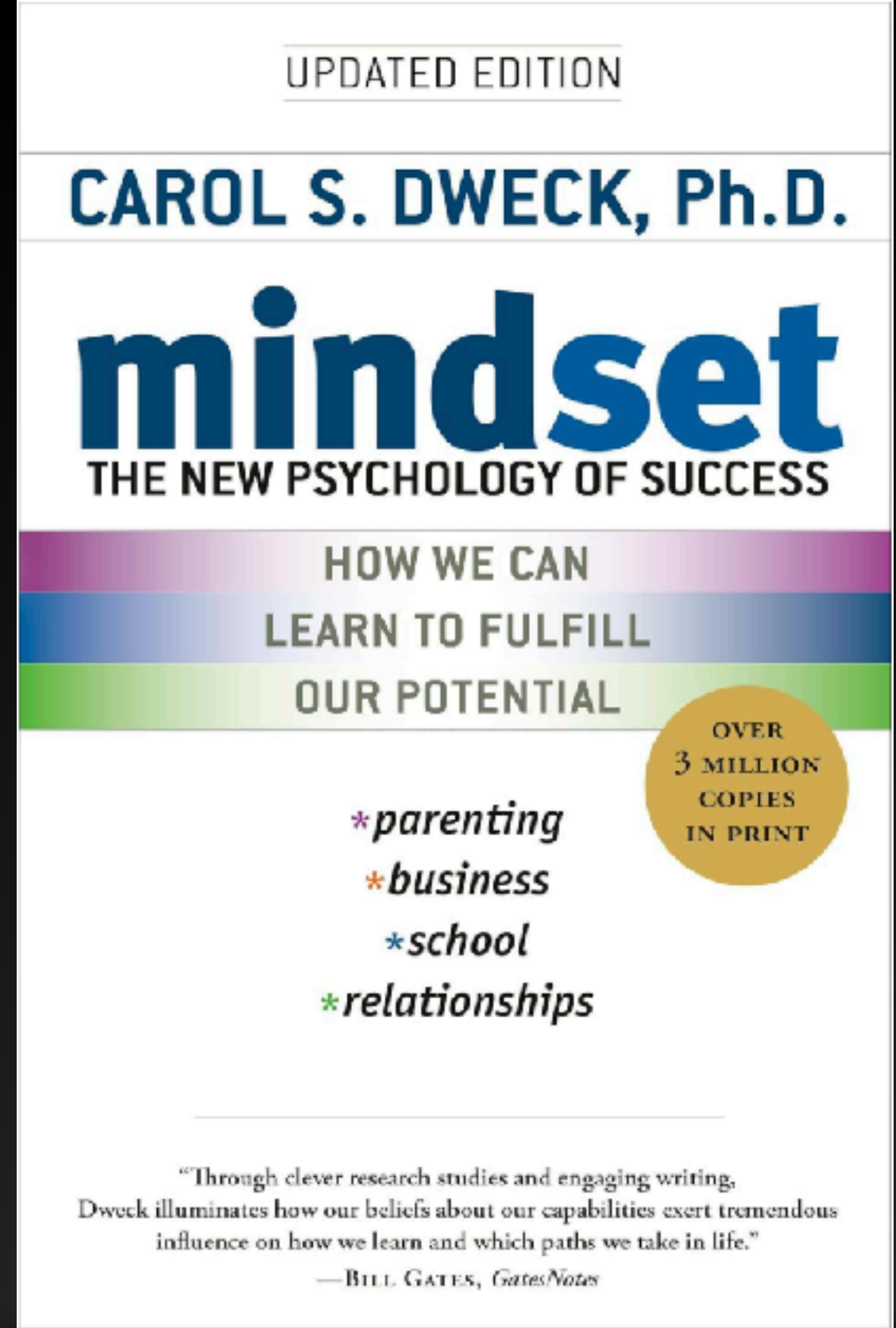
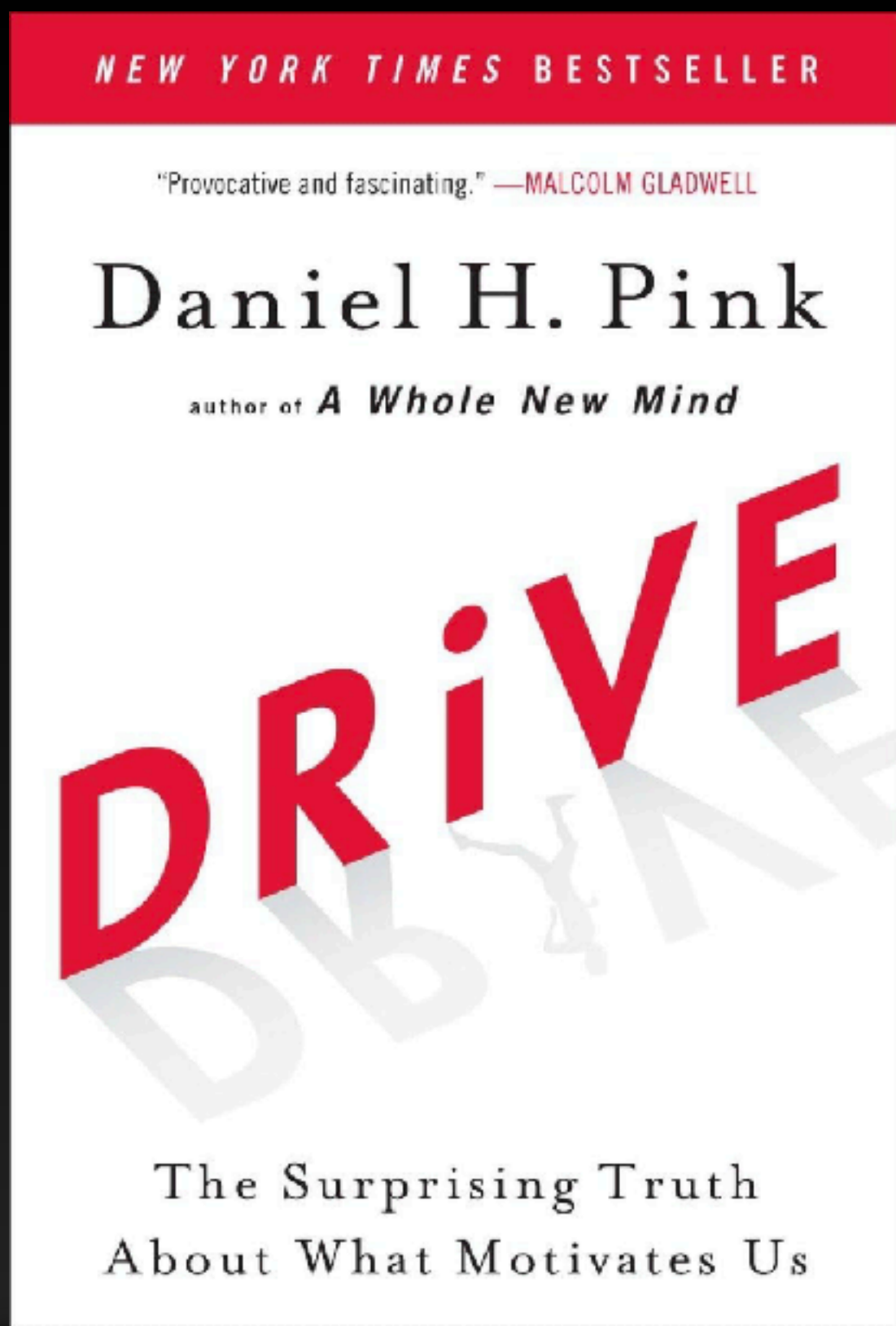
Fit

Creativity

Motivation

Growth Through Revision

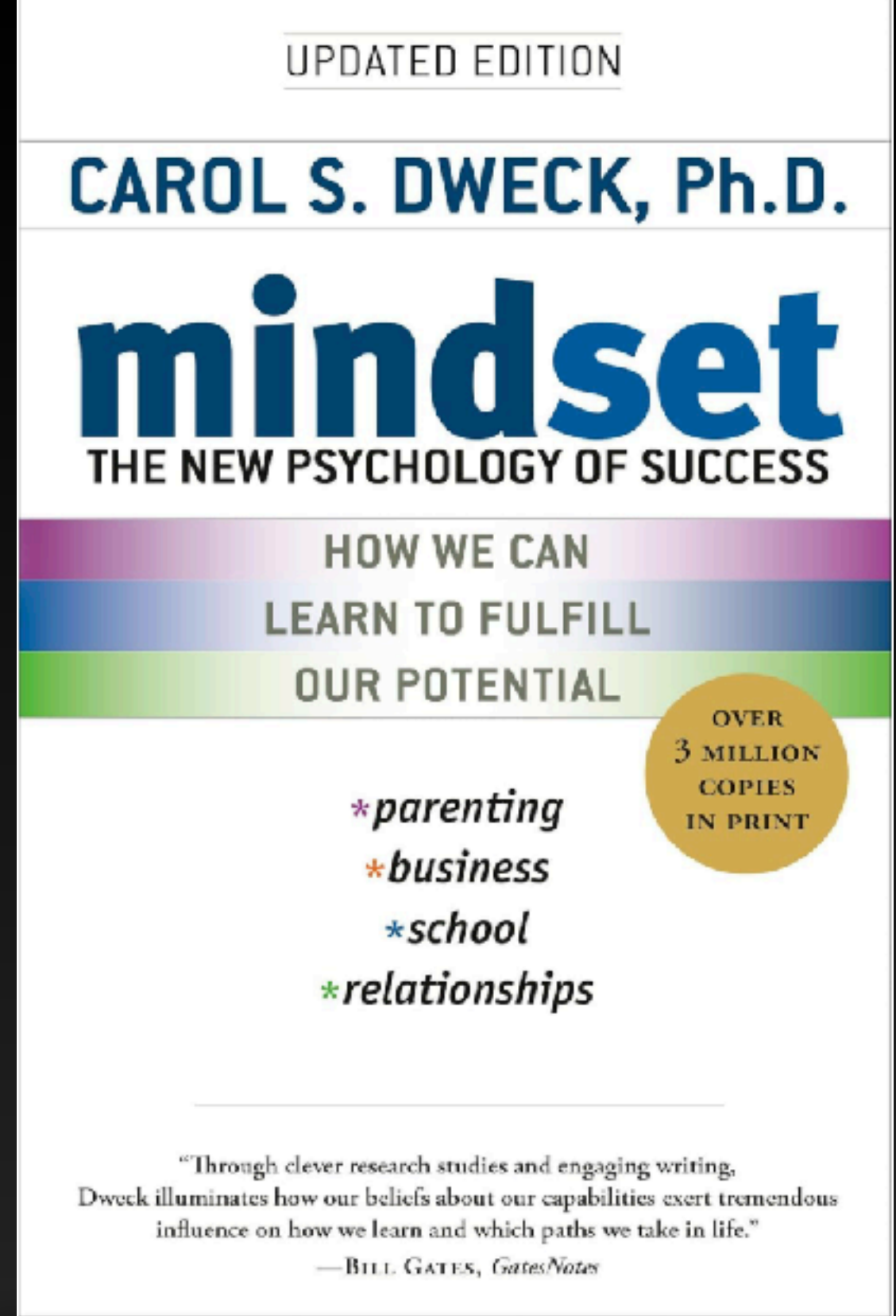
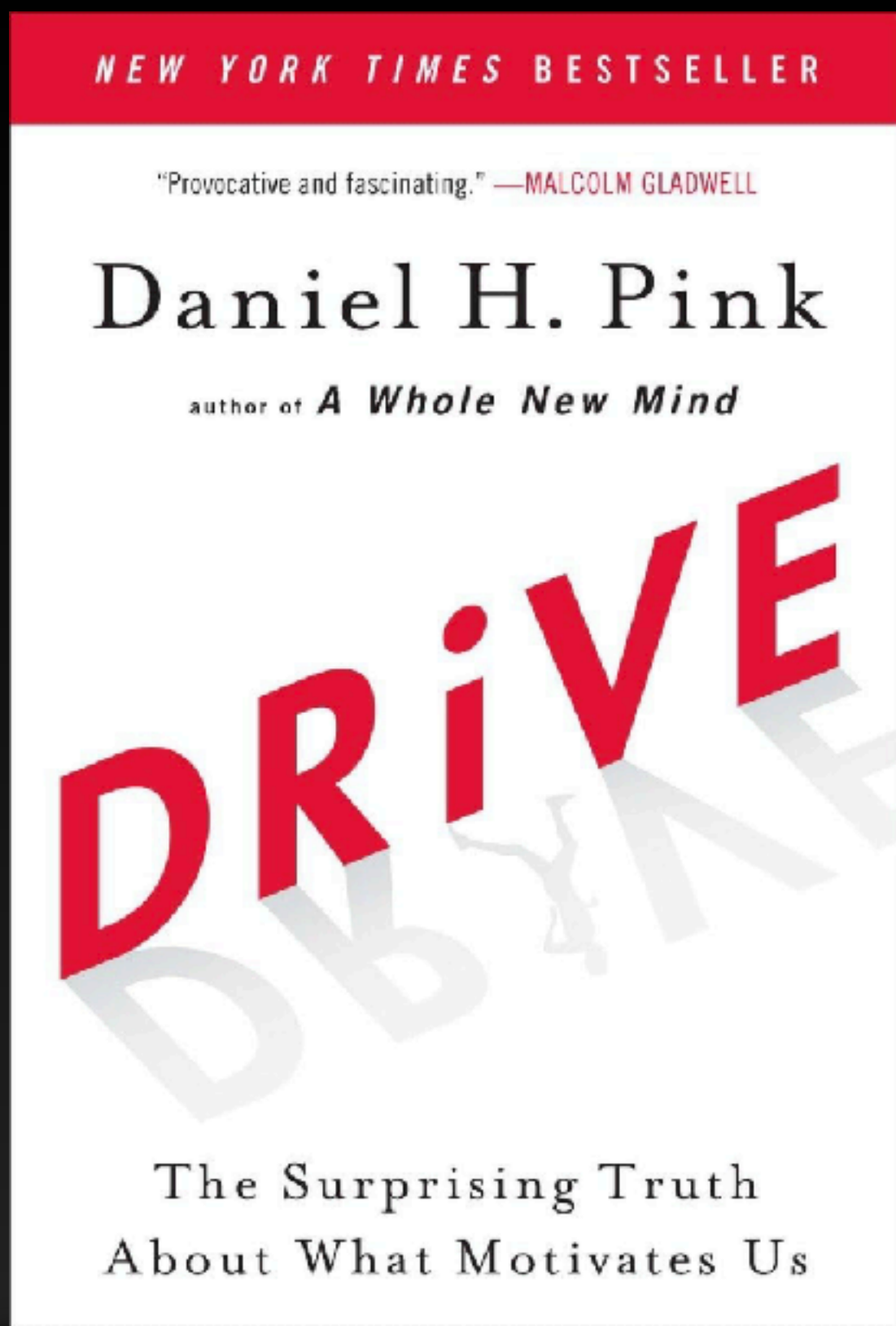
Public Work Display + Integrity



Access
Fit
Creativity
Motivation

Growth Through Revision

Public Work Display + Integrity



Access
Fit
Creativity
Motivation
Growth Through Revision

Public Work Display + Integrity

“There's something about knowing future students will read one's work that can really motivate students to take the work seriously.” - Derek Bruff

STORYTELLING WITH PURPOSE

Digital Projects to
Ignite Student Curiosity

Michael Hernandez

Michael Hernandez

KEYNOTES LEARNING BOOK MORE ABOUT CONTACT

Courses for educators: Uncheatable Assessments

Tired of policing students and spending hours searching for ways to keep them honest? Get creative with solutions. **Uncheatable Assessments** is the solution.

Pre-order available now!

Pre-order available now!

Pre-order available

"A well-designed course"

Donald Sorah, Associate Professor, University of Virginia

"One of the most practical and impactful online courses I've taken"

Jodie Deinhammer, High School Science Teacher

Foster a culture of academic integrity in the age of AI with this self-paced online course for educators. Artificial Intelligence has educators everywhere wondering how they can provide rigorous, equitable assessments and also keep students from cheating. Author and award-winning teacher Michael Hernandez has found the solution: **Uncheatable Assessments**.

ENROLL NOW

LEARN ABOUT VOLUME LICENCES



Michael Hernandez

**1.1 Empowered
Learner**

**1.2 Digital
Citizen**

**1.3 Knowledge
Constructor**

**1.4 Innovative
Designer**

**1.6 Creative
Communicator**

**1.7 Global
Collaborator**

2.2 Leader

2.6 Facilitator

2.5 Designer

2.3 Citizen

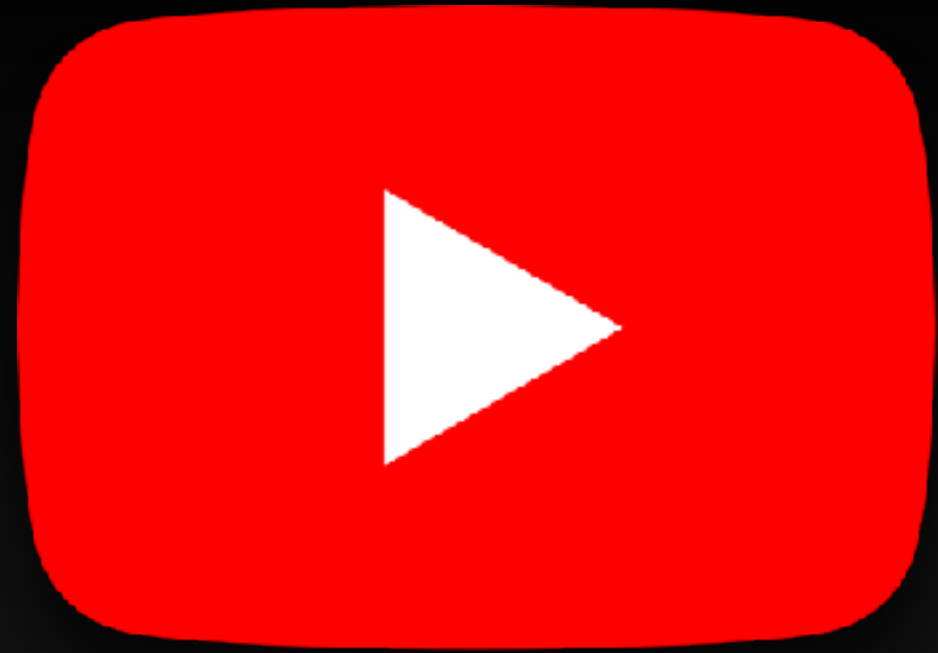
2.7 Analyst

Platform

Platform

Should help students...

- Collect information, images, audio, video, interviews, and examples.
- Design pages that help someone else learn.
- Embed or connect media.
- Revise through feedback and multiple drafts.
- Share or publish the resource for external audiences.
- Preserve the work so that it can serve future students or communities.



...and
more

What platform would be most realistic in your setting?

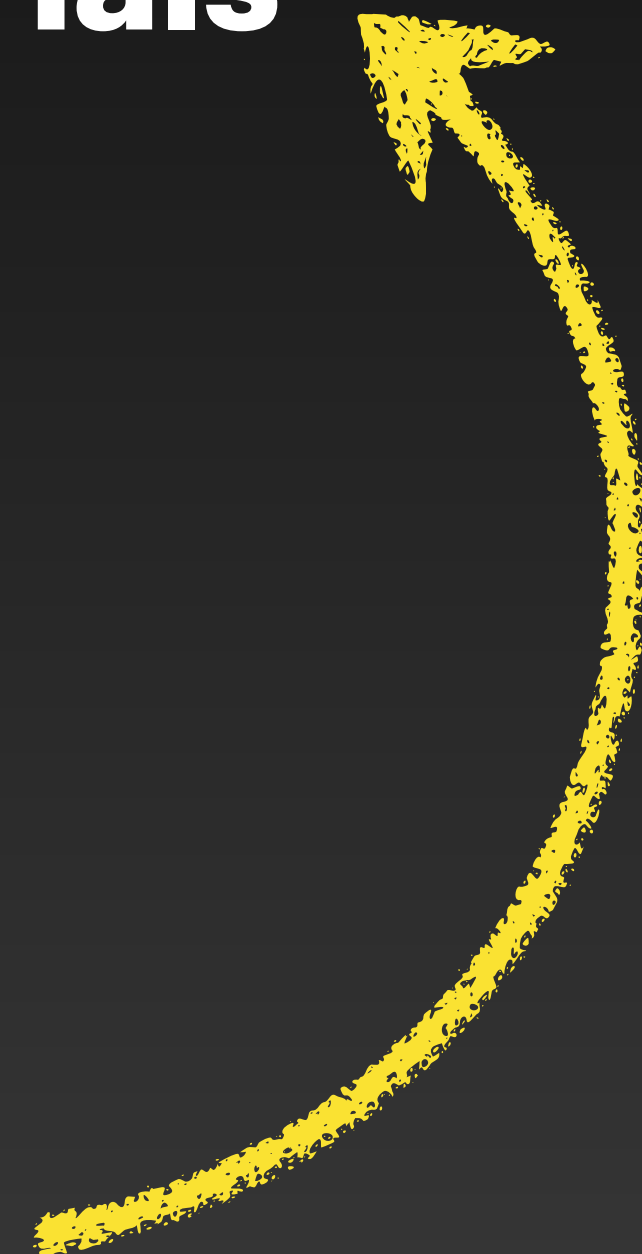
- Apple Keynote
- Google Docs, Slides
- Microsoft Word, Powerpoint
- Book Creator
- Canva
- Adobe Express
- Padlet
- Printed Booklets
- Zines
- Binders
- Posters
- Something else??



Process

Process

Identify the Gap
Define the Audience
Study Models
Create the Scaffold
Research and Gather Materials
Create the Draft
Share Feedback
Revise and Improve
Share or Publish
Celebrate Success!! 🌟😊



Identify the Gap

What resource is missing, too expensive, outdated, incomplete, etc.?

Define the Audience

Who will use the resource?

Future Students in the Same Course

Other Teachers

Current Classmates

Local Organizations

Younger Students

Community Members

Families

Beginning Learners

Students Need Models

Show mentor texts.

Music of Andalusia

D. Sorah

The Heart

J. Deinhammer/Coppell High School Anatomy and Physiology

Susquenita's Book of Presidents

T. Shepler/Susquenita High School

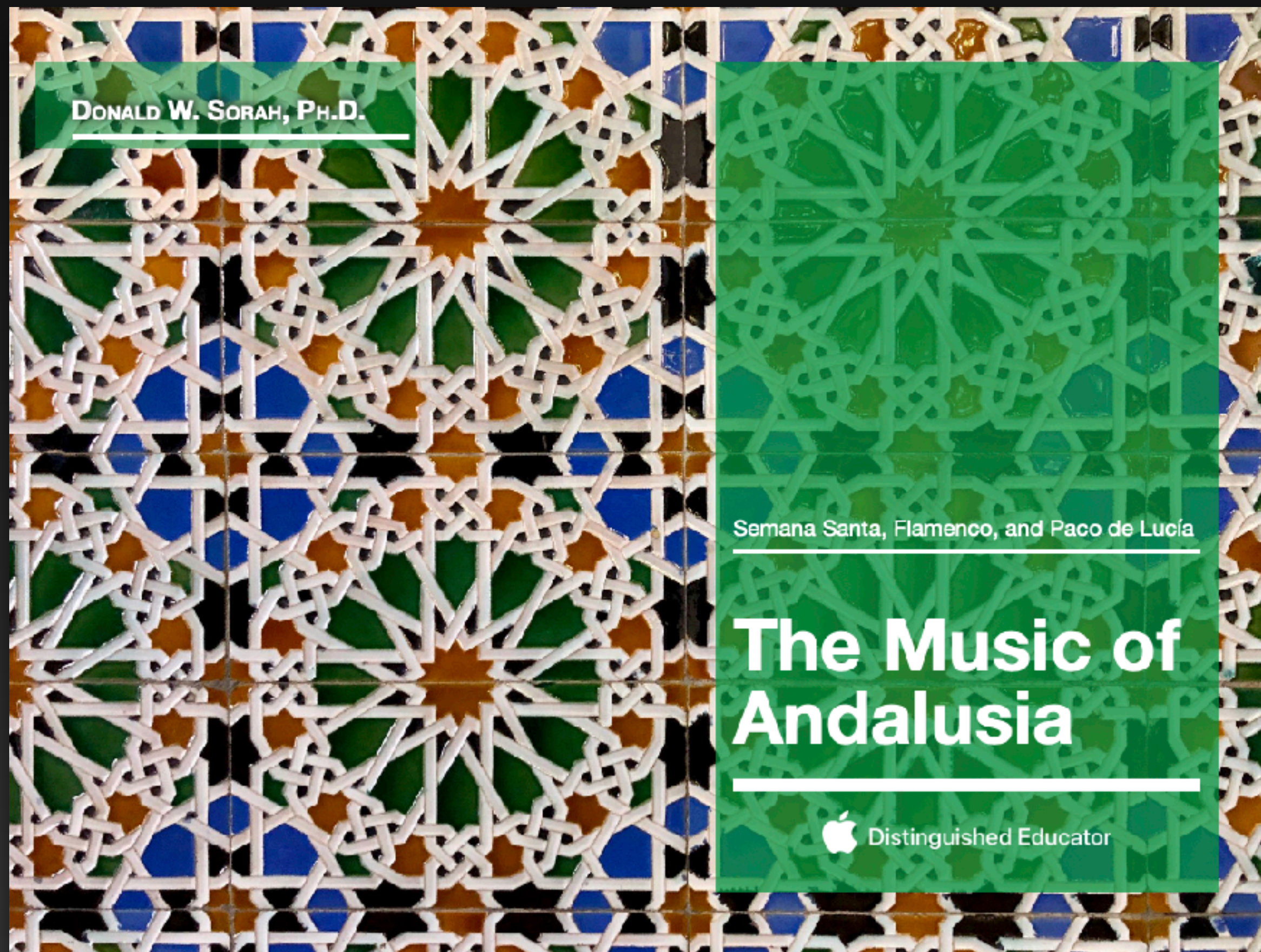
Aylesbury Talks: Food A-Z

T. Zita/Aylesbury Primary School

Students Need Models

Music of Andalusia

D. Sorah



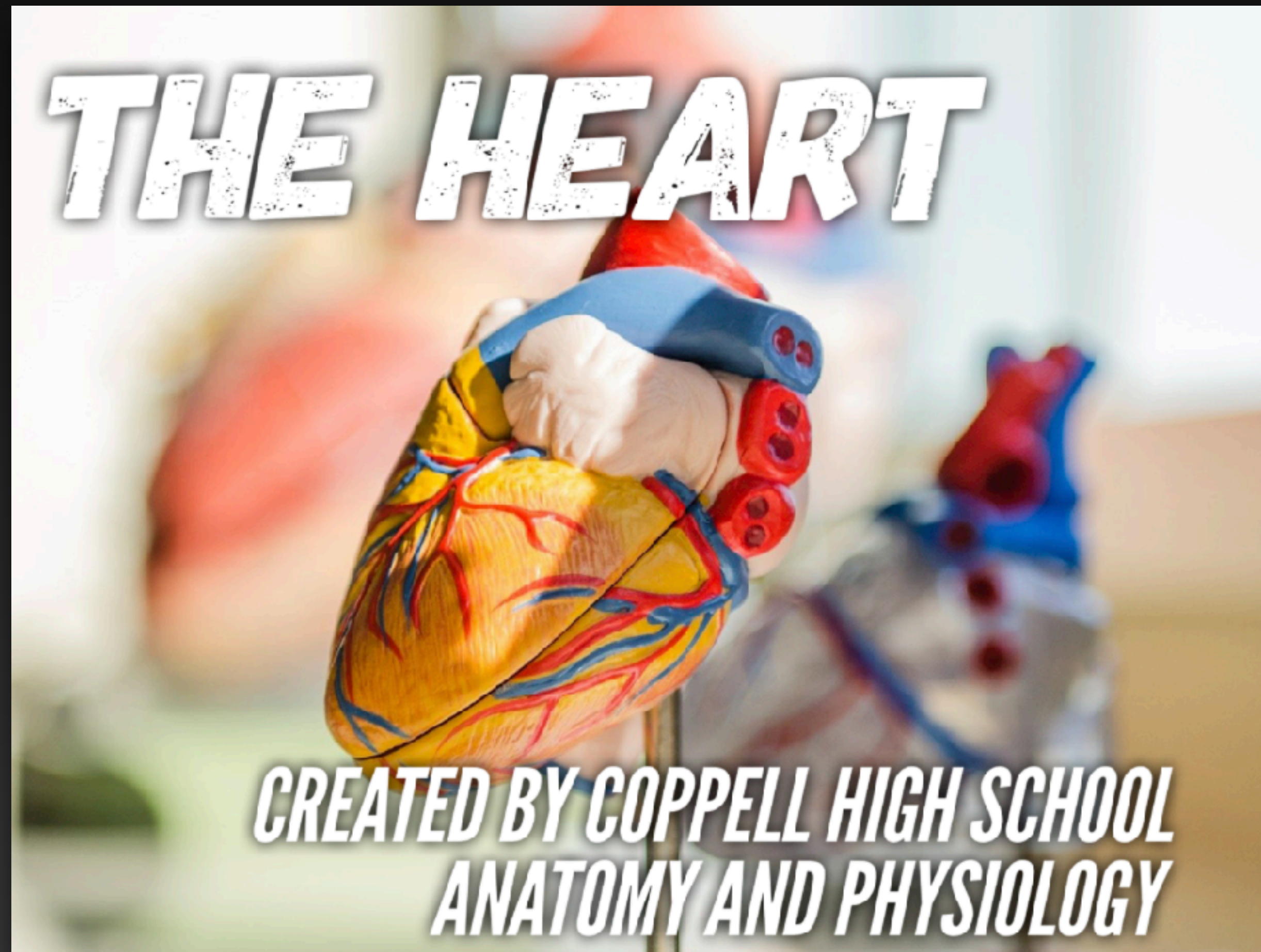
Glossary

Term	Pronunciation	Definition
Bailaor / Bailaora		A flamenco dancer
Balle		Dance
Braceo		Arm movements found in flamenco dance
Cantaor		A flamenco singer
Cante		Singing
Capirote		A pointed hat of conical form that is part of the uniform of the nazarenos or penitentes
Cofradías		A Christian voluntary association based on profession created for the purpose of promoting works of charity.
Compás		Meter; time
Costalero		A person responsible for carrying the pasos (floats)
Duende		A heightened state of emotion and expression
Floreo		To flower; handwork of the flamenco dancer
Fuerte de Bajos		Strong bass; a section in the musical form of the Semana Santa March
Hermandades		A Christian voluntary association integrating people of different origins created for the purpose of promoting works of charity
Jaleo		Words of encouragement called out from the onlookers or fellow participants in flamenco
Mantilla		A shawl with accompanying headwear worn by women during Semana Santa

Students Need Models

The Heart


J. Deinhammer/Coppell High School Anatomy and Physiology



Students Need Models

Susquenita's Book of Presidents

T. Shepler/Susquenita High School




John Adams

John Adams, also known as the Duke of Braintree, was born on October 30, 1735 in Braintree, Massachusetts. Adams got his education at Harvard and was a lawyer before he became Vice President for George Washington, the first ever president. Later in 1797, he was elected as the second ever president as a federalist, and served a 4 year term. After his first term he lost the election to Thomas Jefferson, the third president. Adams later died on July 9, 1826, living to be 90 years old.

John Adams had many achievements as president. First of all he was the first president to move into the White House. He also enforced the 11th amendment, which stops courts from hearing a case if the state was sued, and he helped write the Constitution for the United States of America.

During Adams presidency, he had some challenges too. First was his XYZ affair, which was an undeclared war between the USA and France. He also had to deal with the war between France and Great Britain, which impacted trade. People also didn't like how Adams was caring more about issues not in the USA. They wanted him to care more about America's problems. John Adams was the second president and helped inspire future presidents up to this day.



Famous picture of John Adams

• • •

Fun Facts

- He was the only president out of the first 5 that didn't own slaves.
- He died on the same day as Thomas Jefferson.
- He was a bad dancer.

Students Need Models

Aylesbury Talks: Food A-Z

T. Zita/Aylesbury Primary School

D

is for dosa, dim
sum, and
doughnuts.



Create the Scaffold

Planning the structure.

Content

Skills

Process

Assessment

Create the Scaffold

Planning the structure.

What's in a chapter?

- ① Introduction
 - a. Origin - Map
- ② Definitions - Word Bank - Concepts
- ③ Audio / YouTube ? #
 - Video
- ④ Composers → Life #
 - Composition set
 - Instrumentation
 - Features
- ⑤ Images / Photos
 - CC
- ⑥ History / Traditions
 - What else is going on in the region / world etc?

What are our sources?

- ★ Google - reputable
- Wikipedia - sources
- ★ Textbook - paraphrase text
- ★ Library - Grove Dictionary / Encyclopedia online
- Scholarly sites
- ★ YouTube

What skills do we need?

- Writing
- Art
- Communication w/ Group
- Creative
- Research
- Pages - Format
- Viability
- Collaboration

Let's Create a Music Appreciation Textbook

Why?	How?	When?	Who?
We don't need to spend so much money on textbooks for our courses. We could create our own for future classes to use and enjoy.	Crowdsourcing in this class. Divide into groups to create units for each period/classification of music.	This semester! Once we finish the elements of music, let's get started creating.	Students will create content. Instructor will assist, mentor, and edit the document.
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First Steps			
Groups Divide into groups with each group focusing on a specific portion.	Number of Groups Middle Ages / Renaissance / Baroque / Classical / Romantic / 20th Century / 21st Century	What's Important Time Period / History outside music / 4 Composers / 8 pieces / Key Terms+Concepts / 20 Questions	Media Text, photos, shapes, tables, audio recordings, and video recordings.
What's In A Chapter			
Key Terms	Extra-Musical Happenings	Four Composers Dates / Locations / Biography / List of Selected Compositions / Profile 2 compositions each / One Underrepresented	Media Text, photos, shapes, tables, audio recordings, and video recordings.

Create the Scaffold

Music Appreciation Book Final Checklist - Fall 2025	Period:
Cover	
Introduction/Overview	
Historical Context	
Composer 1 (Dates, Life, List of Compositions)	
Composer 1: Highlight Two Compositions	
Composer 2 (Dates, Life, List of Compositions)	
Composer 2: Highlight Two Compositions	
Composer 3 (Dates, Life, List of Compositions)	
Composer 3: Highlight Two Compositions	
Composer 4 (Dates, Life, List of Compositions)	
Composer 4: Highlight Two Compositions	
Composer 5 (Dates, Life, List of Compositions)	
Composer 5: Highlight Two Compositions	
Composer 6 (Dates, Life, List of Compositions)	
Composer 6: Highlight Two Compositions	
Conclusion/Wrap-Up	
Questions	
Key Terms	
Citations in proper format	
About the Authors	
Table of Contents	
Image Descriptions	
Paragraph Styles Followed Throughout	
Links For Images & Active	
Consistent Formatting	
Plagiarism Free / Honor Pledge	
Ethical Use of Artificial Intelligence / Disclosure of Use	

Sign Below

Student 1:

Student 4:

Student 2:

Student 5:

Student 3:

Student 3:

Student 5:

Student 2:

Music Appreciation Book Final Checklist - Fall 2025**Period:**

	Cover
	Introduction/Overview
	Historical Context
	Composer 1 (Dates, Life, List of Compositions)
	Composer 1: Highlight Two Compositions
	Composer 2 (Dates, Life, List of Compositions)
	Composer 2: Highlight Two Compositions
	Composer 3 (Dates, Life, List of Compositions)
	Composer 3: Highlight Two Compositions
	Composer 4 (Dates, Life, List of Compositions)
	Composer 4: Highlight Two Compositions
	Composer 5 (Dates, Life, List of Compositions)
	Composer 5: Highlight Two Compositions
	Composer 6 (Dates, Life, List of Compositions)
	Composer 6: Highlight Two Compositions
	Conclusion/Wrap-Up
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	Table of Contents
	Image Descriptions
	Paragraph Styles Followed Throughout
	Links For Images & Active
	Consistent Formatting
	Plagiarism Free / Honor Pledge
	Ethical Use of Artificial Intelligence / Disclosure of Use

Research and Gather Materials

Students collect and curate.

- Scholarly sources
- Images
- Audio
- Video
- Interviews
- Local knowledge
- Music and listening examples
- Community voices
- Ethical use of materials

Create the Draft

Build the page, chapter, guide, anthology, etc.

- Organization
- Accuracy
- Clarity
- Media
- Audience
- Design
- Accessibility
- Citation

Share Feedback

Who can provide feedback?

- Self
- Peers
- Instructors
- External reviewers
- Experts in the field

Check for...

- Sources
- Design
- Accuracy
- Audience appropriateness

Share Feedback

Textbook Project Development Rubric

Category	Proficient	Not Yet
Content Accuracy and Understanding	The resource explains the topic accurately and clearly. Important ideas, terms, examples, people, events, processes, or details are included and explained in a way the intended audience can understand.	The resource includes missing, unclear, incomplete, or inaccurate information that could confuse the intended audience. More development or correction is needed.
Research, Sources, and Citation	The resource uses credible sources, supports claims with evidence, and includes appropriate citations or credits for text, images, audio, video, and other media. Copyright and ethical use are considered.	Sources are missing, weak, unclear, unreliable, or not cited appropriately. Media credits or copyright/ethical use need attention.
Multimodal Communication	Images, audio, video, diagrams, charts, timelines, examples, or other media are used purposefully to support learning. Media choices help explain the content rather than simply decorate the resource.	Media is missing, disconnected, decorative, distracting, poorly integrated, or not clearly connected to the learning goal.
Organization, Design, and Usability	The resource is easy to follow and visually clear. Headings, layout, spacing, visuals, media placement, and navigation help the audience understand and use the resource.	The organization or design makes the resource hard to follow. Layout, headings, spacing, visuals, media placement, or navigation need revision.
Learning Supports	The resource includes helpful supports such as key terms, review questions, reflection prompts, examples, practice items, comparison charts, timelines, checklists, or "check your understanding" items.	Learning supports are missing, too general, unclear, or not connected well enough to the content.
Feedback and Revision	The final version shows meaningful improvement based on peer and/or instructor feedback. Revisions strengthen accuracy, clarity, organization, design, citation, accessibility, or usefulness.	Feedback was not fully addressed, or the work does not yet show meaningful revision and improvement.
Contribution and Usefulness	The work makes a useful contribution to the class, school, department, community, or intended audience. It is ready or nearly ready to help others learn, understand, practice, or preserve something meaningful.	The work has potential but is not yet ready to serve its intended audience. It needs additional development before it can function as a useful learning resource.

Comments:

Textbook Project Development Rubric

Category	Proficient	Not Yet
Content Accuracy and Understanding	The resource explains the topic accurately and clearly. Important ideas, terms, examples, people, events, processes, or details are included and explained in a way the intended audience can understand.	The resource includes missing, unclear, incomplete, or inaccurate information that could confuse the intended audience. More development or correction is needed.
Research, Sources, and Citation	The resource uses credible sources, supports claims with evidence, and includes appropriate citations or credits for text, images, audio, video, and other media. Copyright and ethical use are considered.	Sources are missing, weak, unclear, unreliable, or not cited appropriately. Media credits or copyright/ethical use need attention.
Multimodal Communication	Images, audio, video, diagrams, charts, timelines, examples, or other media are used purposefully to support learning. Media choices help explain the content rather than simply decorate the resource.	Media is missing, disconnected, decorative, distracting, poorly integrated, or not clearly connected to the learning goal.
Organization, Design, and Usability	The resource is easy to follow and visually clear. Headings, layout, spacing, visuals, media placement, and navigation help the audience understand and use the resource.	The organization or design makes the resource hard to follow. Layout, headings, spacing, visuals, media placement, or navigation need revision.
Learning Supports	The resource includes helpful supports such as key terms, review questions, reflection prompts, examples, practice items, comparison charts, timelines, checklists, or "check your understanding" items.	Learning supports are missing, too general, unclear, or not connected well enough to the content.
Feedback and Revision	The final version shows meaningful improvement based on peer and/or instructor feedback. Revisions strengthen accuracy, clarity, organization, design, citation, accessibility, or usefulness.	Feedback was not fully addressed, or the work does not yet show meaningful revision and improvement.
Contribution and Usefulness	The work makes a useful contribution to the class, school, department, community, or intended audience. It is ready or nearly ready to help others learn, understand, practice, or preserve something meaningful.	The work has potential but is not yet ready to serve its intended audience. It needs additional development before it can function as a useful learning resource.

Comments:

Revise and Improve

Grit

- Part of the learning itself
- Improve clarity
- Accuracy
- Organization
- Design
- Citations

Revise and Improve

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Johann Sebastian Bach

Johann Sebastian Bach was born in 1685 in Eisenach, Germany, into a family with a rich musical tradition. His early exposure to music led him to display prodigious talent early on. He was orphaned by the age of ten and was raised by his older brother Johann Christoph Bach, who continued providing him music education. Bach's career involved serving as a musician in various churches and courts to achieving the position of a Kapellmeister (conductor of orchestras/choirs).

Bach's first step in his professional journey was in Arnstadt, where he serviced as an organist. He quickly gained recognition for his organ skills. During this time, Bach faced professional challenges because of his visit to L'lebeck in 1705. Bach requested permission to leave his post temporarily to hear the renowned organist and composer Dieterich Buxtehude perform. This journey covered about 250 miles on foot, which displayed Bach's dedication and his eagerness to learn from other accomplished musicians. However, his absence exceeded his granted leave which caused the rise of tension with the W'elmar authorities. Despite repercussions for oversteering his leave, the journey exposed him to Buxtehude's improvisational and complex organ compositions, which Bach was heavily influenced by.

a bit of a soul-on

Johann Sebastian Bach (1685-1750) is a painting by Granger

Chapter 2 Overview

I really like how you do a chapter overview to show what we are about to learn.

- Conclusion
- Key Terms
- Questions
- Citations

Conclusion

and periods

The Medieval/Renaissance era of music were two different times. The Medieval times in Europe were very dark times, which brought along very dark and chant based music. The Medieval period came to an end as Rome was starting to rise up in power, and the Renaissance was beginning. The Renaissance was a very influential time over the medieval time period, bringing a lot more class and new musical styles, many people loved the music during the renaissance. Although the time period was after the medieval times, many people still used many things from that era to create music. The Renaissance period ultimately came to an end *when* the Roman Empire fell, sending the entirety of Europe in a panic to get Rome's former territories.

- Capitalize Renaissance

Renaissance-era lute and vio, depicted in a detail from a painting by Francesco Francia

Share or Publish

In what ways can we share our work?

- Apple Books
- PDF
- LMS
- School Website
- Google Drive
- Printed Anthology
- Community Event
- Classroom Library
- Public Presentation
- Department Resource Library
- Other ideas?

Proof

Proof

The Product Exists

Time and Effort

Multimodal Design

Customized for Our Students

Useful for Others

Accessibility

Provide Access Reduce Cost

New Resources Created

Saving Students/Departments/Schools Money

Learning in the Process

Research

Evaluation

Writing

Curating

Thinking

Organizing

Revising

Student Voices

Appreciated creativity

Felt supported by feedback and revision

Understood content better

Recognized value in helping other learners

Cared more because of public audience

Valued creative work as compared to traditional tests

Student Voices

"I've never been more proud of an assignment that I've done in college."

"I've written many papers, but there's not one I look back and feel the need to show it off to people."

"I've become a more creative person."

"I think this is a great format for learning about music appreciation."

Participation

Participation

Resource Remix: The Card Game

Now playing: *Hero Jacob* by Donald Sorah

Problem Card

+

Course Card

+

Audience Card

Student-Created Resource Idea

Problem Card

**The textbook is
too expensive
or
is not available**

Course Card

**Music
Appreciation**

Audience Card

**Future music
appreciation
students**

Student-Created Music Appreciation Books

Problem Card

**The perfect
textbook
cannot be
found**

Course Card

**Popular and
World Music**

Audience Card

**Future Popular
and World
Music
Students
+
Eighth Grade
Learners**

A New, Custom Collection of Knowledge

Problem Card

**Students
struggle with
recurring
mistakes**

Course Card

Algebra

Audience Card

**Peers
Now + Future**



Problem Card

**Students
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Process Guide Demonstrating Better Strategies

Problem Card

**Students
struggle with
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Problem Card

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Word/Phrase Guide With Audio/Video Support

Problem Card

your problem

Course Card

your course

Audience Card

your students





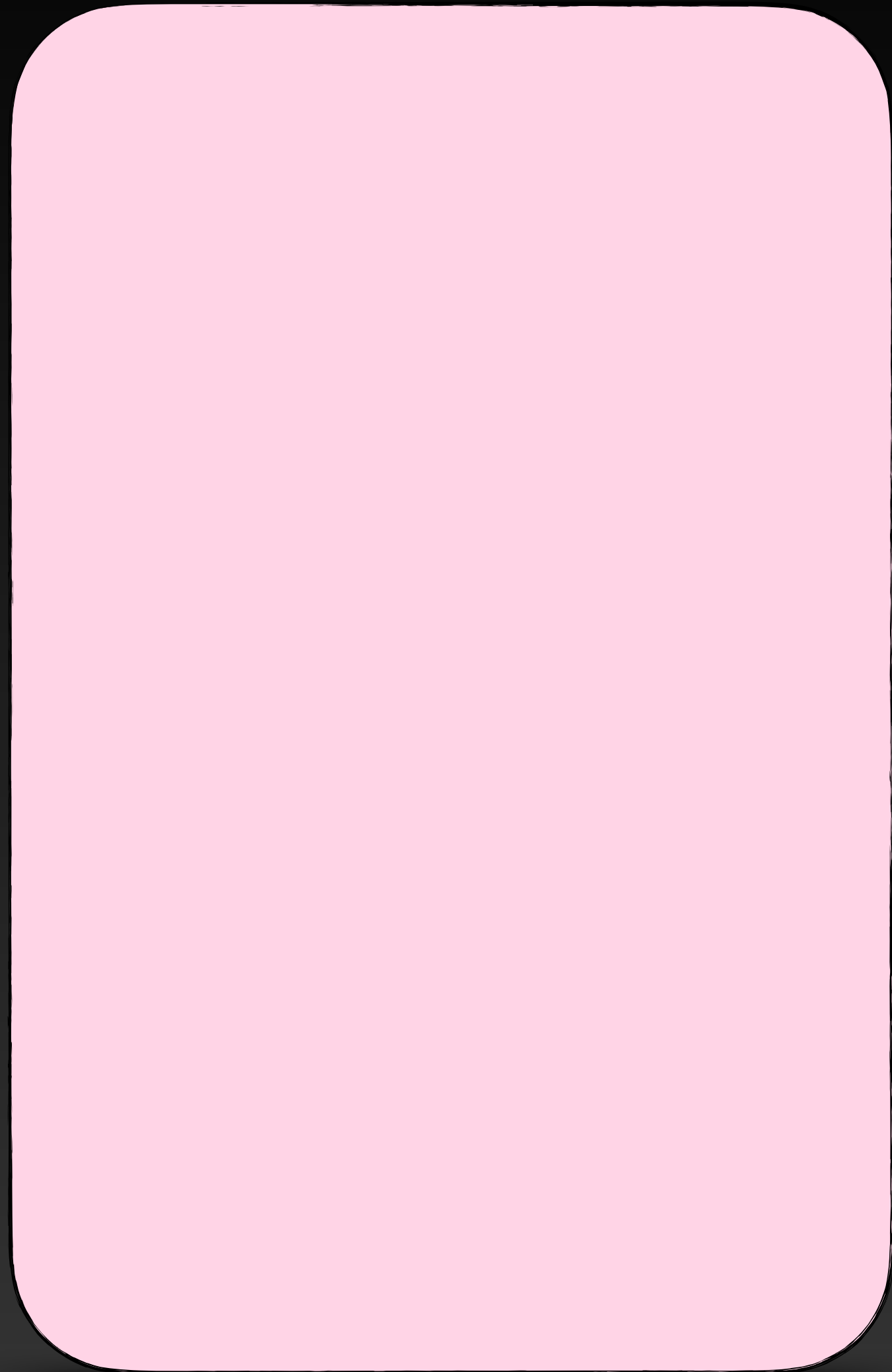
Let's Keep In Touch

Donald W. Sorah

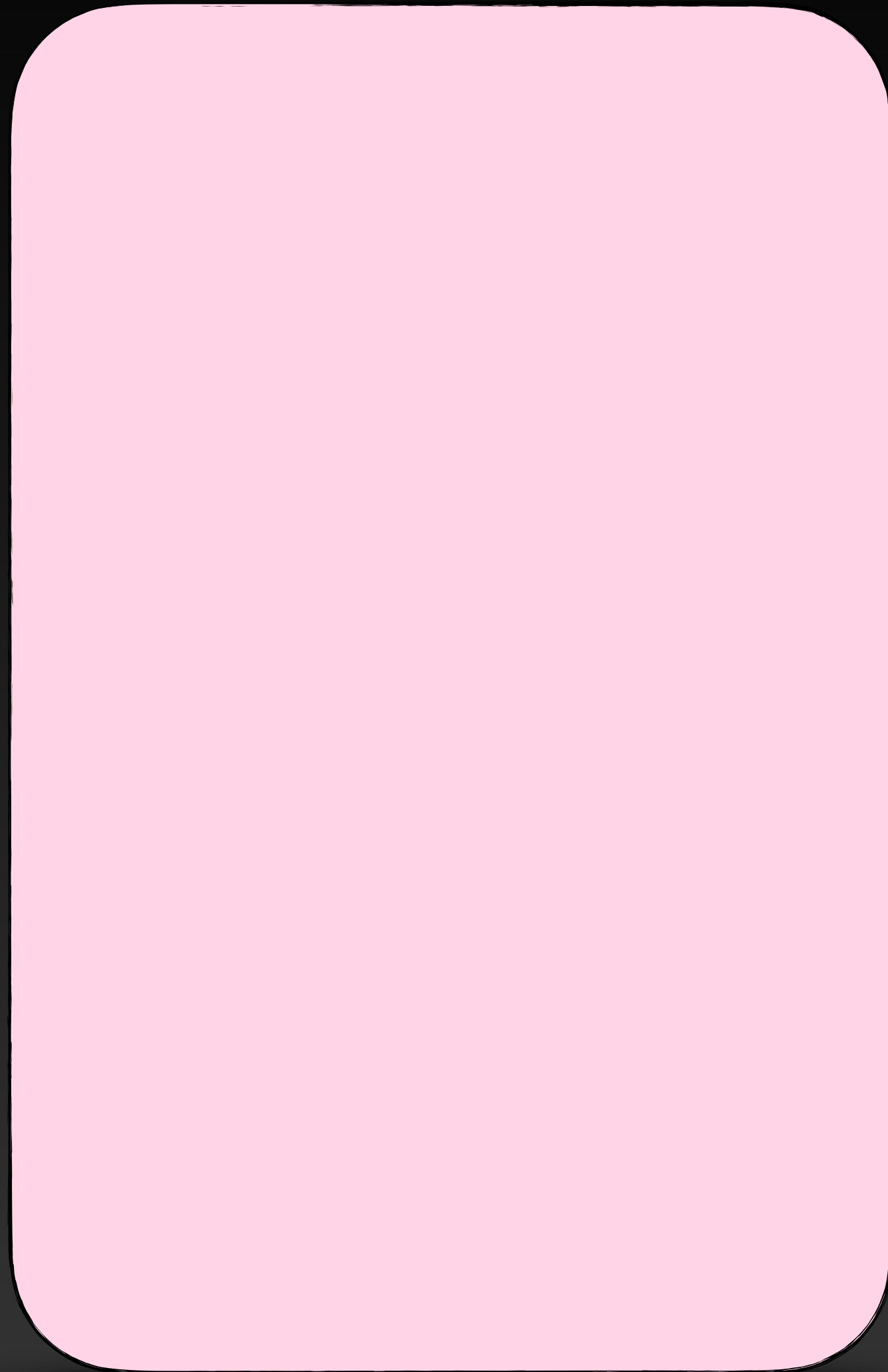
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YOUR Problem Card



YOUR Course Card



YOUR Audience Card

