

Critical Issues In Music Education

Foundations of Music Education The Oxford Handbook of Music Education, Volume 2 Facing the Music Creativities, Technologies, and Media in Music Learning and Teaching The Oxford Handbook of Care in Music Education Creativity in Music Education Critical Issues in Music Education Issues in Music Teaching Inquiry in Music Education The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education Cultivating Epistemic Justice in Music Education Narrative Soundings: An Anthology of Narrative Inquiry in Music Education Music Education A History of American Music Education Music and Music Education in People's Lives Introduction to Advanced Study in Music Education Pictures of Music Education Computer Software in Music and Music Education Basic Concepts in Music Education Transforming Music Education in P-12 Schools and the Community Harold F. Abeles Gary McPherson Huib Schippers Gary E. McPherson Karin S. Hendricks Yukiko Tsubonou Harold F. Abeles Chris Philpott Carol Frierson-Campbell David J. Elliott Juliet Hess Margaret S. Barrett Robert Walker Michael Mark Gary McPherson Neal Edwin Glenn Estelle R. Jorgensen Barton K. Bartle National Society for the Study of Education. Committee on Basic Concepts in Music Education Akutsu, Taichi

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music education takes place in many contexts both formal and informal be it in a school or music studio while making music

with friends or family or even while travelling in a car walking through a shopping mall or watching television our myriad sonic experiences accumulate from the earliest months of life to foster our facility for making sense of the sound worlds in which we live the oxford handbook of music education offers a comprehensive overview of the many facets of musical experience behavior and development in relation to this diverse variety of contexts while the first volume primarily focuses on children during school age years this second collects an international list of contributors to explore how music learning takes place outside of the traditional classroom environment discussing a range of issues such as music education for the special needs population music learning in adulthood and music learning through media and technology these chapters help to broaden conceptions of music and musical involvement whether they are used individually or in tandem the two volumes of the oxford handbook of music education update and redefine the discipline and show how individuals across the world learn enjoy and share the power and uniqueness of music

facing the music provides a rich resource for reflection and practice for all those involved in teaching and learning music in culturally diverse environments from policy makers to classroom teachers in seven chapters that each approach the topic from a different angle schippers gradually unfolds the complexities and potential of learning and teaching music out of context in an accessible manner and presents a coherent model to approach these as well as lucid suggestions for translating the resulting ideas in practice

creativities media and technology in music learning and teaching is one of five paperback books derived from the foundational two volume oxford handbook of music education designed for music teachers students and scholars of music education as well as educational administrators and policy makers this fifth book in the set comprises three complementary sections musical creativity as practice music teaching and learning through technology and the interplay of media music and education the first section reviews notions of musical creativity examining practice based perspectives to support and develop understanding of the diverse types of creativity found within music education practice across the globe in the second section authors explore the essential role of technology in musical discourse and in various forms of musical learning even as technology continually evolves and the needs and possibilities continue to rapidly change the third section provokes readers to assess their own thinking about the transformative changes occurring within the discipline as a result of advances in media and the increasing infiltration of media into all aspects of life the classroom and music making contributors andrew r brown pamel burnard bernadette colley ian cross rokus de groot steven c dillon randi margrethe eidsaa david g hebert evangelos himonides neryl jeanneret ailbhe kenny andrew king eleni lapidaki felicity laurence samuel leong bo wah leung alagi mbye gary e mcpherson ross purves tal chen rabinowitch s alex ruthmann eva sæther jonathan savage reza shayesteh petros

stagkos matthew d thibeault evan s tobias carole waugh graham f welch

the oxford handbook of care in music education addresses multiple conceptualizations of caring relationships in music education principal themes of the handbook include philosophical perspectives on care and music education co creating caring relationships caring for wellbeing and human flourishing and care social activism and critical consciousness the essays highlight the essence of authentic relationships and shared experiences between teachers and learners extending previous conceptions of care to meet the needs of contemporary music learners and the teachers who care for about and with them

this book creates a platform for music educators to share their experience and expertise in creative music teaching and learning with the international community it presents research studies and practices that are original and representative of music education in the japanese asian and international communities it also collects substantial literature on music education research in japan and other asian societies enabling english speaking readers to access excellent research and practical experiences in non english societies

critical issues in music education contemporary theory and practice examines the rich and challenging complexities of music teaching and learning from a variety of perspectives with individual expertise in fields including assessment philosophical foundations technology mentoring critical theory and musical development the contributing authors are graduates or faculty at the highly regarded teachers college of columbia university in this text they link current educational theory to pedagogical inquiry of current educational practice calling for teachers to critically reflect on such professional activities as lesson planning curriculum design repertoire choice and student evaluation designed for upper level undergraduate and introductory graduate courses critical issues in music education provides beginning music educators with comprehensive grounding in research based practice it also gives more experienced teachers new lenses to help them innovate interpret and lead in their profession features links theory to teaching practice through a variety of perspectives traces the historical philosophical and social underpinnings of current beliefs theories and practices suggests reflective tools and professional development strategies for music teachers includes discussion starters project ideas and suggested readings at the end of each chapter

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

inquiry in music education concepts and methods for the beginning researcher provides an introduction to research and scholarship in music education this textbook covers topic formulation information literacy reading and evaluating research studies and planning and conducting original studies within accepted guidelines based on research conventions in music the other arts education and the humanities electronic search tools hands on assignments supplementary teaching materials and other resources are included on the companion web site available january 2013 skills in research and scholarship introduce students to the language and protocols by which to succeed in today s competitive market of grant writing arts advocacy and public outreach as a contributing member of the community of music educators following the legacy begun by rainbow and froehlich in research in music education published in 1987 the objectives of this book are to expand what is meant by music education and research to help students find their niche in those definitions and to teach tangible skills that are useful for music educators with diverse instructional goals and career aspirations

the oxford handbook of philosophical and qualitative assessment in music education offers global comprehensive and critical perspectives on a wide range of conceptual and practical issues in music education assessment evaluation and feedback as these apply to various forms of music education within schools and communities the central aims of this handbook focus on broadening and deepening readers understandings of and critical thinking about the problems opportunities spaces and places concepts and practical strategies that music educators and community music facilitators employ develop and deploy to improve various aspects of music teaching and learning around the world

cultivating epistemic justice in music education helps music educators understand how to support minoritized populations in their capacities as knowers the book puts forward important considerations for ways to better serve individuals across multiple minoritized identity categories including racialized gender expansive trans disabled neurodivergent lgbq individuals and groups and people experiencing poverty being understood and validated as a knower is crucial to education some harms that occur in music education are distinctly epistemic they specifically relate to how a person is understood as a knower and the resources to which they have access to make meaning of their experiences this book considers music education through a discursive framework of epistemic injustice to foreground issues related to credibility authority situatedness silencing prejudice and exploitation recognizing the need to critique epistemic injustices in music education hess names and addresses these harms to encourage a move toward epistemic justice offering considerations for a range of identities and supported by vignettes and practical examples the book is the ideal resource for music education researchers music teacher educators

practicing teachers and graduate music education students interested in better serving minoritized populations

this volume focuses specifically on narrative inquiry as a means to interrogate research questions in music education offering music education researchers indispensable information on the use of qualitative research methods particularly narrative as appropriate and acceptable means of conducting and reporting research this anthology of narrative research work in the fields of music and education builds on and supports the work presented in the editors first volume in narrative inquiry in music education troubling certainty barrett stauffer 2009 springer the first volume provides a context for undertaking narrative inquiry in music education as well as exemplars of narrative inquiry in music education and commentary from key international voices in the fields of narrative inquiry and music education respectively

a history of american music education covers the history of american music education from its roots in biblical times through recent historical events and trends it describes the educational philosophical and sociological aspects of the subject always putting it in the context of the history of the united states it offers complete information on professional organizations materials techniques and personalities in music education

music and music education in people s lives provides a broad framework for understanding the content and context of music education examining the philosophical psychological cultural international and contextual issues that underpin a wide variety of teaching environments or individual attributes as a whole the volume explores how the discipline of music education can achieve even greater political theoretical and professional strength

estelle r jorgensen s latest work is an exploratory look into the ways we practice and represent music education through the metaphors and models that appear in everyday life these metaphors and models serve as entry points into a deeper understanding of music education that moves beyond literal ways of thinking and doing and allows for a more creative embodiment of musical thought seeing the reader as a partner in the creation of meaning jorgensen intends for this book to be experienced by rather than dictated to the reader jorgensen s hope is that the intersections of art and philosophy and metaphor and model can provide a richer and more imaginative view of music education

though culture can affect different countries preferences for musical style musicking is a worldwide trend that produces enjoyment for all however there is a divide between professional music performance and music education in order to better engage students a musicking approach must be implemented into educational curricula and used to promote a platform for

inclusivity and community enrichment transforming music education in p 12 schools and the community is a critical scholarly publication that traces the theoretical foundation of current beliefs and practices surrounding music performance and education and discusses how to transform teaching and learning by implementing musicking the book covers musical engagement for young children and families universal design in music education in special and inclusive education settings critical approaches of music teaching and learning in p 12 schools and reaching communities it is essential for music teachers conductors music directors instructional designers academicians educational professionals administrators researchers and students

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