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Narrative Soundings: An Anthology of Narrative Inquiry in Music Education

 Springer

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Tawnya D. Smith, Karin S. Hendricks



Narrative Soundings An Anthology Of Narrative Inquiry In Music Education:

Narrative Soundings: An Anthology of Narrative Inquiry in Music Education Margaret S. Barrett, Sandra L.

Stauffer, 2012-02-29 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

Narratives and Reflections in Music Education Tawnya D. Smith, Karin S. Hendricks, 2020-02-03 This volume offers chapters written by some of the most respected narrative and qualitative inquiry writers in the field of music education The authorship and scope are international and the chapters advance the philosophical theoretical and methodological bases of narrative inquiry in music education and the arts The book contains two sections each with a specific aim The first is to continue and expand upon dialogue regarding narrative inquiry in music education emphasizing how narrative involves the art of listening to and hearing others whose voices are often unheard The chapters invite music teachers and scholars to experience and confront music education stories from multiple perspectives and worldviews inviting an international readership to engage in critical dialogue with and about marginalized voices in music The second section focuses on ways in which narrative might be represented beyond the printed page such as with music film photography and performative pieces This section includes philosophical discussions about arts based and aesthetic inquiry as well as examples of such work

Traumas Resisted and (Re)Engaged Shelley M. Griffin, Nasim Niknafs, 2023-12-30 This book focuses on the traumatic experiences within and through music that individuals and collectives face while considering ways in which they re engage with their traumas in educational settings The chapters delve into the physical psychological philosophical sociological and political aspects as they relate to the reciprocal influences of trauma on musical practices and education Readers are immersed in topics related to societal violence physical injuries grief separation loss death and ways of working through these in educational and artistic situations In the introductory chapter the co editors draw attention to theoretical matters related to trauma through narrative inquiry in music education The first section of the book *Separation Revisited* brings together notions of separation focusing on how loss is emotionally and physically manifested when death grief and bodily injury are experienced In the second section *Re Engaging with Lost and Found* readers are encouraged to imagine new possibilities considering trauma and loss in educational and musical spaces These pieces offer deliberate ruminations moving the discourse toward re engagement in and through music education and artistic contexts The co editors conclude the book by drawing attention to

narrative inquiry's double edged nature in stories of trauma and how the retelling of lost and found narratives offers a way to imagine lives otherwise lives not smothered by grief and horror through the conceivable reliving of unfathomable stories of experience This book emerges from the 7th International Conference on Narrative Inquiry in Music Education NIME7 October 2020 co hosted by Brock University Faculty of Education and the University of Toronto Faculty of Music Ontario Canada

Insights in Sound David Baker, Lucy Green, 2017-03-27 Music has long been a way in which visually impaired people could gain financial independence excel at a highly valued skill or simply enjoy musical participation Existing literature on visual impairment and music includes perspectives from the social history of music ethnomusicology child development and areas of music psychology music therapy special educational needs and music education as well as more popular biographical texts on famous musicians But there has been relatively little sociological research bringing together the views and experiences of visually impaired musicians themselves across the life course **Insights in Sound Visually Impaired Musicians Lives and Learning** aims to increase knowledge and understanding both within and beyond this multifaceted group Through an international survey combined with life history interviews a vivid picture is drawn of how visually impaired musicians approach and conceive their musical activities with detailed illustrations of the particular opportunities and challenges faced by a variety of individuals Baker and Green look beyond affiliation with particular musical styles genres instruments or practices All levels are included from adult beginners to those who have returned to music making after a gap and from regular amateur and professional musicians to some who are extraordinarily elite or successful Themes surrounding education training and informal learning notation and ear playing digital technologies and issues around disability identity opportunity marginality discrimination despair fulfilment and joy surfaced as the authors set out to discover analyse and share insights into the worlds of these musicians

Approaches to Qualitative Research Colleen Conway, 2020-03-02 In this new paperback collection of writing from The Oxford Handbook of Qualitative Research in American Music Education scholars examine the characteristics of qualitative research from historical philosophical and theoretical perspectives

Music Education Clint Randles, 2014-09-19 Education involving music is a multifaceted and ever altering challenge As new media technologies and pedagogies are developed academics and practitioners must make sure that they are aware of current trends and where they might lead This book features studies on the future of music education from emerging scholars in the field These studies are then supplemented by commentaries from established leaders of the music education community Music Education covers topics such as music and leisure new forms of media in music teaching and learning the role of technology in music learning popular music tuition in the expansion of curricular offering and assessment of music education research As such it is an excellent reference for scholars and teachers as well as guide to the future of the discipline

The Shaping of Professional Identities , 2024-07-22 This thought provoking research anthology adopts a postmodern stance and fills in a gap of knowledge for the education of professional development

in teacher education health sciences and the arts Allowing subjectivity and multiple voices the authors add to the intimate and negotiated knowledge of being and becoming indigenous architect mother teacher health researcher and supervisor In fifteen chapters the authors share knowledge of pain and reward in critical events in the realm of professional identity formation The book provides a selection of personal and far reaching stories and adds to the reflexivity of memories of critical events Contributors are Geir Aaserud sta Birkeland Bodil H Blix Sidsel Boldermo Mimesis Heidi Dahlsveen Nanna Kathrine Edvardsen Rikke G rgens Gj rum Tona Gulpinar Carola Kleemann Tove Lafton Mette B e Lyngstad Elin Eriksen degaard Anna Lena stern Alicja R Sadownik Tiri Bergesen Schei and Vibeke Solbue Complicating, Considering, and Connecting Music Education Lauren Kapalka Richerme,2020-05-05 In Complicating Considering and Connecting Music Education Lauren Kapalka Richerme proposes a poststructuralist inspired philosophy of music education Complicating current conceptions of self other and place Richerme emphasizes the embodied emotional and social aspects of humanity She also examines intersections between local and global music making Next Richerme explores the ethical implications of considering multiple viewpoints and imagining who music makers might become Ultimately she offers that music education is good for facilitating differing connections with one s self and multiple environments Throughout the text she also integrates the writings of Gilles Deleuze and F lix Guattari with narrative philosophy and personal narratives By highlighting the processes of complicating considering and connecting Richerme challenges the standardization and career centric rationales that ground contemporary music education policy and practice to better welcome diversity **Teenage Boys, Musical Identities, and Music Education** Jason Goopy,2024-05-02 Music is a powerful process and resource that can shape and support who we are and wish to be The interaction between musical identities and learning music highlights school music education s potential contributions and responsibilities especially in supporting young people s mental health and well being Through the distinctive stories and drawings of Aaron Blake Conor Elijah Michael and Tyler this book reveals the musical identities of teenage boys in their final year of study at an Australian boys school This text serves as an interface between music education and psychology using narrative inquiry Previous research in music education often seeks to generalise boys whereas this study recognises and celebrates the diverse individual voices of students where music plays a significant role in their lives Adolescent boys musical identities are examined using the theories of identity work and possible selves and their underlying music values and uses are considered important guiding principles and motivating goals in their identity construction A teaching and learning framework to shape and support multiple musical identities in senior secondary class music is presented The relatable and personal stories in this book will appeal to a broad readership including music teachers teacher educators researchers and readers interested in the role of music in our lives Creative and arts based research methods including narrative inquiry and innovative draw and tell interviews will be particularly relevant for research method courses and postgraduate research students The Art and Craft of Literacy Pedagogy Jennifer

Rowell, 2020-05-18 In tracing community and how art and craft can be harnessed to express and manifest communities this book raises fundamental questions and issues about the nature of literacy in everyday lives Threaded throughout the contributions is an abiding belief in the expansive and flexible nature of literacy which might one moment involve photography in the next drama and in the next invite song coupled with movement Something happens to literacy when it is seen through multiple modalities of meaning and communication it moves from a thing to a thought and a feeling Pedagogically the book offers readers a carousel of places and people to witness literacy with from young children all the way to grandparents This opens up a sense of geography and age proving that literacy really does reside in the centre and corners of our lives With nine chapters by scholars in Canada the United Kingdom and the United States all researching under the umbrella of the same research study the collection provides a unique perspective on human and aesthetic communication and shows differences between social groups This book was originally published as a special issue of *Pedagogies An International Journal*

The Oxford Handbook of Technology and Music Education Alex Ruthmann, Roger Mantie, 2017 The Oxford Handbook of Technology and Music Education situates technology in relation to music education from perspectives historical philosophical socio cultural pedagogical musical economic and policy Chapters from a diverse group of authors provide analyses of technology and music education through intersections of gender theoretical perspective geographical distribution and relationship to the field

Policy and the Political Life of Music Education Patrick Schmidt, Richard Colwell, 2017-02-01 *Policy and the Political Life of Music Education* is the first book of its kind in the field of Music Education It offers a far reaching and innovative outlook bringing together expert voices who provide a multifaceted and global set of insights into a critical arena for action today policy On one hand the book helps the novice to make sense of what policy is how it functions and how it is discussed in various parts of the world while on the other it offers the experienced educator a set of critically written analyses that outline the state of the play of music education policy thinking As policy participation remains largely underexplored in music education the book helps to clarify to teachers how policy thinking does shape educational action and directly influences the nature extent and impact of our programs The goal is to help readers understand the complexities of policy and to become better skilled in how to think speak and act in policy terms The book provides new ways to understand and therefore imagine policy approximating it to the lives of educators and highlighting its importance and impact This is an essential read for anyone interested in change and how to better understand decision making within music and education Finally this book while aimed at the growth of music educators knowledge base regarding policy also fosters open thinking regarding policy as subject helping educators straddling arts and education to recognize that policy thinking can offer creative designs for educational change

Marginalized Voices in Music Education Brent C. Talbot, 2017-10-30 *Marginalized Voices in Music Education* explores the American culture of music teachers by looking at marginalization and privilege in music education as a means to critique prevailing assumptions

and paradigms In fifteen contributed essays authors set out to expand notions of who we believe we are as music educators and who we want to become This book is a collection of perspectives by some of the leading and emerging thinkers in the profession and identifies cases of individuals or groups who had experienced marginalization It shares the diverse stories in a struggle for inclusion with the goal to begin or expand conversation in undergraduate and graduate courses in music teacher education Through the telling of these stores authors hope to recast music education as fertile ground for transformation experimentation and renewal

Music Education, Ecopolitical Professionalism, and Public Pedagogy Margaret S. Barrett, Heidi M. Westerlund, 2024-01-01 This book challenges the dominant expertise professionalism rationale for music education by responding to the call to develop ecological awareness at a time when all professions have a moral obligation to place sustainable and interdependent life at the center The book aims to expand music education s professional horizons to acknowledge the responsibility of the music field to contribute to the demands of complex questions of sustainability and identify the ways in which sustainable music education may be strengthened through an activist relational ecological stance It suggests a radical moral turn by asking What if music education is recognised as part of the problem of sustaining unsustainability and What if music teacher education was developed in and through dialogue with a futures perspective These questions are interrogated through a critical analysis of the historical positioning of music in education and an interdisciplinary application of theories of ecology and professionalism

The Oxford Handbook of Philosophy in Music Education Wayne D. Bowman, Ana Lucía Frega, 2012-05-25 In *The Oxford Handbook of Philosophy in Music Education* editors Wayne D Bowman and Ana Lucia Frega have drawn together a variety of philosophical perspectives from the profession s most exciting scholars from all over the world Rather than relegating philosophical inquiry to moot questions and abstract situations the contributors to this volume address everyday concerns faced by music educators everywhere Emphasizing clarity fairness rigour and utility above all *The Oxford Handbook of Philosophy in Music Education* will challenge music educators all over the world to make their own decisions and ultimately contribute to the conversation themselves

The Palgrave Handbook of Global Arts Education Georgina Barton, Margaret Baguley, 2017-02-14 This extensive Handbook addresses a range of contemporary issues related to arts education across the world It is divided into six sections Contextualising Arts Education Globally and Locally Arts Education Curriculum Policy and Schooling Arts Education Across the Life Span Arts Education for Social Justice Indigenous and Community Practice Health Wellbeing and Arts Education and Arts Based and Research Informed Arts Education The Handbook explores global debates within education in the areas of dance drama music media and visual arts Presenting wide ranging research from pedagogies of adaptation developed in Uganda to ethnomusicology in Malaysia and community participatory arts to wellbeing in Canada the Handbook highlights the universal need for arts education and in particular the importance of indigenous including both traditional and contemporary practice arts education With contributions from internationally renowned scholars and practitioners and

building on the World Alliance for Arts Education Global Summit in 2014 the Handbook creates an essential resource for arts education practices in and out of school alongside institutional traditional and contemporary contexts Students teachers and practitioners across the arts disciplines will find the text invaluable for developing further opportunities to promote and study arts education

Masculinity, Class and Music Education Clare Hall, 2018-07-08 This book offers a provocative sociological examination of masculinity class and music education within the context of a unique and fascinating culture the classical musical world of choirboys The myriad cultural meanings embodied in the boy voice are unravelled through compelling musical narratives of young choirboys their mothers and their teachers The book investigates how boys negotiate dominant gender class discourses and the various pedagogies involved in producing middle class masculinities during primary school and early years contexts Drawing on the theoretical resources of Bourdieu to develop the concept of musical habitus the continued symbolic distinction of the choirboy is analysed in order to better understand how culture is simultaneously reproduced and evolving through music This interdisciplinary work at the juncture of pedagogy and culture will appeal to social science researchers educators and arts practitioners interested in the sociocultural dynamics of music

Handbook of Musical Identities Raymond MacDonald, David J. Hargreaves, Dorothy Miell, 2017-02-17 Music is a tremendously powerful channel through which people develop their personal and social identities Music is used to communicate emotions thoughts political statements social relationships and physical expressions But just as language can mediate the construction and negotiation of developing identities so music can also be a means of communication through which aspects of people's identities are constructed Music can have a profound influence on our developing sense of identity our values and our beliefs be it from rock music classical music or jazz Musical identities MacDonald Hargreaves and Miell 2002 was unique in being one of the first books to explore this fascinating topic This new book documents the remarkable expansion and growth in the study of musical identities since the publication of the earlier work The editors identify three main features of current psychological approaches to musical identities which concern their definition development and the identification of individual differences as well as four main real life contexts in which musical identities have been investigated namely in music and musical institutions specific geographical communities education and in health and well being This conceptual framework provides the rationale for the structure of the Handbook The book is divided into seven main sections The first Sociological discursive and narrative approaches includes several general theoretical accounts of musical identities from this perspective as well as some more specific investigations The second and third main sections deal in depth with two of the three psychological topics described above namely the development of and individual differences in musical identities The fourth fifth and sixth main sections pursue three of the real life contexts identified above namely Musical institutions and practitioners Education and Health and well being The seventh and final main section of the Handbook Case studies includes chapters which look at particular musical identities in specific times places or contexts The

multidisciplinary range and breadth of the Handbook's contents reflect the rapid changes that are taking place in music in digital technology and in their role in society as a whole such that the study of musical identity is likely to proliferate even further in the future

Collaborative Creative Thought and Practice in Music Margaret S. Barrett, 2016-05-23 The notion of the individual creator a product in part of the Western romantic ideal is now troubled by accounts and explanations of creativity as a social construct While in collectivist cultures the assimilation but not the denial of individual authorship into the complexities of group production and benefit has been a feature the notion of the lone individual creator has been persistent Systems theories acknowledge the role of others yet at heart these are still individual views of creativity focusing on the creative individual drawing upon the work of others rather than recognizing the mutually constitutive elements of social interactions across time and space Focusing on the domain of music the approach taken in this book falls into three sections investigations of the people processes products and places of collaborative creativity in compositional thought and practice explorations of the ways in which creative collaboration provides a means of crossing boundaries between disciplines such as music performance and musicology and studies of the emergence of creative thought and practice in educational contexts including that of the composer and the classroom The volume concludes with an extended chapter that reflects on the ways in which the studies reported advance understandings of creative thought and practice The book provides new perspectives to our understandings of the role of collaborative thought and processes in creative work across the domain of music including composition musicology performance music education and music psychology

Musical Creativity: Insights from Music Education Research Oscar Odena, 2016-04-29 How do we develop musical creativity How is musical creativity nurtured in collaborative improvisation How is it used as a communicative tool in music therapy This comprehensive volume offers new research on these questions by an international team of experts from the fields of music education music psychology and music therapy The book celebrates the rich diversity of ways in which learners of all ages develop and use musical creativity Contributions focus broadly on the composition improvisation process considering its conceptualization and practices in a number of contexts The authors examine how musical creativity can be fostered in formal settings drawing examples from primary and secondary schools studio conservatoire and university settings as well as specialist music schools and music therapy sessions These essays will inspire readers to think deeply about musical creativity and its development The book will be of crucial interest to music educators policy makers researchers and students as it draws on applied research from across the globe promoting coherent and symbiotic links between education music and psychology research

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