

THINKING MUSIC EDUCATION AT THE MACRO LEVEL: A ROUND- TABLE DIALOGUE

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This paper/round-table is intended to discuss the necessary conflation of various and differing elements of music education today, particularly as they come to inform teacher preparation as well as teachers in the field. In order to do so, discussions between various points of view and fields of study inside music education can generate significant and powerful perspectives.

Therefore, this paper/round-table will present four different voices focusing on the various issues and problematics in music education today, primarily consider the profession and its various practices from a macro perspective. Thus, each of the four participants of this dialogue will bring to the table a vision based upon four standpoints: Research, Curriculum, Policy and Philosophy/Sociology.

This 'view from the bridge' will be formatted as a departure and as a provocation for discussions and dialogue that are then to be extended to the participants of the session. How can issues of socialization, cultural diversity, policy and partnership, curricular and research possibilities be thought in conflation with each other? What can we gain from a consistently interconnected vision of these elements, as well as others? To what extent a macro-logical outlook, that sees not the locality of practices but the larger national or transnational context of North America can aid or change our perspectives upon practices? How can such issues when brought together and how can we create stronger dialogue and communication that is not standpoint specific?

The possibility of thinking of best practices in terms of larger conceptions for music education is central in this paper/round-table. It draws from the experiences and expertise of the four presenters on each of the mentioned areas, and thus attempts to present a broad frame for the discussion of music teacher preparation.