

IN THE VOICES OF OUR NEW COLLEAGUES: THE ROLE OF THE DOCTORAL PROGRAM IN THE SOCIALIZATION OF TEACHER EDUCATORS

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The development of music teacher educators, both as scholars and teachers, is critical to the future of music education. Yet, little is known about successful doctoral practices in music education, as the scholarship surrounding doctoral study tends to be less specific in nature and may not generalize to music education contexts. Eight participants who hold Ph.D.s in Music Education from Michigan State University and had received those degrees since 2005 participated in this qualitative study. All of these participants hold full-time collegiate positions as music teacher educators. Each answered six questions via e-mail about what components of their doctoral program they found to be the most helpful in terms of their socialization to the profession of music teacher education. Their responses were then coded and analyzed for emergent themes. The primary themes were the importance of the doctoral learning community, which is characterized by a flat hierarchical structure, and the ethic of caring that was embedded throughout the entire learning community. Other themes that emerged were the importance of collegiality and collaboration among the doctoral students; accessible faculty; mentoring/advising shared across the faculty, providing strong role models of teaching, research, and life balance; and, learning experiences that were well balanced between teaching and research/scholarly activities. Also, the expectation to conduct, present, and publish research emerged as an essential and valuable part of the learning community culture.