

TUESDAY 14 APRIL 2009

15.00 onwards	REGISTRATION (Reception desk, Baring Court Foyer)
17.00	PLENARY SESSION – WELCOME AND INTRODUCTION (NC12)
18.30	DRINKS RECEPTION (Crosskeys Bar)
19.30	DINNER (Cloisters Restaurant)
21.00	Bar

WEDNESDAY 15 APRIL 2009

09.00	A: KEYNOTE Gordon Cox			
10.00-11.00	<p>B1 PAPER SESSION</p> <p><i>Musical-educational structures an creativity: The role of the primary school music teachers</i> Maria Argyriou (Ionian University, Greece) & Panagiotis Kampylis (University of Jyväskylä, Finland)</p> <p><i>Music and drama in primary schools in the Madeira Islands – a preliminary report</i> Graça Mota (Instituto Politécnico do Porto) & Maria José Araújo (Universidade do Porto)</p>	<p>B2 PAPER SESSION</p> <p><i>Encouraging reflexive practitioners: The role of summative assessment in developing vocal skills at undergraduate level</i> Susan Monks (University of Chichester, UK)</p> <p><i>Two complementary aspects of effective vocal pedagogy</i> Vaike Kiiik-Salupere (Tallinn University, Estonia) & Jaan Ross (Estonian Academy of Music and Theatre & University of Tartu, Estonia)</p>	<p>B3 WORKSHOP</p> <p><i>Cross disciplinary learning</i> Jonathan Barnes (Christ Church University, Canterbury, UK)</p> <p>This workshop is connected with the PRIME symposium (Q4)</p>	<p>B4 PAPER SESSION</p> <p><i>Silence and discourse in music teacher education: Troubling identity and preparation</i> Patrick Schmidt (Westminster College of the Arts, Princeton, USA)</p> <p><i>Preparing music education undergraduates for pedagogical responsibility and social action</i> Eleni Lapidaki (Aristotle University of Thessaloniki, Greece)</p>
11.00	COFFEE			
11.30-13.00	<p>C1 PAPER SESSION</p> <p><i>Tales from summer music camp -- take one: Complicity and disruption in middle school treble choir</i> Deborah Bradley (University of Wisconsin-Madison, USA)</p> <p><i>Tales from summer music camp -- take two: Complicity and disruption in the honor band</i> Teryl Dobbs (University of Wisconsin-Madison, USA)</p>	<p>C2 PAPER SESSION</p> <p><i>Towards understanding: Dialogue with music teachers in Botswana</i> Sheelagh Chadwick (Brandon University, Canada)</p> <p><i>Practitioner research in music education</i> Timothy Cain (University of Southampton, UK)</p> <p><i>Teachers as researchers: A collaborative study in Irish secondary</i></p>	<p>C3 PAPER SESSION</p> <p><i>The stress of playing 'cross-gendered' instruments: A study of teen blogs</i> Hal Abeles (Teachers College, Columbia University, USA), Mary Hafeli (Maryland Institute College of Art, USA) & Colleen Sears (Readington Middle School, USA)</p> <p><i>Of bands and dykes: Disappeared in music education</i> Elizabeth Gould (University of Toronto, Canada)</p>	<p>C4 SYMPOSIUM</p> <p><i>Here's a new instrument how would you use it? A comparison of six case studies examining the co-development of jam2jam software instrument and experience design in schools in four countries</i> Convener: Steve Dillon (Queensland University of Technology, Australia) + Eva Saether (Malmö Academy of Music, Sweden), S. Alex Ruthmann (University of Massachusetts Lowell, USA) & Jonathan Savage</p>

	<p><i>A rhizomatic framework in collaborative music making: Towards a cosmopolitan pedagogical ideal</i> Pepy Michaelides (University of Nicosia, Cyprus)</p>	<p><i>school music education</i> Lorraine O'Connell (Dublin Institute of Technology, Ireland)</p>	<p><i>Access and address: Discourses on gender, subjectivity and change in the practice of popular music</i> Cecilia Björck (University of Gothenburg)</p>	<p>(Manchester Metropolitan University & Royal Northern College of Music, UK)</p>
13.00	LUNCH			
14.00-15.00	<p>D1 PAPER SESSION</p> <p><i>Teaching and assessment of small ensemble performance in universities and conservatoires</i> Jane Ginsborg & Richard Wistreich (Royal Northern College of Music, Manchester, UK)</p> <p><i>External music examiners: micro-macro tasks in quality assurance practices</i> Valerie Ross (Universiti Teknologi, MRA, Malaysia)</p>	<p>D2 PAPER SESSION</p> <p><i>Becoming a teacher becoming a musician</i> Joint session: James Garnett & Mary Stakelum (University of Reading, UK)</p>	<p>D3 WORKSHOP</p> <p><i>Improvised Songs as a transdisciplinary repertoire: Music, language and social experience</i> Albert Casals Ibáñez (Universitat Autònoma de Barcelona, Spain)</p> <p>This workshop is connected with the PRIME symposium (Q4)</p>	<p>D4 SYMPOSIUM</p> <p><i>'Music isn't a gift but a right': A symposium in celebration and continuation of the work of Janet Mills</i> Convener: Rosie Burt Perkins (Royal College of Music, London, UK), + Sarah Hennessy (University of Exeter, UK), Sergio Figueiredo (Universidade de do Estado de Santa Catarina, Brazil), Kim Burwell (Canterbury Christ Church University, UK) & Pamela Burnard (University of Cambridge, UK)</p>

<p>15.05-16.05</p>	<p>E1 PAPER SESSION</p> <p><i>Cross-cultural music composition: Process and products of a Chinese and an American children's collaborative project</i> Patricia Riley (University of Vermont, USA)</p> <p><i>Approaches to music composition in the primary school: Comparing two case studies in Cyprus</i> Nopi Nicolaou Telemachou (University of Cyprus), PanayiotaTheodorou (University of Exeter) & Smaragda Evripidou (University of Cyprus)</p>	<p>E2 PAPER SESSION</p> <p><i>Music improvisation as dialogic communicative practice</i> Konstantina Dogani (The Aristotle University of Thessaloniki, Greece)</p> <p><i>Research on informal learning sequences in primary school teacher education: Effects and challenges</i> Charlotte Frölich (University of Applied Sciences Northwestern Switzerland)</p>	<p>E3 PAPER SESSION</p> <p><i>Music students evaluating their own performance: Focusing on performing elements versus musical elements</i> Yuki Morijiri (Ochanomizu University, Japan)</p> <p><i>Coercing creative enterprise in the academy – students' responses and testimonies</i> Meki Nzewi (University of Pretoria, South Africa)</p>	
<p>16.05</p>	<p>TEA</p>			
<p>16.30-17.30</p>	<p>F1 PAPER SESSION</p> <p>Project method and music education in Austrian secondary schools Isolde Malmberg (University for Music and the Performing Arts, Vienna, Austria)</p> <p><i>Factors affecting 24 high achievers' motivation in learning music: A multiple case study in Hong Kong</i> Bo Wah Leung (The Hong Kong Institute of Education & Gary McPherson (University of Illinois at Urbana-Champaign, USA)</p>	<p>F2 PAPER SESSION</p> <p><i>Spirituality in the music classroom – music students' and teachers' perceptions of spirituality and its place in the music classroom</i> Diana Harris (Open University, UK) & Duncan Mackrill (University of Sussex, UK)</p> <p><i>On the meaning of aesthetic experience in music education: Philosophical and empirical approaches</i> Christian Rolle (Saarland University, Germany)</p>	<p>F3 WORKSHOP</p> <p><i>Enjoy multimodal materials used at early learning centre</i> Jèssica Pérez Moreno & Teresa Malagarriga i Rovira (Universitat Autònoma de Barcelona, Spain)</p>	<p>F4 PAPER SESSION</p> <p><i>Exploring free improvisation: A collective ritual with endogenous musical rules</i> Tonino Battista (Conservatory 'G. da Venosa', Potenza, Italy) & Lara Corbacchini (Conservatory 'F.A. Bonporti', Trento, Italy)</p> <p><i>Pedagogical tensions within aurality and literacy in music education: A study of impact on adolescents' experience of creativity and engagement</i> Katie Carlisle (Georgia State University, USA)</p>
<p>19.30</p>	<p>DINNER & BAR</p>			

THURSDAY 16 APRIL 2009

09.00	G: KEYNOTE Marie McCarthy			
10.00-11.00	<p>H1 PAPER SESSION</p> <p><i>Music in the home with the under 5s: What parents report is happening</i> Peter de Vries (Monash University, Australia)</p> <p><i>"I think I can't sing!" Tracking preservice kindergarten teachers' perceptions and confidence in their singing skills</i> Rania Neokleous (University of Cyprus)</p>	<p>H2 PAPER SESSION</p> <p><i>The 'learning cultures' of a conservatoire: Using participant self-documentation to access and understand musicians' learning</i> Rosie Burt-Perkins (Royal College of Music, London, UK)</p> <p><i>The impact of informal practice and other musical activities on musical achievement</i> Jane Ginsborg and Andrew Dunlop (Royal Northern College of Music, Manchester, UK)</p>	<p>H3 PAPER SESSION</p> <p><i>A transition from school music to music in school to school music once again?</i> Eva Georgii-Hemming & Maria Westvall (Örebro University, Sweden)</p> <p><i>Professional organisations and the politics of reforming music curriculum: An analysis of MENC</i> Eric Shieh (Teachers College, Columbia University, USA)</p>	<p>H4 SYMPOSIUM</p> <p><i>International perspectives on the impact of partnerships on learning and school change</i> Convener: Pamela Burnard (University of Cambridge, UK) + Suzanne Burton (University of Delaware, USA), Andreas Lehmann-Wermser & Susanne Naacke (University of Bremen, Germany) & Magne Espeland (Strord/Haugesund University, Norway)</p>
11.00	COFFEE			
11.30-13.00	<p>J1 PAPER SESSION</p> <p><i>Institutionalising popular music pedagogy: Lessons from jazz education</i> David Hebert (Sibelius Academy, Finland)</p> <p><i>Verbally fa(s)t: Hip-hop musicians' artistic and educational strategies</i> Johan Söderman (Malmö University, Sweden)</p>	<p>J2 PAPER SESSION</p> <p><i>Meeting the musical model: Replication or equation?</i> Mark Whale (University of Toronto, Canada)</p> <p><i>Research into the one-to-one relation in instrumental higher education</i> Ruth Rondas (University College Ghent, Belgium)</p>	<p>J3 PAPER SESSION</p> <p><i>The journey towards bicultural music education in New Zealand: Perspectives from 'the people of the land' – tangata whenua</i> Trevor Thwaites (University of Auckland, New Zealand)</p> <p><i>Music fostering in the eyes of immigrant parents</i> Ylva Hofvander Trulsson (Malmö Academy of Music, Sweden)</p>	H4 SYMPOSIUM cont.

	<p><i>Making music outside school: Case study of a teenage rock band</i> Marina Gall & Martin Hughes (University of Bristol, UK)</p>	<p><i>Inside and outside the interpretive process: Interactions in a viola studio</i> Yore Kedem (University of Illinois at Urbana Champagne, USA)</p>	<p><i>Western classical music and music education in Ireland: Harmony or hegemony?</i> Gwen Moore (Mary Immaculate College, University of Limerick, Ireland)</p>	
13.00	LUNCH			
14.00	K: POSTERS Posters will also be exhibited from this time until the end of the conference – this is a dedicated session to talk with presenters			
15.00-16.30	<p>L1 PAPER SESSION</p> <p><i>Narratives of instrumental teachers of higher music education</i> Airi Hirvonen (University of Oulu, Finland)</p> <p><i>Traditions and reform: The case of a music education university in Finland</i> Ulla-Britta Broman-Kananen (Sibelius Academy, Finland)</p> <p><i>The music in the university: The need for links between formal and non formal contexts</i> Maria Elena Riaño Galán (University of Cantabria (Spain)</p>	<p>L2 PAPER SESSION</p> <p><i>Exploring the concept of ‘critical musicality’ from the perspective of critical pedagogy and music education</i> Laura Pohjola (Sibelius Academy, Finland)</p> <p><i>Music and music education as contributing factors to genocide</i> Amanda Byrd (Columbia University, USA)</p> <p><i>What does democracy in music education mean, and can it really work?</i> Paul Woodford (University of Western Ontario, Canada)</p>	<p>L3 PAPER SESSION</p> <p><i>Learning in the playground: A cross-cultural study of school children’s musical play</i> Kathryn Marsh (University of Sydney, Australia)</p> <p><i>Emotion and feeling as key factors on memory for musical perception and discrimination tasks</i> Ana Luisa Veloso & Sara Carvalho (Universidade de Aveiro, Portugal)</p> <p><i>Children singing with karaoke</i> Susan Young (University of Exeter, UK)</p>	<p>L4 SYMPOSIUM</p> <p><i>Myths and metaphors – The storied existence of music teacher education</i> Convener: Lori-Anne Dolloff (University of Toronto, Canada) + Cathy Benedict (New York University, USA), Kim Eyre (University of Western Ontario, Canada), Jonathan Stephens (Aberdeen University, UK) & Somchai Trakarnrnung (Mahidol University, Thailand)</p>
16.30	TEA			

17.00-18.00	M1 PAPER SESSION <i>Collaborative composition in a virtual learning environment</i> Frederick Seddon (Università degli Studi di Padova, Italy), Andrew King* (University of Hull, England) & Michele Biasutti (Università degli Studi di Padova, Italy) *Presenter <i>Multimodality: An illuminating approach to unravelling the complexities of composing with ICT</i> Nick Breeze (University of Worcester, UK)	M2 PAPER SESSION <i>The professional development of music teachers: Is it time to go with the flow?</i> Suzanne Burton & Brian Bersh (University of Delaware, USA) <i>Cooperative learning in general music education</i> Frits Evelein (University of Utrecht, The Netherlands) & Smaragda Chrysostomou (University of Athens, Greece)	M3 PAPER SESSION <i>Design for learning and musical performance and interpretation. Repertoires of action, positionings and cultural frames in choir practices</i> Ragnhild Sandberg (University of Gothenburg, Sweden) <i>Who tutors our choral conductors? Perceptions of expertise</i> Maria Varvarigou (University of London, UK)	M4 PAPER SESSION <i>Methods and situational ethics in music education</i> Randall Everett Allsup (Columbia University, USA) & Heidi M. Westerlund (Sibelius Academy, Finland) <i>Paradise lost? A critical examination of humanistic and idealistic philosophies of teaching through the lens of Adorno</i> Alexandra Kertz-Welzel (University of Music, Saarbruecken, Germany)	L4 SYMPOSIUM cont
18.30	Concert: South West Music School				
19.30	DINNER & BAR				

FRIDAY 17 APRIL 2009

09.00	N KEYNOTE Liane Hentschke			
10.00-11.00	<p>P1 PAPER SESSION</p> <p><i>A comparison of music teacher training in England and Slovenia: Singing and music technology</i> Marina Gall (University of Bristol, England) & Branka Rotar Pance (University of Ljubljana, Slovenia)</p> <p><i>Music in schools across Europe: analysis, interpretation and guidelines for music education in the frame of the European Union</i> Konstantina Dogani ((The Aristotle University of Thessaloniki, Greece) & José Rodriguez (University of Granada, Spain)</p>	<p>P2 PAPER SESSION</p> <p><i>Rethinking music history teaching</i> Leena Unkari-Virtanen (Sibelius Academy, Finland)</p> <p><i>Is music flowing architecture or calligraphy? Different aesthetic visions of European and Chinese traditional music</i> Baisheng Dai (Macao Polytechnic Institute, China)</p>	<p>P3 PAPER SESSION</p> <p><i>Usability versus sequencer software? Findings of a study on the relevance of evaluated human-computer interfaces in music lessons</i> Michael Ahlers (University of Paderborn, Germany)</p> <p><i>An investigation of the impact of distinct computer-mediated environments on the secondary music student's compositional development in contrasting classroom communities</i> Philip Kirkman (University of Cambridge, UK)</p>	<p>P4 WORKSHOP</p> <p><i>Aural skills for instrumentalists: Singing and playing, improvisation and analysis</i> Lotta Illomäki (Sibelius Academy, Finland)</p>
11.00	COFFEE			
11.30-13.00	<p>Q1 PAPER SESSION</p> <p><i>Children understand more than they are saying: Exploring the musical compositions of 6 to 7 year olds</i> Angela E. Major (Roehampton University, UK)</p> <p><i>How does verbal communication affect computer-based composing in groups?</i> Panayiota Theodorou (University of Exeter, UK)</p> <p><i>Students organising sounds: Examining the fragile relationship</i></p>	<p>Q2 PAPER SESSION</p> <p><i>Intergenerational aspects of instrumental teaching: A model for structured reflection</i> Cecilia Björk (Åbo Akademi University, Finland)</p> <p><i>Music performance teacher identity and professional knowledge in advanced music teaching</i> Angeliki Triantifyllaki (University of the Arts, London, UK)</p> <p><i>Narratives in reaching practice – Matti Raekallio as a narrator in his</i></p>	<p>Q3 SYMPOSIUM</p> <p><i>Re-thinking standards for the 21st century: New realities, new challenges, new propositions</i> Convener: Cathy Benedict (New York University, USA) + Pamela Burnard (University of Cambridge, UK), Alexandra Kertz-Welzel (University of Music, Saarbruecken, Germany), Patrick Schmidt (Westminster College of the Arts, USA) & Paul Woodford (University of Western Ontario, Canada)</p>	<p>Q4 SYMPOSIUM</p> <p>Practice And Research In Integrated Music Education (PRIME)</p> <p><i>I. Symposium: Ways and models of teaching integrated music education in pre-school and in-service teacher education</i> Convener: Markus Cslovjeksek (University of Applied Sciences FHNW, Switzerland) + Jonathan Barnes (University of Canterbury, UK), Albert Casals Ibáñez (Universitat Autònoma de Barcelona, Spain) & Sérgio Figueiredo (Universidade do Estado</p>

	<i>between scaffolding and creativity in the area of electroacoustic composition at secondary school level</i> Anna-Marie Higgins (University of Cambridge, UK)	<i>piano lessons</i> Eeva Kaisa Hyry (University of Oulu, Finland)		de Santa Catarina, Brazil)
13.00	LUNCH			
14.00	R: KEYNOTE Magne Espeland			
15.00	S1 PAPER SESSION <i>Using online technology to support creativity in the music studio</i> Andrew King (University of Hull, UK) <i>Online music communities of practice: Constructing musical identities</i> Heidi Partti (Sibelius Academy, Finland) & Sidsel Karlsen (Hedmark University College, Norway)	S2 Symposium <i>meNet</i> Convener: Sarah Hennessy (University of Exeter, UK) + Adri de Vugt (Royal Conservatoire, The Hague, NL), Franz Niermann (Institut for Musikpädagogik, Vienna, Austria), & Isolde Malmberg (University for Music and the Performing Arts, Vienna, Austria)	S3 PAPER SESSION <i>Flexibility and change on music teacher education: The impact of informal learning</i> Ruth Wright (University of Wales Institute, Cardiff, Wales), Pamela Burnard (University of Cambridge, UK) & Chris Philpott (University of Greenwich, London, UK) <i>Illusions and reality: Facilitating change through a teaching practice intervention</i> Smaragda Chrysostomou (University of Athens, Greece) (linked with next session)	Q4 SYMPOSIUM cont <i>2. Roundtable: Integrated learning – concerted planning of a cross-cultural research study regarding a didactic learning material and playground</i> Convener: Markus Cslovjeksek (University of Applied Sciences FHNW, Switzerland) + Jonathan Barnes (Christ Church University, Canterbury, UK), Clare Bartrum (Christ Church University, Canterbury, UK), Albert Casals Ibáñez (Universitat Autònoma de Barcelona, Spain), Emma Coupland (Christ Church University, Canterbury, UK) & Laia Viladot Vallverdú (Universitat Autònoma de Barcelona, Spain)
16.00	TEA			

16.30-17.30	<p>T1 PAPER SESSION</p> <p><i>A case for applied research in music education: Lessons learnt from others</i></p> <p>Bernadette Colley (Boston University College of Fine Arts, USA)</p>		<p>T3 PAPER SESSION (linked with previous session)</p> <p><i>Quality learning in musikdidaktik from a student perspective – where, when and how does it occur?</i></p> <p>Cecilia Ferm Thorgersen, Royal College of Music, Stockholm, Sweden)</p> <p><i>Student music teachers' perceptions of professional knowledge: an international comparative analysis</i></p> <p>Joan Russell (McGill University, Canada), Teresa Mateiro & Maria Westvall (Örebro University, Sweden)</p>	<p>T4 WORKSHOP</p> <p><i>Intercultural competence: Implications for music teacher education</i></p> <p>Warren Henry & Donna Emmanuel (University of North Texas, USA)</p>
19.30	<p>DRINKS RECEPTION Sponsored by Taylor & Francis Ltd: publishers of <i>Music Education Research</i></p>			
20.00	<p>CONFERENCE DINNER followed by dancing</p>			

SATURDAY 18 APRIL 2009

9.00	V: KEYNOTE Ian Cross			
10.00-11.00	<p>W1 PAPER SESSION</p> <p><i>Is there room for aesthetic experience?</i> Thomas Johnston (University of Limerick, Ireland)</p> <p><i>Visions of justice in the music classroom</i> Amylia Barnett Shinkle (Teachers College, Columbia University, New York, USA)</p>	<p>W2 PAPER SESSION</p> <p><i>How effective is peer to peer tutoring as a form of learning in the recording studio environment?</i> Christopher Jones and Andrew King (University of Hull, UK)</p> <p><i>Teaching and learning in the master-class: The use of stimulus recall to aid reflection</i> Angela Taylor (Institute of Education, University of London, UK)</p> <p>(linked with next session)</p>	<p>W3 PAPER SESSION</p> <p><i>Students' experiences in the integrated arts workshops: Missing elements in the formal arts curriculum of the Hong Kong primary schools</i> Ngo-Yin Tsang (University of Exeter, UK)</p> <p><i>The publication of the Orff-Schulwerk 'Music for Children' in Germany, England and Canada (1950-1966)</i> Pamela Stover (Southern Illinois University, USA)</p>	<p>W4 PAPER SESSION</p> <p><i>Connecting classroom and community: The role of agents in the provision of music education in Ireland</i> Michelle Finnerty (University College, Cork, Ireland)</p> <p><i>Cultural storylines of musical performances in school community</i> Marja-Liisa Saarilammi & Hanna Nikkanen (Sibelius Academy, Finland)</p> <p>(linked with next session)</p>
11.00	COFFEE			



<p>11.30-12.30</p>	<p>X1 PAPER SESSION</p> <p><i>Using video-stimulated recall as a basis for interviews: Some experiences from the field</i> Victoria Rowe (University of Surrey, UK)</p> <p><i>Challenging piano teacher thinking: action research as an agent of change</i> Mary Lennon & David Mooney (Dublin Institute of Technology, Ireland)</p>	<p>X2 PAPER SESSION (linked with previous session) ↑</p> <p><i>The application of the stimulated recall method on instrumental jazz practising in a one-to-one learning situation</i> Siw Graabræk Nielsen (Norwegian Academy of Music, Oslo, Norway)</p> <p><i>Jazz, Democracy and Dewey: Towards alternative approaches in jazz pedagogy</i> Joshua Renick (Teachers College, Columbia University, New York, USA)</p>	<p>X3 PAPER SESSION</p> <p><i>Negotiating the place of music in the Finnish school</i> Minna Muukkonen (Sibelius Academy, Finland)</p> <p><i>How can theories of modernity explain changed teaching conditions at Swedish Music and Culture schools?</i> Kristina Holmberg (Malmö Academy of Music, Sweden)</p>	<p>X4 PAPER SESSION (linked with previous session) ↑</p> <p><i>Singing and well being: An exploratory study across the fields of music education and Gestalt psychology</i> Liz Mellor (York St John University, UK)</p> <p><i>The impact of whole-class instrumental tuition in primary schools: An evaluation of a Wider Opportunities initiative</i> Alexandra Lamont, Geraldine Leighton, Jodie Underhill & Rebecca Hale (Keele University, UK)</p>
<p>12.40</p>	<p>PLENARY</p>			
<p>13.00</p>	<p>LUNCH & DEPART</p>			