

## **Toward Internationalizing General Music Teacher Education In A US Context**

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### **Abstract:**

This is a case study of an undergraduate internationalized general music course, designed to determine, how teacher educators can prepare future educators to recognize diverse arts cultures and communities, know how to learn about and incorporate these bi- and multi-lateral perspectives into instruction. The analysis of reflective statements, a survey and projects of students enrolled in the course provides information on how they conceptualize internationalization and its practice in elementary general music.

### **Research Purpose:**

■ To examine the content of the general music teacher education curriculum implemented in the USA, for I argue that the assumed shared practice of general music is critical to the internationalizing debate and issues of access, equity and quality.

### **Research Questions:**

■ How can teacher educators prepare future educators to recognize diverse arts cultures and communities, and know how to learn about and incorporate these bi and multi-lateral perspectives into instruction?

Sub Questions:

■ How was faculty prepared for internationalizing on-campus classes?

■ How did pre-service elementary general music teachers learn about internationalizing?

■ What did the students think about the internationalizing process?

### **Stages of the Program evaluation- Patton (1987)**

- Phase one: developing sub questions
- Phase two: determining appropriate data sources and data collection approaches.
- Phase three: data collection and verification
- Phase four: analysis and presentation. (Miles & Huberman's 1994)

### **Findings:**

- A process that would demanded intercultural sensitivity and awareness, self reflection, collaborative learning, and would encourage engaged learners who are successful in general music.
- Intercultural understanding can be addressed through the use of situated history, culture and connections to current international events while teaching
- References to the other music, melting pot, unfamiliar cultures, non-western, multicultural music, when the students discussed the variety of music in the classroom- a legacy of multicultural education.
- Expanded repertoire with an indication of the depth that comes with collaboration and focused group processing.
- The creative ethos of internationalizing facilitates envisioning possibilities beyond survival, and embodies the importance of study abroad experiences in on-campus learning experiences.
- Teachers do not need to know about every culture but rather to begin with two musical cultures and to build from that point.
- Pre-service teachers advocated a curriculum content with engaged learners that was sequential, children centered, connecting music with every day life, and connecting for cultural understanding, stimulating and changing minds.

■ As pre-service teachers make direct reference to field experiences, their shift in focus towards child centered learning becomes evident.

### **Impact of Internationalizing:**

■ Pre-service teachers became more comfortable with diverse music and their receptiveness increased towards visual and performing art forms across time, place and cultures

■ Awareness of position: It called into question the underlying assumed beliefs that are informed by hegemony, the domination of one idea over another with the partial consent of the bearer of the dominated idea

■ Engaged reflective practice –pre-service made changes and adjustments, and thought on their feet earlier in the course than had previous pre-service teachers who were not engaged in the internationalizing course.

■ Creative expression and critical thinking

■ Questions assumed beliefs-pedagogical hegemony

■ an internationalized lesson in pre-service teacher education are holistic and include:

(1) Child → providing visual/aural/kinesthetic experiences.

(2) Music culture → Making bi- and multi-lateral time, place and culture connections.

(3) Learning → Encouraging creative expression and critical thinking.

### **Challenges:**

■ Disconnect between teaching processes and internationalizing in realized work.

■ Interest in differences and similarities rather than situation, time and social cultures

■ The impact of comparative theory on internationalizing the curriculum.

■ Disjuncture in conceptualizing problem solving as open-ended and unstructured.