

INTERNATIONAL JOURNAL OF MUSIC EDUCATION

Research and Practice

ISME
INTERNATIONAL SOCIETY
FOR MUSIC EDUCATION



Contents

Comments from the Co-Editors

3

Articles

Stressors and stressor response levels of Hong Kong primary school music teachers

4

Marina Wai-yee Wong, Maria Pik-yuk Chik and Edmund Sze Shing Chan

Music in preschool class: A quantitative study of factors that determine the extent of music in daily work in Swedish preschool classes

17

Anna Ehrlin and Olle Tivenius

Performing disability in music teacher education: Moving beyond inclusion through expanded professionalism

34

Tuulikki Laes and Heidi Westerlund

Our culture is who we are! "Rescuing" Grenadian identity through musicking and music education

47

Danielle Sirek

Got 'em on a string: The skills, knowledge and attributes of group string teachers in Queensland

58

Graham R. Ashton and Christopher J. Klopper

The psychometric characteristics of the Advanced Measures of Music Audiation in a region with strong non-Western music tradition

69

Athanasios Verdis and Christina Sotiriou

A collaborative group study of Korean mid-career elementary teachers for professional development in music

85

Jihae Shin and Moonjoo Seog

Constructing a "fast protocol" for middle school beginner violin classes in Japan

96

Taichi Akutsu



LIBRARY

Singaporean pre-service music teachers' identities, motivations
and career intentions

108

Dawn Bennett and Eddy K. M. Chong

Contents

- 
- Comments from the Co-Editors 127
- Articles**
- Troubling Whiteness: Music education and the “messiness” of equity work 128
Juliet Hess
- Examining the long-term impact of participating in a professional development community of music teacher educators in the USA: An anchor through turbulent transitions 145
Kristen Pellegrino, Julie Derges Kastner, Jill Reese and Heather A. Russell
- Shaping interpersonal learning in the jazz improvisation lesson: Observing a dynamic systems approach 160
Leon Rene de Bruin
- Hidden in Plain Sight: A Music Therapist and Music Educator in a Public School District 182
Jacqueline C. Smith
- What are you doing the rest of your life? A profile of Jazz/Contemporary Voice graduates 197
Irene Bartlett and Diana Tolmie
- The role of parents in the perfectionistic tendencies of university music students 217
Madaleen Botha and Clorinda Panebianco
- Talent development in Chinese and Swiss music students 230
Suse Petersen
- Developing effective academic accommodations in higher education: A collaborative decision-making process 244
Feilin Hsiao, Shelly Zeiser, Daniel Nuss and Keith Hatschek

“Modern Band” as school music: A case study	259
<i>James L. Byo</i>	
Correlations between teacher turnover and specific non-pecuniary school characteristics among secondary band and choral programs in a large urban district	270
<i>Nicole R. Robinson</i>	
“Something to live for”: Weekly singing classes at a Chinese university for retirees	283
<i>Jane Southcott and Sicong Li</i>	
An investigation of postsecondary violin instructors’ remedial pedagogy: A case study	297
<i>Vanessa A. Mio</i>	

Contents

SUBSCRIBED

Editorial

Editorial Comments

Ruth Brittin

311

Articles

Examining the achievement goal orientation levels of Turkish pre-service music teachers

Aylin Mentiş Köksoy and Mehtap Aydiner Uygun

313

Choral singing and the acquisition of educational values

Rita Ferrer, Joan Puiggali and Montse Tesouro

334

“A smile on everybody’s face”: A multiple case study of community ukulele groups:

Robin Giebelhausen and Adam J. Kruse

347

A preliminary comparison study of burnout and engagement in performance students in Australia, Poland and the UK

Anna Zabuska, Jane Ginsborg and David Wasley

366

Formal or informal—which learning approach do music majors prefer?

Annie O. Mok

380

Effects of accurate and inaccurate visual feedback on the tuning accuracy of high school and college trombonists

Amanda L. Schlegel and D. Gregory Springer

394

Becoming part of the city: Influences on the career choice of an urban music educator

John Eros

407



Effects of applause magnitude and musical style on listeners' evaluations of choral performances <i>D. Gregory Springer, Amanda L. Schlegel and Jessica Nápoles</i>	418
Funk jamming in New Orleans: Musical interaction in practice and theory <i>Lars Brinck</i>	430
QR codes for instrumental performance in the music classroom <i>José Palazón and Andrea Giráldez</i>	447
Music performance anxiety. Substance use and career abandonment in Spanish music students <i>Santos Orejudo Hernández, Francisco J Zarza-Alzugaray and Oscar Casanova</i>	460
Strategies adopted during collaborative online music composition <i>Michele Biasutti</i>	473

Contents

Editorial

Editorial Comments

Chee-Hoo Lum

493

Articles

Analysis of gender, age and disability representation in music education textbooks: A research update

M^o del Mar Bernabé-Villodre and Vladimir E. Martínez-Bello

494

Effects of wind ensemble seating configurations on college instrumentalists' perceptions of ensemble sound

Brian A. Silvey, Bradley J. Regier and Aaron T. Wacker

509

Descriptions of expert jazz educators' experiences teaching improvisation

Roger G. Coss

521

A cosmopolitan culture-bearer as activist: Striving for gender inclusion in Nepali music education

Heidi Westerlund and Heidi Partti

533

Children's clapping games on the virtual playground

Kari K. Veblen, Nathan B. Kruse, Stephen J. Messenger and Meredith Letain

547

Reconnecting the music-making experience through musician efforts in instrument craft

Alex Smith

560

Developing Macau's junior secondary schools music curriculum

Marina WY Wong

574

"Not just bow and string and notes": Directors' perspectives on community building as pedagogy in Celtic traditional music education organizations

Lisa Gilbert

588



Preservice teachers' experiences teaching an adult community music ensemble	601
<i>Melissa Baughman and Christopher M. Baumgartner</i>	
Piano teacher education in Finland and Germany: Targeted competencies and respective learning environments of two cases	616
<i>Julia Abankwa and Mirjamajja Mikkilä-Erdmann</i>	
Influence of learning Ugandan folksongs using aural/oral versus notation means on US music majors' preferences for instruction method and quality of freely created rhythmic accompaniments	630
<i>Janice N Killian and Lawrence Branco Sekalegga</i>	
Learning to facilitate arts-in-health programmes: A case study of musicians facilitating creative interventions for mothers with symptoms of postnatal depression	644
<i>Rosie Perkins, Sarah Yorke and Daisy Fancourt</i>	
Engaging young string players in metacognition	659
<i>Anne M. Power and Sarah J. Powell</i>	