1. **How do I access the conference platform?**

   The conference platform URL is: [https://nafmebiennialconference2021.musicfirstclassroom.com/login](https://nafmebiennialconference2021.musicfirstclassroom.com/login)

   You can access it using the username and password provided in your welcome email from Lynn Tuttle: [lynnt@nafme.org](mailto:lynnt@nafme.org)

2. **Where do I find my username and password?**

   Your username and password were provided along with a welcome email from Lynn Tuttle – search for it under [lynnt@nafme.org](mailto:lynnt@nafme.org).

   NOTE: IF you cannot find your username and password, AND the conference is in session, please email Brendan McAloon at [BrendanM@nafme.org](mailto:BrendanM@nafme.org) for assistance.

3. **How are the sessions organized?**

   Sessions are organized on the conference platform by day and by time. Poster Sessions are in their own classes – Poster Session I for Thursday; Poster Session II for Friday (see Poster Session information below).

   ![Conference Platform Classes](image)

   Click on the class – day – to get to the timeline of sessions, which looks like this:
Class Overview

- Pre-Recorded Keynote
- 10:00 AM EST Plenary Session
- 10:30 AM EST
- 11:00 AM EST
- 11:30 AM EST
- 12:30 PM EST
- 1:00 PM EST
- 1:30 PM EST
- 2:30 PM EST

Click through on the time that you are interested in viewing sessions. It will look like this:

- Music Teacher Preparation: Two Decades of Thought
  PRESENTING: Elizabeth Coney, University of Hong Kong
  PRECEDING: Jill Guiberteau
  A report of current views of teacher education based on qualitative data collected from 20 schools that have been participating in a research study since 2012. Findings address ways in which the nature of the courses vary and how they are linked to teacher education.

- Women in Instrumental Music Education Research
  PRESENTING: Denise Getz, Temple University, Philadelphia, Pennsylvania
  PRECEDING: Eileen Duff, Northern Illinois University, Kalamazoo, Michigan
  PRECEDING: Ruth Burris
  The purpose of this study was to explore the experiences of women in instrumental music education programs in terms of gender equity. The study involved interviews with music educators and administrators to gain insights into gender equity in instrumental music education.

- A Program Review of the NAWE New Music Teacher Mentor Program
  PRESENTING: Jessica Wright, Princeton University, Princeton, New Jersey
  PRECEDING: Kendra Gerber, University of Wisconsin-Madison
  PRECEDING: Earl Williams
  The purpose of the program is to provide a peer support network for new music teachers. The program includes monthly meetings and a mentor program to support new teachers. The presentation addresses the effectiveness of the program and the support provided to new music teachers.

- Critical Music Listening: A Vision for General Music Education
  PRESENTING: Holly Baker, Boston University, Boston, MA
  PRECEDING: Randy Shaw
  This presentation describes a new approach to music education that focuses on critical listening. The presentation includes strategies for teaching critical listening skills and examples of critical listening activities.

- Supporting Student Teachers and Curriculum Innovation in Early Childhood Education through Virtual Professional Learning Networks
  PRESENTING: Sarah McCallum, Arizona State University, Phoenix, AZ
  PRECEDING: Lara MANN, University of Utah, Salt Lake City
  PRECEDING: Patricia Dwyer
  The presentation discusses the use of virtual professional learning networks to support student teachers and curriculum innovation in early childhood education.

- Music Teacher PD Becoming More Effective?
  PRESENTING: Judith Walsh, Louisiana State University, Baton Rouge
  PRECEEDING: Joseph Elmore, Vanderbilt University
  The presentation explores the effectiveness of professional development programs for music teachers. The presentation includes strategies for increasing the effectiveness of professional development programs.

- Creativity and Authenticity in the Preservice Music Education Program
  PRESENTING: Sonya Peterson, University of Wisconsin-Madison, Madison, WI
  PRECEDING: Emily Abravanel, University of Michigan, Ann Arbor
  The presentation addresses the importance of creativity and authenticity in preservice music education programs. The presentation includes strategies for fostering creativity and authenticity in music education programs.

On this screen, you can review all sessions for a given time period, and then click through using the hyperlinked title of a session to attend the Zoom meeting where the paper/material will be presented.
4. How long are the poster sessions, and where do I find them?

The Poster Sessions will run from 5:30 p.m. EST until 7:00 p.m. EST Thursday and Friday.
Poster Sessions have their own “class” or content area on the platform – Poster Session I for Thursday, Poster Session II for Friday.

Click on the Session you are interested in viewing. Each session has posters arranged by topic area:

Click on the topic area of interest to see all posters related to that topic area. Similar to the sessions, you will see hyperlinks to both the poster and the meeting room for the poster authors. The posters will open in a new window, as will the meeting links. Poster authors will be available to meet during the time of the poster session (5:30–7:00 p.m. EST) on their poster session day. The posters are available for viewing at any time.
5. Where can I find the asynchronous sessions for the PreK–12 Learning Collaborative?

The asynchronous, prerecorded sessions are found in their own separate class on the conference platform:

Simply click into the class and view all of the prerecorded content.
6. Are there professional development “clock” hours for PreK–12 educators? Or proof of attendance?

“Clock” hours, up to 6.5 hours, are available for attending the “live” Saturday, PreK–12 Learning Collaborative sessions. If you are interested in receiving clock-hour credit, please fill out the following Google form. A certificate will be emailed to you within 3 weeks following the conference.

7. Will content be archived and for how long? And does this include both the asynchronous and synchronous sessions?

All sessions will be recorded – both those presented “live” virtually and those recorded as set up as asynchronous content on the website. Archived content will be available by late March, and available for all conference registrants through February 2022 on the conference platform.

8. Where can I find the archived content? Until what date is the event platform live?

Archived content will be available by late March and available for all conference registrants through February 2022 on the conference platform.

9. Where is the conference program?

The preliminary conference program is currently available on this webpage, broken into the separate conference offerings (e.g., PreK–12 Learning Collaborative, Poster Session II): https://nafme.org/2021-nafme-music-research-teacher-education-conference/. A final program in .pdf format will be available by the start of the conference.

10. When is the next Music Research and Teacher Education Conference?

The next Music Research and Teacher Education Conference is currently scheduled for November 3–6, 2022, at the Gaylord National Harbor Hotel, near Washington, D.C.

11. When is the next PreK–12 Conference?

The next PreK–12 Conference is currently scheduled for November 3–6, 2022, at the Gaylord National Harbor Hotel, near Washington, D.C. Please note that smaller, virtual events may happen prior to the planned in-person conference listed here.

12. Can people register for the conference after the fact to obtain access to the content?

Yes. We will make registration available through March 31, 2021, for those wishing to obtain access to the archived content. You can register here.

13. I ordered a copy of Vision 2020. When will I receive it?

All orders have been forwarded to our publisher, Rowman & Littlefield. Orders are going out as they can, keeping in mind weather and mailing delays this spring.