

**Music Research and Teacher Education Conference  
PreK–12 Learning Collaborative  
February 2021 Virtual Conference – FAQs**

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

The conference platform URL is: <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)

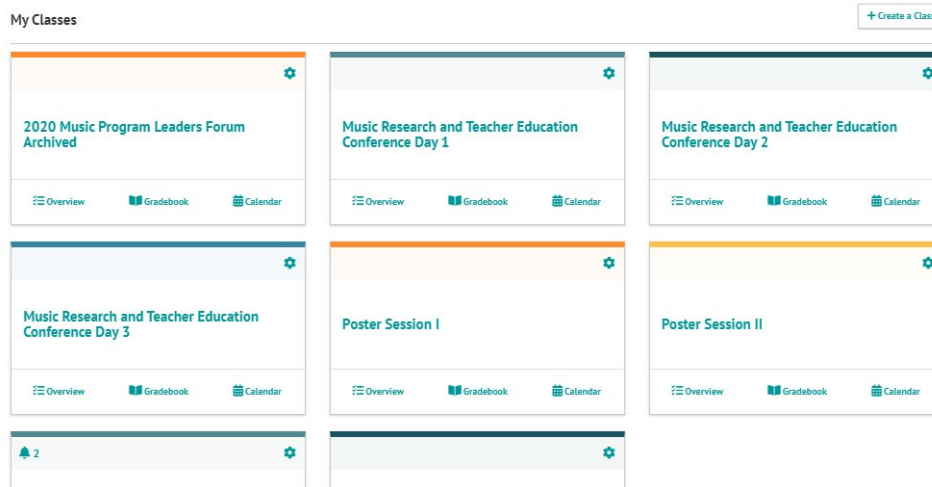
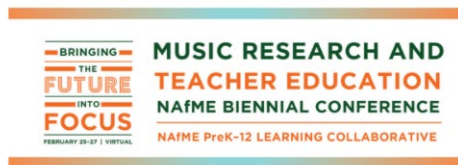
**2. Where do I find my username and password?**

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).



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

Class Overview

✔ <b>Pre-Recorded Keynote</b>	Task - Due: None Set
✔ <b>10:00 AM EST Plenary Session</b>	Task - Due: None Set
✔ <b>10:30 AM EST</b>	Task - Due: None Set
✔ <b>11:00 AM EST</b>	Task - Due: None Set
✔ <b>11:30 AM EST</b>	Task - Due: None Set
✔ <b>12:30 PM EST</b>	Task - Due: None Set
✔ <b>1:00 PM EST</b>	Task - Due: None Set
✔ <b>1:30 PM EST</b>	Task - Due: None Set
✔ <b>2:30 PM EST</b>	Task - Due: None Set

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

Music Research and Teacher Education Conference Day 1

**Beat Perception, Rhythm Perception, and Error Detection**

**PRESENTING:** Bryan Nichols, Penn State University, State College; Laura Stambaugh, Georgia Southern University, Statesboro

**PRESIDING:** Evelyn Orman

A report of current views of teacher education based on qualitative data collected from 11 teachers who had been participants in past studies (2002, 2012) of inservice teacher perceptions of teacher education. Findings address ways to push the boundaries of the status quo in education through innovation in teacher education.

**Music Teacher Preparation: Two Decades of Thought**

**PRESENTING:** Colleen Conway, University of Michigan, Tecumseh

**PRESIDING:** Lori Custodero

A report of current views of teacher education based on qualitative data collected from 11 teachers who had been participants in past studies (2002, 2012) of inservice teacher perceptions of teacher education. Findings address ways to push the boundaries of the status quo in education through innovation in teacher education.

**Supporting Ensemble Teachers and Curricular Innovation in Rural Schools through Virtual Professional Learning Communities**

**PRESENTING:** David Rolandson, Minot State University, Minot; Lana Heikel, Sidney Middle School, Sidney

**PRESIDING:** Phillip Hash

In the present study, researchers investigated a group of rural music teachers learning to implement Comprehensive MusicianShip through Performance (CMP) into their large ensemble classrooms through participation in a Virtual Professional Learning Community (VPLC). The findings suggest that well-structured VPLCs may provide rural music teachers in K-12 schools with access to on-going, multi-focused professional development, contribute to music teacher growth, and help reduce feelings of professional isolation.

**Women in Instrumental Music Education Research**

**PRESENTING:** Deborah Confredo, Temple University, Philadelphia; Mitchell Davis, Northwestern State University, Natchitoches; Harry Price, Kennesaw State University, Kennesaw

**PRESIDING:** Ruth Brittin

We analyzed all contents of the IRME and the BCIME for the inclusion of instrumental music research contributions by women in the field. Data show that the challenges women have faced historically in instrumental performance are mirrored in instrumental music education scholarship.

**A Program Review of the NAfME New Music Teacher Mentor Training**

**PRESENTING:** Jessica Vaughan-Marra, Seton Hill University, Greensburg; Christopher Baumgartner, University of Oklahoma, Norman

**PRESIDING:** Blair Williams

The purpose of this program review is to provide an in-depth analysis of the NAfME Music Mentorship Program Facilitator and Mentor Support Project. We used an illuminative evaluation process to present a rich description, perceptions of participants and instructors, and findings pertinent to developing new music teacher mentor programs.

**Is Music Teacher PD Becoming More Effective?**

**PRESENTING:** Justin West, Louisiana State University, Baton Rouge

**PRESIDING:** Jocelyn Stevens Prendergast

Has the landscape for music teacher professional development improved over time? Using data from the Schools and Staffing Survey spanning 20 years, I examined music teachers' PD participation by topic, intensity, relevance, and format, their top PD priorities, and the reach of certain PD-supportive policies. Findings reveal a mixed record.

**Critical Mis-Listening: A Vision for General Music Education**

**PRESENTING:** Kelly Bylica, Boston University, Boston, MA

**PRESIDING:** Wendy Sims

This presentation describes a study that explored a music composition project that was grounded in the theoretical framework of teacher education. It

**Music Education, Decolonization & Paradoxes of Participation**

**PRESENTING:** Patrick Schmidt, Western University, London, ON

**PRESIDING:** Carlos Abril

Drawing on social sciences frameworks, this presentation addresses how populist discourses

**Creativity and Autonomy within Preservice Music Education**

**PRESENTING:** Sommer Forrester, University of Massachusetts Boston, Southborough; Jared Rawlings, The University of Utah, Salt Lake City

**PRESIDING:** Angela Munroe

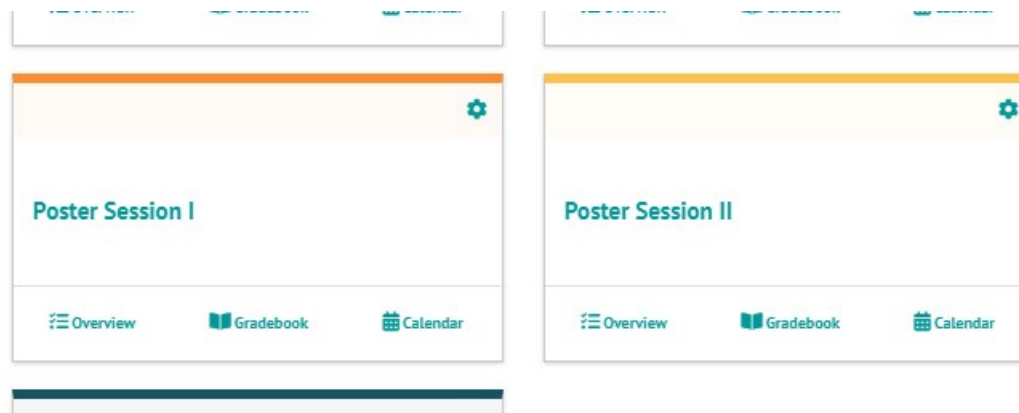
The complex nature of teaching music has resulted in teacher preparation programs comprising intricate

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?

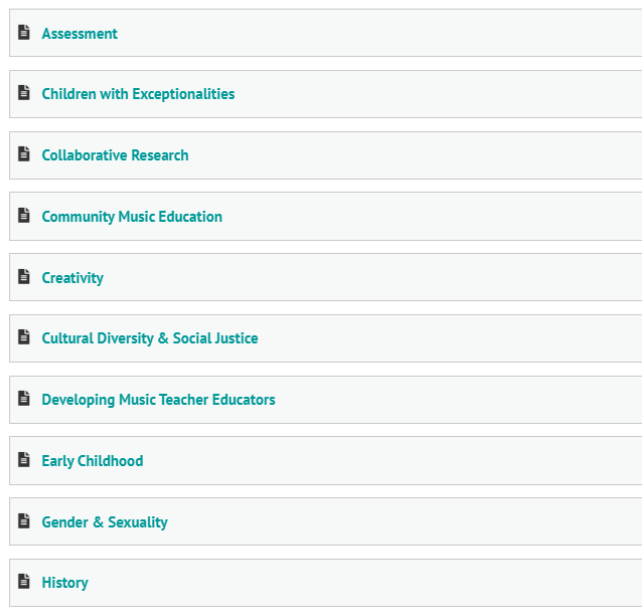
The Poster Sessions will run from 5:30 p.m. EST until 7:00 p.m. EST Thursday and Friday.

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:

##### Class Overview



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.

<p><b>Creativity in Third Grade Classroom Music Instruction</b></p>	<p>Lynn Grossman, Allendale Columbia School, Rochester</p> <p>Alden Snell, Eastman School of Music, University of Rochester, Rochester</p>	<p><a href="#">View Poster</a></p>	<p><a href="#">Join Meeting</a></p>
<p><b>Creativity Items Among Beginning Band Method Books</b></p>	<p>Bradley Regier, Illinois Wesleyan University, Bloomington</p> <p>Alec Scherer, University of Missouri, Columbia</p>	<p><a href="#">View Poster</a></p> <p><a href="#">View Overview</a></p>	<p><a href="#">Join Meeting</a></p>
<p><b>Effects of Group Assignment on a GarageBand Activity</b></p>	<p>Samuel Holmes, Atlanta Public Schools, Atlanta</p>	<p><a href="#">View Poster</a></p> <p><a href="#">View Overview</a></p>	<p><a href="#">Join Meeting</a></p>
<p><b>Improvisation as a Teaching Skill</b></p>	<p>Alden Snell, II, Eastman School of Music, Rochester</p>	<p><a href="#">View Poster</a></p>	<p><a href="#">Join Meeting</a></p>
<p><b>Urban Music Teachers' Instructional Needs</b></p>	<p>Alden Snell, II, Eastman School of Music, Rochester</p> <p>David Stringham, James Madison University, Harrisonburg</p>	<p><a href="#">View Poster</a></p>	<p><a href="#">Join Meeting</a></p>

**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.