

# DePaul University School of Music

## Music Education Program's Conceptual Framework

The School of Music prepares musician/educators who understand and experience music education in multiple contexts through the lenses of culturally responsive teaching and Vincentianism.

As professionals, our graduates bring knowledge, skills, positive attitudes and, above all, good judgment to their roles as educators. Exercising good judgment means understanding the social and cultural contexts where teaching and learning take place and understanding the transformative role that education can play in the lives of individuals and in society. It also involves a solid knowledge of ever-changing methodologies, technologies, and resources.

Students can expect their program to be supported and shaped by the philosophy of our Conceptual Framework: "Professional, Culturally Responsive Musician/Educator:"

**Valuing Diversity.** In our program, students are encouraged to examine their beliefs, attitudes, and assumptions about differences of gender, gender identity, sexual orientation, culture, ethnic and racial groupings, disabilities, and other forms of diversity. Our classrooms and field-based experiences support an equitable, high-quality education for all people and view our differences as enrichment to our schools and society. We also work toward the establishment of the culturally responsive music educator as someone who seeks to better understand the cultures that comprise the community and to explore music that is representative of cultures other than own.

**Integrated Inquiry, Theory, and Practice.** Inquiry and theory guide practice; practice informs theory and inquiry. Together, inquiry and practice help educators understand, create, and modify theory. In our program, students gain a familiarity with many different theories and research-based practices. All students participate in a yearlong practicum where they are assigned to a classroom and serve as the "DePaul music teacher." This experience enables students to critically engage with the process of inquiry, theory, and practice that they cover in methods classes.

**Multiple Perspectives.** In education, someone (the educator) engages in dialogue about something (the content) with someone else (the learner) within a social and cultural network (the context). In our programs, students become skilled at considering and integrating all four variables:

- An educator's personal style, teaching/learning style, values, breadth of knowledge, and level of preparation affect the interactions with learners and others.
- A learner's physical and mental health, personal and cognitive development, learning style, values, language, ethnic and cultural background, level of motivation, and background knowledge also impact each educational interaction.

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- The nature of the content or body of knowledge to be studied - its organizing principles, intrinsic interest, level of abstraction and difficulty, and the availability of appropriate materials - is crucial to educational interactions.
- The social network or context in which learning takes place matters. The classroom, school, family, peers and community, as well as society itself, are all part of the context.

**Positive Transformation.** The educational process aims at a transformation (intellectual, emotional, and ethical) of the individual, not simply a shaping of behavior. As individuals grow in responsibility and service to the larger society, society can then be transformed. Our programs emphasize personal, school, and community transformation through the collaborative actions of individuals.

**Vincentian Personalism.** We encourage our students to value, above all, the dignity and integrity of themselves and others. We also believe that music serves as a powerful marker of identity, culture, and community. The Music Education program works to develop collaborative partnerships with community organizations with the goal of providing musical experiences for all students.

**Lifelong Learning.** Professional musician/educators are always learning and constructing knowledge in through performance and dialogue with their students and colleagues. The faculty models a love of lifelong learning and expects students to develop the same habits of mind. Lifelong learning involves being musically literate, literate (including computer, information, math, linguistic, visual, and scientific literacies), articulate, goal-directed, aesthetically sensitive, historically conscious, and a discipline expert.