

Monday 25th July

| | | |
|-------------|------------------------|--|
| 0900 - 1000 | Strathclyde Suite | Opening Session: MISTEC Opening Session of the Music in the Schools and Teacher Education Commission |
| 0900 - 1000 | Exhibition Hall | Opening Session: Research Commission The main purpose of the session is to introduce the Research Commission and the seminar to the conference delegates. We will introduce the following: <ol style="list-style-type: none">1. Background and current situation of Research Commission2. Mission of the RC3. Nature and characteristics of the RC4. Report of the RC preconference seminar in London, including the paper titles, participants, and the discussion details of the Forum discussion.5. Open the floor for questions. |
| 0900 - 1000 | Buchanan Suite | Opening Session: El Sistema Food for Thought: Opening session of the SIG SISTEMA Led by Graça Mota, Andrea Creech and Richard Hallam |
| 0900 - 1000 | City of Music Studio | Opening Session: Jazz |
| 0900 - 1000 | Stevenson Concert Hall | Opening Session: Education of the Professional Musician (CEPROM) In an increasingly globalized and technologized world, paradigms for the education of the professional musician need to be reviewed and issues discussed. This panel session will present highlights from the CEPROM seminar on the theme of "Leadership in the education of the professional musician". Invited presenters will be giving a 3-min summary or provocation, followed by an open discussion with the audience. "Leadership in action" in various educational contexts (e.g. studio-teaching, ensemble participation, academia) across the world and related research will be shared. Issues raised and challenges faced will also be discussed. |
| 0900 - 1000 | AGOS Studio | Opening Session: Forum for Instrumental and Vocal Pedagogy |
| 0900 - 1000 | Fyfe Lecture Theatre | Opening Session: Music in Special Education: Music Therapy, Music Medicine During the session, an overview of the contents and events of the Commission Seminar held in Edinburgh will be |

| | | |
|-------------|---------------------|---|
| | | presented. In addition, the functions, goals, and future visions of the Commission will be introduced. |
| | | The opening session will be hosted by Commission Chair Markku Kaikkonen and the musicians of Resonaarigroup, a band of diverse learners. Commissioners Melita Belgrave, Jessie Chen, Michelle Hairston, Bo Nilsson and Giorgos Tsiris will also be at the session. |
| 0900 - 1000 | Ledger Recital Room | Opening Session: Community Music Activity (CMA) Opening Session: Policy: Culture, Education and Media Advancing the Field: Policy as a Way of Thinking and Acting in Music Education |
| 0900 - 1000 | 2.48 | |
| 0900 - 1000 | AG13 | Opening Session: Music Technology Opening Session: Practice and Research in Integrated Music Education In the opening session of the Special Interest Group on "Practice and Research in Integrated Music Education" (PRIME) we will give a short introduction to the background and aims of PRIME and provide a comprehensive overview on the contributions that were submitted to the PRIME strand of the ISME conference, outlining the core topics and potential mutual connections between them. This will provide the participants with an ideal basis to get the most out of the PRIME topics throughout the conference. |
| 0900 - 1000 | R1 | Opening Session: Spirituality and Music Education Led by Sue Quindag, a business meeting will be conducted to determine ways to expand and promote research in spirituality in music education. Future conferences will also be discussed. All interested participants are welcome to come and contribute. |
| 0900 - 1000 | R4 | Opening Session: Applied Pedagogies (previously Active Music Making) Charting a New Course with Applied Pedagogies Led by Dan Johnson |
| 0900 - 1000 | V1 | Opening Session: Assessment, Measurement, and Evaluation Many Paths, One Destination: Assessment, Measurement, and Evaluation in Music Education |
| 0900 - 1000 | D2 | Presenters: |

| | | |
|-------------------|------------------------------|--|
| | | <p>Timothy S. Brophy, University of Florida, USA Martin Fautley, Birmingham City University, UK Kelly Parkes, Columbia University, USA</p> <p>We welcome all ISME attendees who are interested in the assessment, measurement, and evaluation of music learning to this opening session. Timothy S. Brophy, SIG chair, will present the current activities of the SIG. Martin Fautley will present a brief overview of recent assessment issues in England, and Kelly Parkes will present an overview of the groundbreaking NafME project to develop Music Cornerstone Assessments in the United States. Timothy S. Brophy will close the session by introducing Professor Andreas Lehmann-Wermser, Hannover, Germany, who will assume the SIG leadership.</p> |
| | | <p>Opening Session: Early Childhood Music Education (ECME) Early Childhood Music Education Commission</p> <p>The opening session of the Early Childhood Music Education Commission will include a launch of the 2016 Special Issue on Early Childhood Music Education of the SAGE Journal <i>Research Studies in Music Education</i>. The guest editors of the special issue, Dr Amanda Niland (ECME Commission chair) and Dr Patricia St John (ECME Commission chair-elect) will convene a panel discussion on current research in early childhood education. Panel members will include RSME editor Associate Professor Kathryn Marsh and contributing authors Professor Margaret Barrett, Associate Professor Lori Custodero and Professor Adam Ockelford.</p> |
| 0900 - 1000 | Piping Centre | |
| 0900 - 1000 | Theatre Royal Workshop Space | Opening Session: Musicians' Health and Wellness |
| 1015 - 1145 | Main Auditorium | Plenary 1: Dame Evelyn Glennie |
| 1200 - 1400 | | Lunch break and Concerts Featured Session: Focus on Scotland |
| 1300 - 1400 hours | Ledger Room | A fiddler and a poet': Songs of Robert Burns Fred Freeman UK |

| 1400 - 1600 | | | | |
|-------------|----------------------|--|---|----------|
| 1400 - 1600 | Strathclyde Suite | MISTEC | Patrick Schmidt, Patrick Jones Smaragda Chrysostomou Patrick Freer, Glenn Nierman, Jose Luis Arostegui, Natassa Economidou, Jody Kerchner | |
| 1400 - 1500 | DIV60 | Democratization of Music Teaching and Learning | | |
| 1500 - 1600 | DIV60 | Constructing music teacher identity in arts and crafts based teacher education in Finland | Anna-Mari Lindeberg | FINLAND |
| | Exhibition Hall | Research Dalcroze Eurhythmics: bridging the gap between the academic and practical through creative teaching and learning | | |
| 1400 - 1530 | DIV90 | Other Boh, oh boy! Boys Choirs: Do they still matter? A discussion on the perceived values and benefits of Boys Choirs, with special reference to the educational philosophies and rehearsal techniques regarding the interpretation and performance of choral music by the Drakensberg Boys Choir, South Africa | Karin Greenhead & John Habron | UK |
| 1530 - 1600 | SP | El Sistema | Johann Van Der Sandt | ITALY |
| | Buchanan Suite | El Sistema: comparative views from 1996 and 2011, and from Argentina and the UK | | |
| 1400 - 1430 | SP | El Sistema in debate: adapt or adopt? An inside-out perspective | Geoff Baker | UK |
| 1430 - 1500 | SP | Music Education, Social Justice, and Postmodernism: What the literature implies for Sistema researchers | Matilde Caldas | PORTUGAL |
| 1500 - 1530 | SP | Teacher Training in a Music Social Project | Stephen Fairbanks | UK |
| 1530 - 1600 | SP | | André Felipe | BRAZIL |
| | City of Music Studio | Jazz | | |

| | | | | |
|-------------|----|--|------------------------|----------------|
| 1400 - 1430 | SP | On Being and Becoming a Jazz Musician: Perceptions of Young Scottish Musicians | Pauline Black | SCOTLAND |
| 1430 - 1500 | SP | Learning and teaching jazz and improvisation: Interpersonal perspectives in the one-to-one lesson. | Leon de Bruin | AUSTRALIA |
| 1500 - 1530 | SP | Improbasen - an ethnographic trailing Research study | Guro Gravem Johansen | NORWAY |
| 1530 - 1600 | SP | Teaching Jazz Performance and Improvisation to Orchestra Musicians | Tony Makarome | SINGAPORE |
| | | Stevenson Concert Hall | | |
| | | Education of the Professional Musician (CEPROM) | | |
| 1400 - 1430 | SP | Becoming Musical: Finding Agency, Identity, and Well-Being | Frank Abrahams | UNITED STATES |
| 1430 - 1500 | SP | In the promotion of autonomous performers: alternative approaches to a new paradigm in instrumental musical teaching | Eduardo Barretto Filho | PORTUGAL |
| 1500 - 1530 | SP | Internationally excellent. But locally relevant? Teaching Choral Conducting in a multi-ethnic society | Martin Berger | SOUTH AFRICA |
| 1530 - 1600 | SP | What's it all about?: presage understandings, identity and the first year music student | Diana Blom | AUSTRALIA |
| | | AGOS Studio | | |
| | | Forum for Instrumental and Vocal Pedagogy | | |
| 1400 - 1430 | SP | A model career cycle for string instrument teachers: Three experienced string teachers | Joy Ha | AUSTRALIA |
| 1430 - 1500 | SP | Are there differences in practice depending on the instrument played? | Susan Hallam | UNITED KINGDOM |
| 1500 - 1530 | SP | The Effects of Reinvestment of Conscious Processing on Switching Focus of Attention in Musical Performance | Peter Hamlin | UNITED STATES |
| 1530 - 1600 | SP | Play your favorite song: using familiar melodies and styles to learn the cello | Pedro Huff | BRAZIL |
| | | Fyfe Lecture Theatre | | |
| | | Community Music Activity (CMA) | | |

| | | | | |
|-------------|---------------------|--|---------------------------------------|--------------------------|
| 1400 - 1430 | SP | The Singing Network: A catalyst toward understanding and celebrating the power of singing and song in local - international contexts | Ki Adams & Andrea Rose | CANADA |
| 1430 - 1500 | SP | Music Practitioners' Methods and Reflections on Working in Prisons | Kirstin Anderson | SCOTLAND, UNITED KINGDOM |
| 1500 - 1530 | SP | The song repertoire of a homeless ensemble in Porto | Graça Boal-Palheiros | PORTUGAL |
| 1530 - 1600 | SP | The musical practice as cultural performance | Kim Boeskov | NORWAY |
| | Ledger Recital Room | Early Childhood Music Education (ECME) What the body knows about teaching music The specialist preschool music teacher's pedagogical content knowledge regarding teaching and learning rhythm skills viewed from an embodied cognition perspective | | |
| 1400 - 1430 | SP | | Melissa Bremmer | NETHERLANDS |
| 1430 - 1500 | SP | The Effect of Musical Improvisation on Executive Functions in Early Childhood | Jennifer Bugos | UNITED STATES |
| | | Music in Schools & Teacher Education (MISTEC) Implimentation of ideals of inclusion in practical experience of music education | | |
| 1500 - 1600 | D/W | | Robert Wagner | GERMANY |
| | 2.48 | Music in Special Education: Music Therapy, Music Medicine Music therapy as a supplementary treatment for Attention Deficit / Hyperactivity Disorder | | |
| 1400 - 1430 | SP | (ADHD): Controversies and perceptions | Alberto Acebes-de Pablo | SPAIN |
| 1430 - 1500 | SP | Music Performance Anxiety among Older Amateur Musicians | Audrey-Kristel Barbeau & Roger Mantie | CANADA |
| 1500 - 1530 | SP | Authentic Membership: The experiences of two students with hearing loss in instrumental music | John Burdett | UNITED STATES |
| 1530 - 1600 | SP | Deaf Musicians: Stories of Two Men's Music Making | Warren Churchill | UNITED ARAB EMIRATES |
| | CONFERENCE ROOM | Policy: Culture, Education and Media | | |

| | | | | |
|-------------|------|---|-------------------------------------|----------------|
| 1400 - 1430 | SP | Spanish Approaches to Values Education through Learning Music: The Role of the Curriculum and Policy | Alberto Cabedo-Mas | SPAIN |
| 1430 - 1500 | SP | Singing, Social Capital and 'Our Kids': Advancing Interdisciplinary Research in Singing | Annabel Cohen | CANADA |
| 1500 - 1530 | SP | Musical Engagement as Reconciliation and Resilience | Lori-Anne Dolloff | CANADA |
| 1530 - 1600 | SP | Arts Education in the Autonomous Region of Madeira (Portugal) 1985-2015: the development of an extra-curriculum experience | Paulo Esteireiro & Carlos Gonçalves | PORTUGAL |
| | AG10 | Musicians' Health and Wellness | | |
| 1430 - 1500 | SP | Musicians' Health in Brazil: bridging initiatives through education | Cristina Costa | BRAZIL |
| 1500 - 1530 | SP | Differences in the psychological preparation for music performance: A comparison of the ways that college musicians prepare for a formal school concert and an examination. | Wei-Lin Huang | UNITED KINGDOM |
| 1530 - 1600 | SP | Intrinsic Extrinsic Finger Muscles, Extrinsic Finger Muscles and Upper Extremity Mechanics in Healthy Instrumental Technique | Doug Johnson | UNITED STATES |
| | AG11 | Practice and Research in Integrated Music Education | | |
| | | An investigation of the benefits of music education as the interface between community music, health and wellbeing with specific reference to the social enterprise project Converge within a University setting. | | |
| 1400 - 1430 | SP | The National Core Music Standards Connecting Artistic Process: Emergent Integration and Interdisciplinary Dimensions | Christine Bates, Liz Mellor | UNITED KINGDOM |
| 1430 - 1500 | SP | Integration in arts education: aesthetical transformations as a tool for learning | Katie Carlisle | UNITED STATES |
| 1500 - 1530 | SP | | Sabine Chatelain | SWITZERLAND |

| | | | | |
|-------------|------|--|-------------------------------|----------------|
| 1530 - 1600 | SP | The Irving Wolfe international songbook collection and the publication of 'Voices of the World', one of the early multi-cultural school songbooks | Pamela Stover | USA |
| | AG13 | Music Technology | | |
| 1400 - 1430 | SP | The Maker Movement and Music Education Collaborative Music Creation: the Soundcool project from Spain | Ryan Bledsoe | UNITED STATES |
| 1430 - 1500 | SP | Student collaboration and motivation using digital technologies: a case study in music education | Elizabeth Carrascosa Martinez | SPAIN |
| 1500 - 1530 | SP | Beyond the Ivory Tower: The Future of Collaboration and Sharing in Higher Education | Francine Cernev | BRASIL |
| 1530 - 1600 | SP | | Ann Clements | UNITED STATES |
| | R1 | Education of the Professional Musician (CEPROM) | | |
| 1400 - 1430 | SP | Understanding The Development of Professional Identity in Instrumental Music Teachers Higher music students' significant experiences from a collaborative project in Hammerfest, Norway. | Kerry Boyle | UNITED KINGDOM |
| 1430 - 1500 | SP | "Exploring new horizons, finding yourself, empowering knowledge in things you could only imagine": Understanding the professional development of music students. | Brit Aagot Broeske-Danielsen | NORWAY |
| 1500 - 1530 | SP | Pay to Play: Economic Philosophies in College Music Programs | Karen Burland | UK |
| 1530 - 1600 | SP | | Daniel Cole | USA |
| | R2 | Forum for Instrumental and Vocal Pedagogy | | |
| 1400 - 1430 | SP | Teaching beginner pianists: the role of the piano tutor book | Sally Cathcart | UK |
| 1430 - 1500 | SP | Perceptions and beliefs about piano tuition in a Malaysian Context | Beatrice Cheah | AUSTRALIA |
| 1500 - 1530 | SP | Innovative Group Teaching, The Legacy Of Guy Duckworth | Sylvia Coats | UNITED STATES |

| | | | | |
|-------------|----|--|--|--------------|
| 1530 - 1600 | SP | CONDUCTING A CHILDREN'S CHOIR IN BRAZIL: DIFFICULTIES AND CHALLENGES | Ana Lucia Gaborim Moreira | BRAZIL |
| | R4 | Education of the Professional Musician (CEPROM) | | |
| 1400 - 1430 | SP | The Relational Dimension of One-to-One Tuition in Conservatoire Education | Paula Collens | NEW ZEALAND |
| 1430 - 1500 | SP | Dalcroze and the Professional Classical Musician: An Autoethnographic, Arts Practice Journey | Diane Daly | IRELAND |
| 1500 - 1530 | SP | Professional insertion path traces: a study on former students of the Minas Gerais state Conservatories of Music | Maria Odília de Quadros Pimentel | BRAZIL |
| 1530 - 1600 | SP | Perceptions of pre-tertiary music students of the benefits and impact of ensemble-based music experiences | Anne-Marie Forbes & Heather Monkhouse | AUSTRALIA |
| | R5 | Forum for Instrumental & Vocal Pedagogy | | |
| 1400 - 1430 | SP | Fostering Independent Musicianship in Young Musicians | Dale Bazan | USA |
| 1430 - 1500 | SP | The Milanov violin method in Brazil: studying, recontextualizing and experimenting (2014- 2015) | Paula Bujes | BRAZIL |
| 1500 - 1530 | SP | An Exploration of music practicing in preparation for performance in six public music schools in Mexico | Raul Capistran | MEXICO |
| 1530 - 1600 | SP | Piano Teacher motivation - why individuals start to teach the piano | Sally Cathcart | UK |
| | M1 | Community Music Activity (CMA) | | |
| 1400 - 1430 | SP | COMMUNICATING SOCIAL RETURN ON INVESTMENT WITH INVESTORS IN COMMUNITY MUSIC DEVELOPMENT PROGRAMMES | Yvonne-Marié Brand | SOUTH AFRICA |
| 1430 - 1500 | SP | Ways community choir directors in Australia teach | Naomi Cooper | AUSTRALIA |

| | | | | |
|-------------|----|--|-----------------------|---------------|
| 1500 - 1530 | SP | Participation in Community Youth Orchestras: Observations, Perceptions, and Musical Identities from the Child Musician | Christine D'Alexander | UNITED STATES |
| 1530 - 1600 | SP | 'This is our music': Meaningfulness in collaborative music activities with elderly people | Karolien Dons | NETHERLANDS |
| | M2 | Early Childhood Music Education (ECME) Presentation of a Research Project | | |
| 1400 - 1430 | SP | 'Improvisation, Inclusion and Quality of Relationship' Pedagogical approaches to inclusive music teaching in primary schools | Charlotte Fröhlich | SWITZERLAND |
| 1430 - 1500 | SP | Preschools' Song Repertoire in the Center of the Country compared to in the Periphery – A Comparative Research | Ora Geiger | ISRAEL |
| 1500 - 1530 | SP | The Reggio Approach: A Good Fit for Music Education? | Wendell Hanna | USA |
| 1530 - 1600 | SP | TEACHING MUSIC OR EDUCATING THROUGH MUSIC? | Marina Ielmini | ITALY |
| | M3 | Practice & Research in Integrated Music Education | | |
| 1400 - 1430 | SP | Music, Math, Interdisciplinary and Intuitive Pathways to Understanding and Learning | Gena Greher | USA |
| 1430 - 1500 | SP | Lesson study groups as a research tool for developing an integrated music education on the dialog platform "Musik und Mensch/music and life" | Hubert Gruber | AUSTRIA |
| 1500 - 1530 | SP | Taking the Plunge: Practicum Experiences in Music Integration | Ruth Gurgel | UNITED STATES |
| | V1 | Applied Pedagogies (previously Active Music Making) | | |
| 1400 - 1430 | SP | FOSTERING MUSICAL AND PERSONAL AGENCY IN BEGINNING CONDUCTORS | Daniel Abrahams | UNITED STATES |

| | | | | |
|-------------|------------------|---|---|--|
| 1430 - 1500 | SP | Teaching Repertoire: Retooling Tradition with Technology | Barbara Fast | USA |
| 1500 - 1530 | SP | Sound, Music & the Primary Classroom: Perspectives from the United Kingdom | Jack Richardson | UNITED KINGDOM |
| 1530 - 1600 | SP | Creativity and the Influence of 21st Century Skills on Japanese National Curriculum | Hajime Takasu | JAPAN |
| | D2 | Assessment, Measurement, and Evaluation | | |
| 1400 - 1430 | SP | Online testing of musical perception skills at the beginning of elementary school | Kata Asztalos | MAGYARORSZÁG |
| 1430 - 1500 | SP | The Status of Assessment Instruction in U.S. Graduate Music Education Programs: Access, Curriculum and Outcomes | James Austin | UNITED STATES |
| 1500 - 1530 | SP | Consensus Moderation as an Assessment of Music Learning | Timothy Brophy | USA |
| | R6 | Music in Schools & Teacher Education (MISTEC) | | |
| 1400 - 1430 | SP | The State of Music Education in Austrian Elementary Schools as Perceived by Elementary Classroom Teachers | Linda Aicher | AUSTRIA |
| 1430 - 1500 | SP | Musical iconography in the music classroom: the case of two Greek myths | Zoe Dionyssiou | GREECE |
| 1500 - 1530 | SP | Exploring Music Teacher Turnover: How Important is Teacher Resilience? | James Austin | UNITED STATES |
| 1530 - 1600 | SP | Classroom to career: Mobile technologies and problem-seeking in music teacher education | Julie Ballantyne | AUSTRALIA |
| | Boardroom | Community Music Activity (CMA) | | |
| 1400 - 1530 | Symposium | Disrupting by imagining: Rethinking music education research | Peter Gouzouasis Bridie Leigh Bartlett David Lines Anita Prest | CANADA AUSTRALIA NEW ZEALAND CANADA |

| | | | | |
|-------------|------------------------------|--|------------------------------------|---------------|
| | Piping Centre | Policy: Culture, Education and Media | | |
| 1400 - 1500 | D/W | Using Music as A Vehicle For Difficult Conversations About Race, Gender and Class | Donna Cox | UNITED STATES |
| 1500 - 1600 | DIV90 | Music Teacher Education and Policy Reform: Quality, Employability or Labor Crunch? | Patrick Schmidt | CANADA |
| | Theatre Royal Workshop Space | Other | | |
| 1400 - 1500 | D/W | Using Digital Technology in Individual Music Instruction | Carolyn Wagner | CANADA |
| | | Musicians' Health and Wellness | | |
| 1500 - 1600 | D/W | THE JOY OF DOWNSIZING: The Benefits of Performing and Teaching on Ergonomically-Scaled Piano Keyboards | Jessica Johnson | UNITED STATES |
| 1615 - 1815 | Strathclyde Suite | Music in Schools & Teacher Education (MISTEC) | | |
| 1615 - 1715 | D/W | The China Experience: Teaching as a Vehicle for Cultural Engagement | John Wayman | USA |
| | Exhibition Hall | Research | | |
| 1615 - 1715 | D/W | The AIRS (Advancing Interdisciplinary Research in Singing) Test Battery of Singing Skills: ATBSS | Annabel Cohen | CANADA |
| 1715 - 1815 | D/W | Preparing Doctoral Students to Teach Research | Stephen Zdzinski | UNITED STATES |
| | Buchanan Suite | El Sistema | | |
| 1615 - 1745 | Symposia | Voices from inside the orchestra: exploring young people's experiences of Sistema-inspired programmes | Graça Mota | PORTUGAL |
| | | Playing in Sistema Portugal: Sociological portraits of young musicians | Ana Veloso, Pedro Boia, Graça Mota | PORTUGAL |
| | | Harmony or dissonance? Approaching questions of cultural value in England's El Sistema-based | Mark Rimmer | UK |

initiative

| | | | | |
|-------------|-------------------------------|---|--|---------------|
| | | | Discussants: Susan O'Neill Geoff Baker | CANADA UK |
| | City of Music Studio | Jazz | | |
| 1615 - 1715 | DF1 | 21st Century Challenges and Solutions for Jazz Education | Monika Herzig | USA |
| 1715 - 1815 | DF2 | The Jazz Calling: Stories of Inspiration for a Life in Jazz | Monk Rowe | USA |
| | Stevenson Concert Hall | Education of the Professional Musician (CEPROM) | | |
| 1615 - 1715 | D/W | Rachmaninoff & Goethe's Faust: Using Program to Deepen Musical Interpretation | Alan Fraser | SERBIA |
| 1715 - 1815 | D/W | Developing Effective Practice Strategies: A Survival Kit for Beginners | Raul Capistran | MEXICO |
| | AGOS Studio | Forum for Instrumental and Vocal Pedagogy | | |
| 1615 - 1715 | D/W | Flute Workshop - Best Practices for Flute Playing Sing as if you are biting an apple': Verbal Imagery as Teaching Instruction and Learning | Jonathan Bayley | CANADA |
| 1715 - 1815 | D/W | Tool in Vocal Pedagogy | Ti-wei Chen | HONG KONG |
| | Fyfe Lecture Theatre | Community Music Activity | | |
| 1615 - 1715 | D/W | Finding a groove: Promoting social inclusion in mental health through community drumming Partnership with the Underserved: Experiencing music as a medium for enjoyment, collaboration, and success regardless of financial or sociological status | Jane Bentley | UK |
| 1715 - 1815 | D/W | | Lindsey Castellano | UNITED STATES |
| | Ledger Recital Room | Early Childhood Music Education (ECME) | | |
| 1615 - 1715 | D/W | Music Makers – Ready Readers | Susanne Burgess | UNITED STATES |
| 1715 - 1815 | D/W | Teaching musicianship to young Suzuki violin students through Puerto Rican music | Marta Hernández | UNITED STATES |

| | | | | |
|-------------|-----------------|---|------------------------|--------------------------|
| | 2.48 | Music in Special Education: Music Therapy, Music Medicine | | |
| 1615 - 1645 | SP | Deconstructing the Constructs: Speech, Language, and Music | Mara Culp | UNITED STATES |
| 1645 - 1715 | SP | Brazilian Literature of Special Music Education in the last thirty years | Renata Fantini | BRAZIL |
| 1715 - 1745 | SP | The Description and Practice of Inclusive Education in Secondary Music Education Classrooms | Rhonda Fuelberth | UNITED STATES OF AMERICA |
| 1745 - 1815 | SP | Music Therapy as a tool for supporting families with young children with disabilities to successfully transition to the mainstream school setting | Allison Fuller | AUSTRALIA |
| | CONFERENCE ROOM | Policy: Culture, Education and Media | | |
| 1615 - 1745 | Symposium | Overview & Format: Mentoring Graduate Student Writers: International Issues and Practices | William Bauer | UNITED STATES |
| | | Panelist 1: Common Problems of Graduate Student Writers and Challenges Faced in Assisting Them | Susan Conkling | UNITED STATES |
| | | Panelist 2: Applications of the Research and Pedagogical Literature on Developing Graduate Student Writers | Stephanie Standerfer | UNITED STATES |
| | | Panelist 3: Promising Practices and Practical Applications | Peter Webster | UNITED STATES |
| | | Panelist 4: Challenges that L2 Students (students whose first language is not English) Face When They Write in English | Alexandra Kertz-Welzel | GERMANY |
| | AG10 | Musicians' Health and Wellness | | |
| 1615 - 1745 | Symposium | Description - Curricular and Extracurricular Approaches in Promoting Performance Health and Wellness in Student Musicians | Serap Bastepe-Gray | UNITED STATES |
| | | Overview | Serap Bastepe-Gray | UNITED STATES |

| | | | | |
|-------------|-----------|--|--------------------|---------------|
| | | Ecology of Musical Performance: Factors that influence the musician-instrument-repertoire complex and their role in health and wellness. | Serap Bastepe-Gray | UNITED STATES |
| | | Fulfilling Our Responsibilities to our Students | Gail Berenson | UNITED STATES |
| | | Curricular and Extracurricular Strategies to Developing Healthier Musicians | Linda Cockey | UNITED STATES |
| | | Reinforcing Physical and Psychological Aspects of Performance | Phyllis Lehrer | UNITED STATES |
| | AG11 | Practice and Research in Integrated Music Education | | |
| 1615 - 1715 | D/W | Re'mind'ing Nature Through Dalcroze, Schafer and Greene | David Buley | CANADA |
| | | Sounding Ways of Teaching and Learning: How the Confrontation with other Subjects inspires Creativity, Innovation and Inclusion in Music Education | Markus Cslovjecsek | SWITZERLAND |
| 1715 - 1815 | D/W | | | |
| | AG13 | Music Technology | | |
| 1615 - 1745 | Symposium | Overview - Mobil Computing in Music Education | David Williams | UNITED STATES |
| | | Overcoming barriers to using mobile devices in the music classroom | David Williams | UNITED STATES |
| | | Designing a classroom music approach that integrates mobile technology-a case study | Alex Ruthmann | UNITED STATES |
| | | Music Classroom Arrangements for Mobile Devices | Tim Hallas | UK |
| | | Step Inside Your Music: Immersive Mobile Apps | Anna Gower | UK |
| | R1 | Education of the Professional Musician (CEPROM) | | |
| | | Introduction - Composer-performer collaboration: sharing knowledge, knowledge to share | Diana Blom | AUSTRALIA |
| 1615 - 1745 | Symposium | Musicians wearing many hats: collaboration between the composer/arranger and performers | Annie Mitchell | AUSTRALIA |

| | | | | |
|-------------|-----------|--|---------------------|--------------------------|
| | | The Creative Collaboration in the Composition of 4 Songs to Eleanora Duse by Robert Owens | Jamie Reimer | UNITED STATES |
| | | Bend it like Elling: equal composer-performer collaboration in a newly composed, jazz-influenced classical work | Dawn Bennett | AUSTRALIA |
| | | How far is too far in the composer-performance collaboration? | Kevin Hanrahan | UNITED STATES |
| | | Identifying opportunities for student composer-performer collaboration in educational contexts | Jennifer Macritchie | AUSTRALIA |
| | R2 | Forum for Instrumental and Vocal Pedagogy | | |
| 1615 - 1745 | Symposium | Overview - Exploring the agency of music learners in a range of musical settings | Stephanie Pitts | UK |
| | | Learner agency in a community group in Scotland | Jo Miller | UK |
| | | Stimulating thinking, enhancing expressiveness | Henrique Meissner | UK |
| | | From teenage musician to podium maestro- Inter-generational identity development and learner agency of community band members and conductors | Cassandra White | AUSTRALIA |
| | R4 | Music Technology | | |
| 1615 - 1645 | SP | Hashtag Music: Using Instagram as a Platform for Teaching Popular Piano Technique | Addison Horner | UNITED STATES OF AMERICA |
| 1645 - 1715 | SP | Engaged and interactive listening: Where do our ears go during a performance? | Leslie Linton | CANADA |
| 1715 - 1745 | SP | Collaborative Music Creation: the Soundcool project from Spain | Adolf Murillo | SPAIN |
| | R5 | Forum for Instrumental and Vocal Pedagogy | | |
| 1615 - 1645 | SP | The All-in-one Course : an inclusive model of teaching, rooted in a global and collective conception of music | Sylvain Jaccard | SWITZERLAND |

| | | | | |
|-------------|----|---|---------------------|----------------|
| 1645 - 1715 | SP | Classical singing students preparing for performance: Exploring teaching approaches | Vaike Kiik-Salupere | ESONIA |
| 1715 - 1745 | SP | Relationships between Self-concept and Well-being/Discomfort among Conservatory Music Students | Miren Zubeldia | SPAIN |
| | M1 | Music in Schools & Teacher Education (MISTEC) | | |
| 1615 - 1645 | SP | Future Early Childhood General Teachers' Attitudes toward Music Teaching | Polyvios Androutsos | GREECE |
| 1645 - 1715 | SP | Student-centred pedagogies in primary school music education: A case study | Alfredo Bautista | SINGAPORE |
| 1715 - 1745 | SP | The Dynamic Development of Specialist Primary Music Teacher Identities | Michele Benn | AUSTRALIA |
| 1745 - 1815 | SP | Sounds the call to come together and united we shall stand? A comparative study about some aspects of teaching choral singing in South African schools 21 years after Apartheid | Martin Berger | SOUTH AFRICA |
| | M2 | Music in Schools & Teacher Education (MISTEC) | | |
| 1615 - 1645 | SP | Music Teacher Evaluation and the Student-Centered Conundrum | Cara Bernard | UNITED STATES |
| 1645 - 1715 | SP | Exploring Scottish generalist primary teachers' experiences with and perceptions of music education. | Diljeet Bhachu | UNITED KINGDOM |
| 1715 - 1745 | SP | Still Passin' it On: Teaching Learning Styles in Texas Hill Country Fiddling Revisited | Bryan Burton | UNITED STATES |
| 1745 - 1815 | SP | Enjoyment at the museum: a proposal for informal learning. Its effect on the interest of pre-adolescents in early music | Giovanna Carugno | ITALY |
| | M3 | Research | | |
| 1615 - 1645 | SP | An Arts Practice Approach to Music Education: A Performative and Pedagogical Exploration in a Higher Education Institution | Shannon Burns | IRELAND |

| | | | | |
|-------------|-----|--|------------------------|----------------------|
| 1645 - 1715 | SP | Korean Popular Music in Piano Lesson: Attitudes and Perspectives among the Classical Piano Teachers in Malaysia | Ku Wing Cheong | MALAYSIA |
| 1715 - 1745 | SP | A Survey Study on the Satisfaction and Student Learning Outcomes from Arts and Humanities Deep Plowing Learning Project - Music at Elementary Schools in Changhua County | Yi-Ching Wu | TAIWAN (R.O.C.) |
| 1745 - 1815 | SP | A multimodal curriculum for teaching and learning music education in higher education. | Sonja Cruywagen | SOUTH AFRICA |
| 1615 - 1715 | D/W | Variations of Folk Music and Dance in the Gulf Region Community Music Activity (CMA) Music in Schools & Teacher Education (MISTEC) | Angelina Lynne | UNITED ARAB EMIRATES |
| 1715 - 1815 | D/W | Ocarina-playing for all: whole-class lessons with tuned musical instruments Musicians' Health and Wellness | Christa Liggins | UNITED KINGDOM |
| 1615 - 1715 | D/W | Musician Health: Just What the Doctor Ordered from East and West BREATHING, STRESS, AND TENSION: HOW THEY CAN HELP AND HURT PERFORMANCE, AND | Stephanie Mayer-Sattin | UNITED STATES |
| 1715 - 1815 | D/W | HOW YOU CAN CONTROL THEM | Paul Lehrer | UNITED STATES |