

Bulletin Boards as Visual Manifestations of Educational Philosophies among Undergraduate Music Education Majors



Dr. Sangmi Kang, Rachael Sanguinetti, & Samantha Webber
 Music Teaching and Learning Department
 Eastman School of Music. Rochester, NY



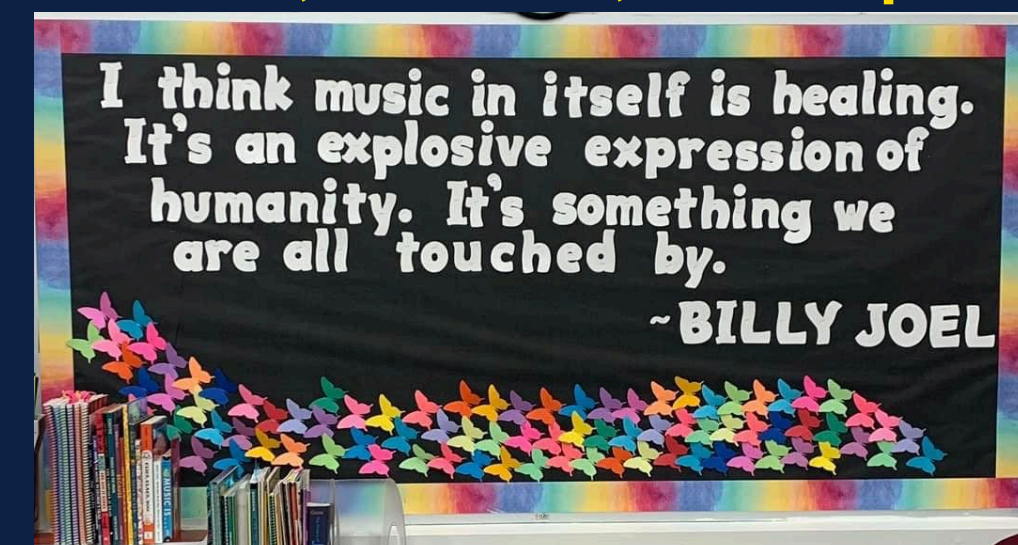
Purpose of the Project

Classroom bulletin boards are a way for music educators to display their teaching philosophies to students and stakeholders in the school. Bulletin boards can also be used as visual manifestations for preservice and beginning teachers to communicate their developing teaching philosophies. As music teacher educators, we explored the use of bulletin boards in the process of developing teaching philosophies with undergraduate music education majors.

Examples from Inservice Teachers

We first introduced bulletin board examples from inservice music teachers and discussed how they represent one's educational philosophies, which represent four overarching categories:

1. Music, Emotion, and Expression (Reimer, 2013; Green, 2020)



Hannah Dittloff (Oakhill Academy, NJ)

Hannah Dittloff emphasized and utilized music's power of healing and expressing with musical activities in her classroom.

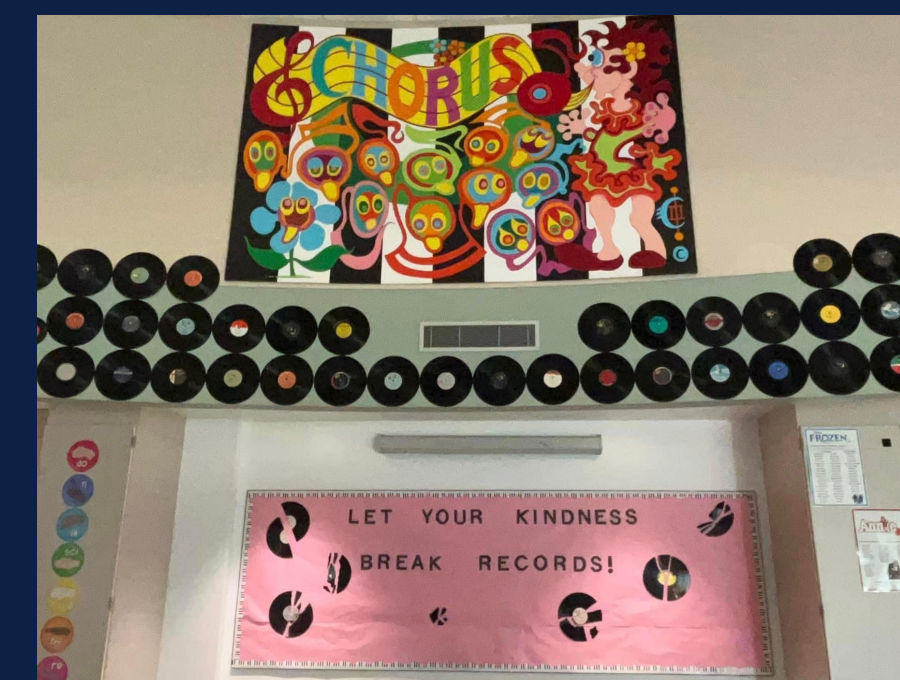
2. Praxialism (Elliott, 1995)

Hannah Warren (Spring-Ford Area School District, PA)

Hannah Warren communicated her belief that musical actions are a central part of her classroom culture. This display references many of the components of musicing.



3. Extramusical Benefits (Edgar, 2014; Yoo, 2021)



Kelly Zuzic promoted prosocial behaviors in the classroom by encouraging students to "break records" with their kindness.

Kelly Zuzic (Stafford Township School District, NJ)

4. Social Justice (Allsup & Shieh, 2012; Hess, 2017)

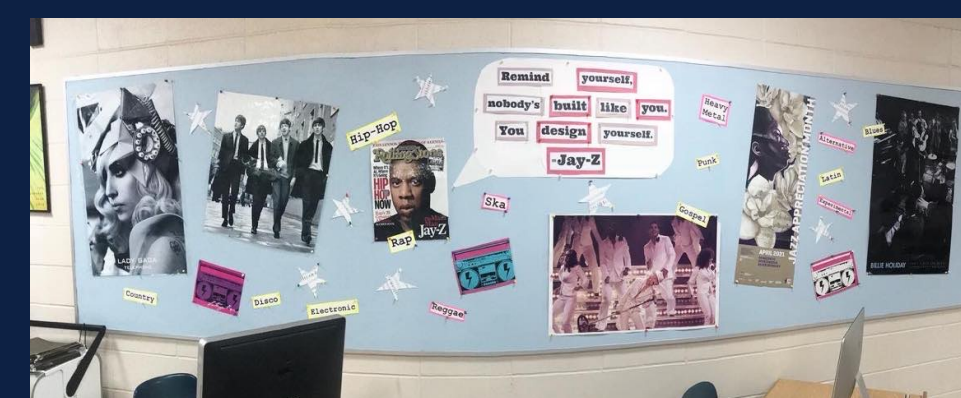
4-1. Culturally Responsive Teaching (Gay, 2002)

Nichola Lampe (Centennial School District) & Palmer Haffner (Confident Voice Studio in Oregon)

Nichola Lampe and Palmer Haffner featured diverse musical artists, honoring the diversity of the students while placing all musical passions and ways of musical knowing on an equal level.



4-2. Popular Music Pedagogy (Rodriguez, 2004)



Meaghan O'Connor-Vince (Barnstable School District, MA)

Meaghan O'Connor-Vince represented a variety of popular music genres and reflected the types of music created in her classroom and enjoyed by her students.

2. Music Classroom as Safe Space



"As a teacher, I want them [students] to view the music classroom as a safe and positive space...to have fun and release their tension- in the spirit of Sid."

3. Collaborative Music Making



"The collaborative music making in our class band and activities created a warm, friendly environment without judgment of failure; there were no wrong musical ideas, and everyone's unique music contributions were welcome."

4. Promoting Uniqueness and Creativity



"My teaching philosophy is rooted in honoring each student's passion...as important as open mindedness is, it's still important to believe in our original instinctive passion and flame, since that is what brings out unique and special traits to what we create."

Implications

1. Writing an educational philosophy can assist preservice music teachers in establishing their teacher identity development.
2. However, writing an abstract philosophical disposition can be a daunting task for them because they have not yet started teaching.
3. Creating a bulletin board for their future classrooms can serve as a visual aid for them to discover and articulate preservice music teachers' educational philosophies (Song, 2022).
4. Music teachers can also use bulletin boards to accompany their evolving philosophies to better serve the students of the current generation and those to come.

Student Examples and their Teaching Philosophies

1. Music Making with Peers



"SEL is a major part of what I want to communicate to my students, so while highlighting more music specific things would be a very beneficial thing to do with a bulletin board, I chose to accentuate the social aspects of learning."