



DR. COLLEEN CONWAY

UNIVERSITY OF MICHIGAN
SETON HILL UNIVERSITY RESIDENCY

DR. CONWAY'S BIO

Colleen Conway is Professor of Music Education at The University of Michigan in Ann Arbor. She holds bachelors and master's degrees in horn performance and music education from the Eastman School of Music and a doctorate in music education from Teachers College, Columbia University. Her scholarly interests include instrumental music education, preservice music teacher education, qualitative research, professional development for the inservice music teacher, and the mentoring and induction of beginning music teachers. She has presented throughout the USA and in Brazil, Canada, China, Cyprus, Macedonia, Norway, and Sweden and has published over 90 articles on these topics in all of the major music education journals. She is currently Editor-in-Chief of Arts Education Policy Review, on the review board of the Journal of Research in Music Education and a senior editor for Oxford University Press. Book publications include: *Great Beginning for Music Teachers: A Guide to Mentoring and Induction* (Rowman & Littlefield, 2003); *Handbook for the Beginning Music Teacher* (GIA, 2006); *Teaching Music in Higher Education* (Oxford, 2009,); *Handbook for the Music Mentor* (GIA, 2010); *Handbook of Qualitative Research in American Music Education* (Oxford, 2014) and *Musicianship-Focused Curriculum and Assessment* (GIA, 2015). Her most recent book, *The Oxford Handbook on Preservice Music Teacher Education in the United States*, will be available in 2019.

SETON HILL UNIVERSITY

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Contact Jessica Vaughan-Marra
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ACT 48 CREDITS
PROVIDED

EVENT HOURS

Morning Block 10 am - 12 pm
Lunch 12 - 1 pm*
Afternoon Block 1 - 4 pm



<https://goo.gl/forms/2OJhUpBFFwNxl7az2>

* details about parking and food
will be provided upon confirming
attendee's registration for the
event

JANUARY 17TH SESSION

Focusing on Musicianship in School Music Classes

Session will focus on strategies for teaching tonal and rhythm audiation and musical sensitivity in all levels of the P-12 music curriculum. A particular focus on the notion of learning in the order of listen-speak-read-write will be discussed.

Addressing the Hidden Curriculum in the Music Classroom

Participants in this session will work to uncover the "hidden" elements of music curricula. The goal of the session is to increase awareness of the unintentional and unintended lessons that students learn in relation to music as well as music's role in a social and cultural context.

Curriculum Writing in Music

Session will focus on approaches to designing musicianship-focused curriculum and assessment for music classes and will address objectives-based, knowledge-based, repertoire-based, and skills-based elements.

JANUARY 18TH SESSION

Getting Along with Everyone Else at the School: Micropolitics in the Workplace

Participants will explore the various power structures that teachers work within and discuss the notions of power "with" versus power "over" in relation to interactions with administrators, colleagues, parents, and students.

Challenges Faced by Beginning Music Teachers

This session will examine research on preservice and new teacher challenges and provide opportunities for undergraduate student participants to consider ways to be proactive in navigating their degree so as to be well-prepared to face the challenges. It will also offer ways for mentor teachers to assist new teachers.

Assessment Techniques in School Music Ensembles

This interactive session will provide participants with suggestions for assessment in music classes. It begins with a discussion of assessment strategies currently in use with participants and the considers suggestions for diversifying assessment to include, not only playing tests and performance skills, but also projects in which ensemble members improve their own musicianship, support the musicianship of others, and share their gifts with the ensemble community or their music with the community. This session will conclude with a reflection on inherent challenges of assessment in music classes.

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