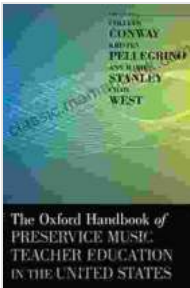


Unveiling the Oxford Handbook of Preservice Music Teacher Education in the United States: A Comprehensive Exploration of Teacher Preparation



The Oxford Handbook of Preservice Music Teacher Education in the United States (Oxford Handbooks)

by Faith E. Andreasen

★★★★☆ 4.6 out of 5

Language : English
File size : 10001 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 979 pages
Lending : Enabled



The Oxford Handbook of Preservice Music Teacher Education in the United States, edited by Gary Spruce and Lori A. Custodero, is a monumental work that provides a comprehensive overview of the field of music teacher preparation in the United States. This extensive volume, published in 2019, offers a multifaceted perspective on the history, current state, and future directions of preservice music teacher education.

Historical Foundations

The handbook begins by exploring the historical roots of music teacher education in the United States. It traces the evolution of teacher

preparation from its early beginnings in the late 19th century to its current state as a diverse and dynamic field. The authors provide a detailed account of the various influences that have shaped music teacher education over the years, including the impact of social, cultural, and political factors.

Current State of Music Teacher Education

The handbook provides a thorough analysis of the current state of music teacher education in the United States. It examines the various models of teacher preparation, including traditional undergraduate programs, alternative certification routes, and graduate-level programs. The authors also discuss the challenges and opportunities facing music teacher educators, such as the need to address diversity and inclusion, the impact of technology, and the changing nature of the music profession.

Innovative Approaches and Future Directions

The handbook explores a range of innovative approaches to music teacher education. These approaches include the use of technology, the integration of arts education, and the development of culturally responsive teaching practices. The authors also discuss the future directions of music teacher education, including the need for increased collaboration between universities and K-12 schools, the development of more flexible and personalized learning experiences, and the incorporation of research into teacher preparation.

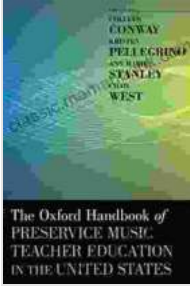
Key Themes and Perspectives

The Oxford Handbook of Preservice Music Teacher Education in the United States is organized around several key themes and perspectives. These

themes include:

- **Diversity and inclusivity:** The handbook emphasizes the importance of diversity and inclusivity in music teacher education. It discusses the need to prepare teachers who are able to work effectively with students from all backgrounds and cultures.
- **Technology and innovation:** The handbook explores the role of technology in music teacher education. It discusses the potential benefits and challenges of using technology in the classroom, and it provides guidance on how to use technology effectively to enhance teaching and learning.
- **Arts integration:** The handbook advocates for the integration of arts education into music teacher education. It provides a rationale for arts integration and it offers practical suggestions for integrating the arts into the music curriculum.
- **Research and evidence-based practice:** The handbook highlights the importance of research and evidence-based practice in music teacher education. It discusses the need for teachers to be able to critically evaluate research and to use research findings to inform their teaching.

The Oxford Handbook of Preservice Music Teacher Education in the United States is an essential resource for anyone interested in the field of music teacher preparation. It is a comprehensive and authoritative work that provides a wealth of information and insights on the history, current state, and future directions of this critical field. The handbook is a valuable resource not only for music teacher educators, but also for music teachers, administrators, and policymakers.



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