

PhD Thesis

Re-imagining Music Education for the 21st Century: Innovative approaches to teaching, learning and research with ICT.

I completed my PhD at the University of East Anglia in 2004. You can download the chapters below.

Here's the abstract first:

The use of information and communication technologies (ICT) in music has had a profound impact on musicians and their conceptualisation of musical practice. Electroacoustic music is one example of a musical genre within which composers and performers are pushing forward the boundaries of ICT-mediated musical practice.

The last ten years have seen huge changes in the United Kingdom's education system. Many of these can be attributed to the continuing sweep of new technologies throughout primary and secondary schools. The use of ICT in these schools is now commonplace and, for many, an unquestionable part of everyday teaching and learning.

Detailed studies of the use of ICT in classroom-based music education are rare. This thesis explores how pupils aged between eleven and sixteen used ICT to create and perform music in new ways. Working as a teacher researcher, the author used the research methodologies of action research and case study to investigate this research theme. He describes three curriculum projects that have used various technologies, and associated compositional processes and pedagogies drawn from electroacoustic music, as starting points for innovative approaches to teaching, learning and research with ICT.

The creative use of ICT can assist pupils in breaking out of the restrictive worlds of musical traditionalism and cultural or historical monolingualism. It can promote truly imaginative

musical work that transcends their own cultures, facilitates their ability to critically reflect and provides a way into the processes of music making for all. But ultimately, the effectiveness of any technological innovation depends above anything else on the quality of the teacher who is central to any attempt at innovation.

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