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Editorial Volume 42

The articles in Volume 42 of *Visions* cover health and music teaching including COVID-19, classroom management, and integration of music in general education. The first three articles in this volume focus on health and music education. The first article by Carla Salas-Ruiz, Ann Marie Stanley, and Joshua Burgos examines six preservice teachers' experiences and learning of healthy musicianship. They suggest that there is a need to connect multiple curricular areas in health and wellness initiatives for a shared mission of health across the school of music. As health, both in what have been designated as mental and physical, becomes of increasing interest for those committed to a more flourishing population, music teachers might turn their attention to their own health and the health of their students. Sala-Ruiz, Stanley, and Burgos's study provides insights into how to achieve this.

The next two articles, continuing in the areas of health, address the COVID-19 pandemic. Karen Koner, Jennifer Potter Gee, and Brianne Borden conducted a follow-up study with teachers they previously interviewed about their stressors during the pandemic. They found similar stressors and recommend continual support for music educators as everyone navigates the post-pandemic world. Like the first article in this volume, the authors of this article provide ways that music educators might create healthy environments for themselves and their students.

Edward Richard McClellan, Stian Vestby, Jennifer Lang, and Amira Ehrlich look at the pandemic from a higher education and international perspective. These researchers and higher education instructors describe the various sociological aspects of the pandemic at their institutions in Brazil, Canada, Israel, Norway, and the United States. Their study provides a snapshot and a sociological analysis of the processes used as educators navigated the pandemic and help music educators plan for the vicissitudes of the future.

The final two articles in this volume are a pair of surveys by Jennifer Potter Gee. In the first, she explores classroom management sources and content in music teacher preparation programs. From this study, she suggests that music teacher educators might continue to provide an array of experiences, within music education programs, for students to actively develop their approach to classroom management. As "classroom

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management” tends to be the biggest concern for preservice teachers, but also proves to be the most elusive for teacher educators to help them learn, Gee’s article provides valuable information.

Gee’s second survey examined California preservice teachers’ experiences and beliefs with music and music integration in elementary school settings. By surveying preservice teachers perusing Liberal Studies degree at universities in California, Gee found that participants agreed that an elementary classroom teacher should integrate content from music class into other subjects and that this belief has correlation with other demographics of this group. As some music teacher educators are tasked with music methods courses for general elementary preservice teachers, her survey provides information that may help in serving this population.

As a final note, there also continue to be changes at the journal. Three longtime editorial board members have finished their service. Frank Abrahams, Marissa Silverman, and Ruth Wright have dedicated many years of service to this journal. Ruth conducted many valuable reviews. Frank, as many know, is Senior Editor Emeritus and Marissa Silverman served as Associate Editor. We extend them extra thanks for their many hours and care devoted to leading this journal.