

POS-257

## **From Either/Or, Toward Yin and Yang: A Case Study of a Music Education Philosophy International Classroom Partnership**

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### **Abstract**

The purpose of this descriptive, intrinsic case study was to document and evaluate the impact of an international educational collaboration between graduate level music education programs at universities in the United States and Singapore. The nine-week “Music Education Philosophy International Classroom Partnership” (ICP) brought together graduate students in the United States (n=9) and Singapore (n=7) to engage in weekly dialogue about music education philosophy. During Week 1, students introduced themselves in the Flipgrid<sup>1</sup> platform and connected individually via email with assigned peer partners. During Weeks 2, 4, 6, and 8, students met synchronously via Zoom for one-hour Discussion Groups. Faculty Facilitators assigned common readings before each meeting and provided prompts to stimulate full-group, peer-partner, and small-group discussion. During Weeks 3, 5, and 7, students engaged asynchronously via the Padlet<sup>2</sup> Discussion Board platform, responding to faculty-designed prompts. During Week 9, students posted written reflections on their experience of the ICP activities.

In an effort to evaluate the impact of the ICP, the Faculty Facilitators and a graduate assistant compiled data, including 48 Discussion Board posts, 16 reflective writings, Faculty Facilitator email correspondence relating to ICP design and implementation, and personal notes taken throughout the project. The Faculty Facilitators and graduate assistant also met for a “post-mortem debrief” at the end of the project to discuss perceived outcomes. This meeting was recorded, transcribed, and included as data. The full data set was systematically analysed through open and closed coding to identify emergent themes. In order to increase trustworthiness, researchers developed a rich description of the ICP experience, engaged in triangulation by making comparisons among data sources, and accomplished member checking by sending emerging assertions to the ICP community for feedback. Preliminary findings suggest that the ICP experience inspired a heightened awareness of global approaches to music education philosophy, fostered international collegial networks among students and faculty, and encouraged the inclusion of more diverse, global perspectives in the philosophical thinking and writing of participants. This poster will provide an overview of this unique virtual collaboration undertaken during the global pandemic and offer evidence highlighting its impact. The International Classroom Partnership may serve as a model for

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<sup>1</sup> Flipgrid is an online educational platform that allows users to create short videos displayed in a gallery.  
<https://info.flipgrid.com/>

<sup>2</sup> Padlet is an online education platform that features creative, web-accessible discussion boards.  
<https://padlet.com/about>

encouraging virtual international collaboration and for inspiring more global approaches to music education scholarship.