

Cultural Diversity in Music Education – survey 2001

Cultural diversity in music degrees, summer/winter courses, professional development, life-long learning and extra-curricular activities
Questionnaire

Name Organisation	.....
Address	.....
Town / Postal code	.....
Country	.....
Phone	.....	Fax
E-mail	.....
Website	.....
Contact 1	.....	Position.....
Contact 2	.....	Position.....
Contact 3	.....	Position.....

1. General information degree courses

1.1 Please indicate answers to the following questions in the matrix below

- What types of degree courses (Bachelor, Master and similar courses) in *music* does your institution offer?
- What is the work load of these courses at your institution in terms of contact & study hours per year, duration of courses in years, number of credits per year?
- To what qualifications do these courses lead (for example Bachelor's or Master's degree; or specific institutional or national degrees)?

Types of course of music:

Degree courses BA / MA (or similar)	Contact hours per year	Study hours per year	Duration of course in years	Credits per year	Qualification obtained

1.2 What are the average costs to students of degree courses (tuition and fees) per year?.....

1.3 How many students in 1999/2000 in total took part in your *music* degree courses?.....

1.4 How many foreign students in 1999/2000 participated in your *music* degree courses? (estimate)....

1.5 Which of the following credit systems does your institution use? (more than one answer possible)

- ECTS (European Credit Transfer System)
- CATS (Credit Accumulation and Transfer Scheme)
- AP(E)L (Assessment of Prior (Experiential) Learning)
- none of the above

1.6 Does your institution offer specific world music courses leading to a nationally recognised degree?

- yes, notably:
..... (please enclose information)
- no

2. Specific modules/programmes in world music as part of existing degree courses

2.1 Did you in 1999/2000 realise shorter programmes or modules in world music within existing degree courses?

- yes (go to 2.2)
- no (go to 3.1)

2.2 Please indicate answers to the following questions in the matrix below:

- Which modules/programmes in world music did you realise exactly?
- In which departments/sections?
- Were they compulsory or optional? (NB: if a programme was compulsory for some students/departments and optional for other, please regard these as two different programmes and fill out the matrix for both of them)
- Which cultural areas have been included in these programmes/modules?
- What was their study load (number of weeks; number of contact & study hours, credits) ?
- At what stage in the entire degree course were they planned (which year/semester/trimester)
- Which of the programmes/modules did you offer as year/semester/trimester abroad programmes to foreign students?

	Modules/ programmes (name/content)	Department / Section(s)	Compulsory (C) or optional (O)	Cultural area(s)	No. of weeks	Contact + study hours	No. of Credits	Moment in degree course	Offered as programme f foreign stude YES / NO
1									
2									
3									
4									
5									
6									
7									

2.3 How many students in total took part in those programmes in 1999/2000 ? (estimate).....

2.4 How many of them were foreign students participating in year/semester/trimester abroad programmes? (estimate).....

2.5 Which of the activities that you mentioned in the matrix above do you not intend to continue in 2000/2001? Why?

.....
.....

3. Integration of world music in other subjects/modules

3.1 To what extent and in which departments/sections has world music been integrated in regular modules/subjects of the curriculum? Please indicate answers to the following questions in the matrix below:

- Is attention to (aspects of) world music in practice being paid in the following study subjects: instrumental education, pedagogical classes, music theory, music history, practical workshops, project weeks, traineeships?
- If attention to world music is being paid in a subject, which departments/sections are involved?
- Are the aspects of world music formally mentioned in the objectives for those subjects?

	Is attention to (aspects of) world music in practice being paid in the subjects mentioned in the first column? YES / NO	If YES: which departments / sections are involved?	Are these aspects of world music formally mentioned in the objectives? YES / NO
In instrumental education, by teaching instruments or repertoire from other cultures			
In pedagogical classes, by teaching non-western methodologies/approaches to learning			
In pedagogical classes, by teaching use of non-western methodologies/approaches in practice			

In music theory			
In music history			
In practical workshops			
In project weeks			
In traineeships			

3.2 Do teachers at your institution use – either explicitly or implicitly - non-western methods of teaching in the training of students?

- yes
- no

4. Summer/winter, professional development and extra-curricular activities

4.1 Did you in 1999/2000 realise any summer/winter courses in world music?

- yes (go to 4.1)
- no (go to 4.8)

4.2 Could music students gain credit for these courses?

- yes
- no

4.3 Please indicate answers to the following questions in the matrix below:

- Which summer/winter courses exactly did you realise?
- In which departments/sections?
- Which cultural areas were included in these programmes/modules?
- What was the study load of each (number of weeks; number of contact & study hours, credits) ?

Summer/winter courses:	Department/Section(s)	Cultural area(s)	No. of weeks	Contact + study hours	No. of Credits

4.5 How many students in total were involved in those courses? (estimate).....

4.6 What institutions did the students come from?

- home institution, estimated percentage:....
- other institutions for higher music education in the country, estimated percentage:.....
- institutions for higher music education abroad, estimated percentage:.....
- other:

4.7 Which of the realised courses mentioned do you not intend to continue in 2000/2001? Why?

.....
.....

4.8 Did you in 1999/2000 realise any one year or shorter courses for further education / professional development in which *world music and/or world dance* played a significant role? (including one year diploma courses, in-service training, continuing education, life-long learning)

- yes (please enclose information)
- no

4.9 Did you in 1999/2000 realise any extra-curricular activities in which *world music and/or world dance* played a significant role? (e.g. amateur courses, community music/dance activities, music/dance in school activities)

- yes (please enclose information)
- no

5. Evaluation and assessment

5.1 How are world music modules/ courses assessed at your institution?

- Teacher
- Peer review
- Self assessment
- Panel

5.2 Are there written criteria for this?

- Yes
- No If no, why not?

5.3 How do students receive feedback?

- Written
- Verbal
- Pass / fail
- Marks

5.4 Are world music specialists involved in the assessment procedure of world music modules/courses/activities?

- Yes
- No

5.5 What are the formats of assessment for world music?

- Group
- Individual
- Solo & accompaniment
- Recital
- Concert

5.6 Do assessments/gradings include the following elements?

- Aural tests
 - Scales
 - Notation / theory
 - Set pieces / work
 - Other, please describe:
-

6. General developments / policy

6.1 Are the world music activities at your institution supported by policies relating to cultural diversity, formulated during the last three years?

- yes (go to 5.2)
- no (go to 5.4)

6.2 If they are, do these policies relate to: (*more than one answer possible*)

- creating specialist courses in world music
- integrating or creating room for world music in existing curricula
- attracting more students with culturally diverse backgrounds
- adjusting form and organisation of educational programmes to students with culturally diverse backgrounds
- employing more teachers with culturally diverse backgrounds
- Realising staff development programmes focusing on cultural diversity
- other:.....

6.3 Which departments/sections are affected by these policies? (*more than one answer possible*)

- Instrumental/vocal performance
- Instrumental/vocal teaching
- Music in schools
- Community music
- Composition
- Musicology
- Other:.....

6.4 Which networks does your institution take part in?

- ISME (International Society for Music Education)
 - AEC (Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen)
 - EAS (European Association for Music in Schools)
 - Other:.....
 - CDIME (Cultural Diversity in Music Education)
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Thank you for filling out this questionnaire. Please enclose any relevant information or brochures you may have concerning the subject of this survey.

All information will be treated confidentially.

If you have any questions, please don't hesitate to contact Ninja Kors at the address below.

HMD Rotterdam Conservatoire
Ninja Kors