

***Emerging Identities:
An Example from Teaching Music in Taiwan***

ChaoKuei Wu (Nan Kai University of Technology, Taiwan)
and David Beckett (The University of Melbourne, Australia)

ABSTRACT (for Working Paper)

Recent fieldwork in a Taiwanese high school (Wu, 2010, 2012) shows how music pedagogy, mediated by IT, constructs new subjectivities. The music teacher and her Grade 7 students become different kinds of individuals, who ‘...emerge through the various discursive practices in which they participate (Foucault, 1988, 1994). Identities are...established through social interaction and specific patterns of activity. They are relational phenomena, where people are positioned and take up positions’ (Zackrisson and Assarsson, 2008). We set out the data, and raise some implications of these emergent identities for Taiwanese teachers and pedagogy, for school students, for the ‘relational turn’ in education theory (Edwards 2010), in particular, whether there are any ‘signature pedagogies’ at stake (Schulman 2005).

Alter and Coggshall (2009) note that, for Schulman, ‘“signature pedagogies” – [are those] experiences that expose candidates to the complexity of everyday life as a practitioner (like morning reports and teaching rounds in medical education or the examination of cases in the education of lawyers). ...Often novices in the field are exposed to graduated levels of learning experiences...receive formative evaluation and feedback, and have opportunities for reflection. Many argue that only through deliberate, guided practice – highly structured and monitored activities to improve performance – can novices develop professional reasoning...that is, the ability to attend to the complexities of interaction with clients and to respond in the moment to conditions of uncertainty.’ (p6-7)

We conclude by suggesting how the fieldwork in Taiwan displays traditional and emerging pedagogy which may be specific to music teaching – ‘signatures’, with links to principles of adult learning (Beckett 2010).

References

Alter, Jamie and Coggshall, Jane (2009) *Teaching as a Clinical Practice Profession: Implications for Teacher Preparation and State Policy: Issue Brief*. New York Comprehensive Center, and National Comprehensive Center for Teacher Quality. Washington, USA.

Beckett, D. (2010) Adult Learning: Philosophical Issues, in Penelope Peterson, Barry McGaw and Eva Baker (eds) *The International Encyclopedia of Education*, 3rd Edition, Elsevier: UK.

Edwards, Anne (2010) *Being an Expert Professional Practitioner: The Relational Turn in Expertise*. Springer, Netherlands

Schulman, L. (2005) *The signature pedagogies of the professions of law, medicine, engineering and the clergy: potential lessons for the education of teachers*. Conf paper (see Alter and Coggshall for www link)

Wu, C. K. (2010) *Music Education and ICT Integration: A Case Study of Pedagogy in Taiwan*. Unpublished Doctoral Dissertation, the University of Melbourne, Australia

Wu, C. K. (2012) Listening to Students' Voices: A Case Study of Music Learning with ICT Integration in Taiwan, *Asia-Pacific Collaborative Education Journal*, 8 (1), 1-19.

Zackrisson, K. and Assarsson, L. (2008) Adult Learner Identities Under Construction, in A. Fejes and K. Nicol, (eds) *Foucault and Lifelong Learning: Governing the subject*. Routledge, Hoboken.

2012 PESA Conference