



CURRICULUM VITAE (CVA)

IMPORTANT – The Curriculum Vitae cannot exceed 4 pages. Instructions to fill this document are available in the website.

Part A. PERSONAL INFORMATION

CV date	28/04/2022
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First name	José Luis		
Family name	Aróstegui Plaza		
Gender (*)	Male	Birth date (dd/mm/yyyy)	
Social Security, Passport, ID number			
e-mail			URL Web wpd.ugr.es/~arostegu
Open Researcher and Contributor ID (ORCID) (*)	0000-0001-5885-9844		

(*) Mandatory

A.1. Current position

Position	Full professor		
Initial date	30/05/2012		
Institution	University of Granada		
Department/Center	Didactics of Musical, Body and Plastic Expression	Faculty of Education	
Country	Spain	Teleph. number	958242080
Key words	Music education, teacher education, curriculum theory, GSE		

A.2. Previous positions (research activity interruptions, art. 14.2.b))

Period	Position/Institution/Country/Interruption cause
2004-2012	Associate Professor at the University of Granada
1993-2004	Instructor at the University of Granada
1988-2004	Teacher of musical language at conservatories

A.3. Education

PhD, Licensed, Graduate	University/Country	Year
Degree in Theory of Music	Higher Conservatory of Seville, Spain	1992
Degree in Pedagogy	Granada, Spain	1993
PhD in Pedagogy	Granada, Spain	2000

Part B. CV SUMMARY (max. 5000 characters, including spaces)

I am Professor of Music Education at the University of Granada. My areas of interest are curriculum theory, teacher education, and global studies in education (GSE), in relation to music education.

I started my professional career in 1988 as substitute teacher of musical language at the Conservatory of Granada. That year I got a tenure position as conservatory teacher. In 1993 I got access to the Music Ed. Department at the University of Granada. During all these years my concentration was on the excellence of musical performance, so I took workshops and courses, first focused on the music product, then in the way to motivate students. My



professional contributions at that moment were focused on music performance, music education workshops and papers intended in that direction.

When I started my doctoral studies, my interest shifted increasingly from this technical approach to critical issues in education. I realized that the key for success depends mainly on the context, so I was involved on qualitative research, by and large. Thus, my first papers were focused on the critical theory of curriculum in music education, a topic that I have been working with ever since. I learned a lot doing my dissertation and working with the research group HUM-267 leaded by Juan Bautista Martínez, from C&I. Once I got my PhD, I applied for a fellowship to the Government of Spain and I got it, so I was on a postdoctoral study leave at the University of Illinois (USA) from 2001 to 2003, mainly to work as visiting scholar at CIRCE under the direction of Robert Stake. During that stay I was researching on music teacher education at UIUC, being the major output of that period a book published by the U of I ("The Social Context of Music Education", 2004) which I was the editor of. Thanks to that stay I also became interested in evaluation of programmes, which I have employed both in formal evaluations (at Granada U--2005--and the Education University of Hong Kong—2016-2020--), but also in most of the research bids I have leaded (the ALFA network sponsored by the European Commission, 2004-2008, and the research bids sponsored by Government of Spain (2014-2017 and 2017-2020). From these and other projects I could present papers in conferences and publish in journals, books and handbooks mainly about school music curriculum development and music teacher education.

During my stay at Illinois I met Fazal Rizvi, from GSE. Thanks to him I realized that policy is another pillar of education, perhaps the major one, because this is what allows--or prevents--curriculum development and teacher education. So I started working on this issue, for which I also was on stay at Illinois in 2009—3 months—to work with him. I have many papers in this regard, but the one with most impact at the moment is "Exploring the Global Decline of Music Education", published by Arts Education Policy Review in 2016.

Around that time in IL, in 2002, I became member of the International Society for Music Education (ISME), which has been another cornerstone in my career since then. In addition to presentations I offered and attended in its world conferences, I became member of the Music in Schools and Teacher Education Commission (MISTEC) from 2004 to 2010, being its President for the last biennium. My major task was to chair the scientific committee of the MISTEC seminar at the Higher Conservatory of Shen Yang (China) in 2010. Also, from 2004 to 2016 I was member of the International Journal of Music Education (IJME) Editorial Board, which is part of ISME, and from 2012 to 2016, member of the ISME Board of Directors. In 2013 the Revista Internacional de Educación Musical was approved by ISME. I have been its Editor-in-Chief since then, as co-editor from 2020. I owe many things to ISME too, but international networking has been the most important.

From these threads many others have come up. For instance, I was coordinator of the Spanish universities members of the International Network for the Development and Evaluation of Academic Competencies (REDECA) of the Mexican Government's Public Education Secretariat (2013-2014) and a member of the Key Action 2 "Mediterranean Early Childhood Music Education: raising children's musicality, evaluating music learning and enabling teachers' preparation", within the Erasmus Plus program (2014-2016). And I am currently member of the International Advisory Board of the FUTURED research project on music teacher education in Norway (2019-2022). But the major one is the opportunity I have had to lead the research group SEJ-540 on music education from which I could lead some research projects sponsored by the Ministry of Innovation and Science of the Government of Spain: "The Impact of Music Education on Society and the Knowledge Economy" (2015-2018) and "Teacher Training and Music in Society and the Knowledge Economy" (2018-2021)".

I have received 3 positive evaluations of my research and 1 of transfer by the ANECA.

Part C. RELEVANT MERITS (sorted by typology)

C.1. Publications (see instructions)

1. Perales, F. J. & Aróstegui, J. L. (2021). The STEAM approach: Implementation and educational, social and economic consequences. *Arts Education Policy Review*. doi: 10.1080/10632913.2021.1974997



2. Rusinek, G. & **Aróstegui, J. L.** (2021). De lo que la música aporta a la educación obligatoria. In J. L. Aróstegui, G. Rusinek & A. Fernández-Jiménez (Eds), *Escuelas musicales. Buenas prácticas docentes en centros de Primaria y Secundaria que educan a través de la música*. Octaedro. ISBN: 978-84-18819-41-4
3. **Aróstegui, J. L.** & Kyakuwa, J. (2021). Generalist or specialist music teachers? Lessons from two continents. *Arts Education Policy Review*, 122(1), 19-31.
4. **Aróstegui, J. L.** (2020). Implications of neoliberalism and knowledge economy for music education. *Music Education Research*, 22(1), 42-53.
5. **Aróstegui, J. L.** (2019). Evaluation, educational policy reforms, and their implications for arts education. *Arts Education Policy Review*, 120(3), 121-125.
6. Hardcastle, E., Pitts, S. E. & **Aróstegui, J. L.** (2017). A cross-cultural comparison of music education experiences and ambitions in two Spanish and English primary schools, *International Journal of Music Education*, 35(3), 381-390.
7. **Aróstegui, J. L.** & Espigares, A. W. (2016). Interculturalidad en el aula de música de Educación Primaria. Un estudio de caso desde una perspectiva postcolonial. *Revista Electrónica Complutense de Investigación en Educación Musical*, 13, 89-99.
8. **Aróstegui, J. L.** (2016). Exploring the global decline of music education. *Arts Education Policy Review*, 117(2), 96-103.
9. **Aróstegui, J. L.** & Ibarretxe, G. (2016). Intercultural education and music teacher education: Cosmopolitan learning through popular music. In P. Burnard, E. Mackinlay & K. Powell (Ed.), *The Routledge International Handbook of Intercultural Arts Research*. Routledge. ISBN: 9780815353683.
10. Rusinek, G. & **Aróstegui, J. L.** (2015). Educational policy reforms and the politics of music teacher education. In C. Benedict, P. Schmidt, G. Spruce, y P. Woodford (Eds.). *The Oxford Handbook of Social Justice in Music Education*. OUP. ISBN: 9780199356157.

C.2. Congress

Aróstegui, J. L. (2021). *Una nueva educación para una nueva era: de las competencias clave a las transversales*. Keynote presented at the I International Seminar of Integrated Teaching in Specific Didactics. Burgos University, Spain from 8 to 12 of November. Online.

Aróstegui, J. L., Comway, C., Woodford, P., Younker, B. A., & Allsup, R. A. (2019). *Changing the world from Neoliberalism to Humanism, changing education from STEM to STEAM competences. Bias and Possibilities to transform curriculum and society*. Panel. The 12th International Symposium on the Philosophy of Music Education. London (Canada), from 4 to 8 of June.

Aróstegui, J. L. (2018). *Repercusiones de la Educación Musical en el cambio social y económico*. Keynote presented at the II Congreso Virtual Internacional y IV Congreso Virtual Iberoamericano sobre Recursos Educativos Innovadores. Alcalá de Henares (Madrid), from 10 to 14 of December. Online.

Aróstegui, J. L. (2018). *What have we done with music instruction in Spain for the last 25 years? The Impact of School Music Education on Alumni*. Presentation as part of the panel led by P. Woodford entitled "Is Music Education in Global Decline?." 3rd Research Symposium on Social Impact of Making Music. Porto (Portugal), 19 & 20 of May.

Aróstegui, J. L. (2018). *The impact of school music education in Spain and the role played by in-service music teachers*. Presentation as part of the panel led by C. Comway entitled "An International Perspective on Music Teacher Professional Development." AERA Annual Meeting. New York (USA), from 13 to 17 of April.

C.3. Research projects

Project title: Music Teacher Education for the Future

Project number: 288436

Funded by: The Research Council of Norway

Programme: Forskning og innovasjon i utdanningssektoren

Project Manager: Catharina Christophersen, Western Norway University of Applied Sciences

Starting date: 1/1/2019

Completion date: 31/12/2022

Grant: 12 mill NOK

Type of participation: Member of the Advisory Board



Project title: Formación del Profesorado y Música en la Sociedad y en la Economía del Conocimiento Project number: EDU2017-84782-P
Funded by: Ministry of Economy and Competitiveness of Spain
Programme: Proyectos de I+D (Excelencia)
Project Manager: José Luis Aróstegui, Granada University
Starting date: 1/1/2018 Completion date: 30/9/2021
Grant: 54450 EUR Type of participation: PI

Project title: Unidad de Excelencia: Investigación sobre Formación y Desarrollo Profesional del Profesorado para el Siglo XXI
Project number: UCE2017-PP2017-07
Funded by: University of Granada
Programme: Proyectos Plan Propio UGR 2017.
Project Manager: Antonio Bolívar, Granada University
Starting date: 1/9/2017 Completion date: 31/12/2021
Grant: 30000 EUR Type of participation: Guarantor Researcher

Project title: El impacto de la educación musical para la sociedad y la economía del conocimiento Project number: EDU2014-58066-P
Funded by: Ministry of Economy and Competitiveness of Spain
Programme: Proyectos de I+D (Excelencia)
Project Manager: José Luis Aróstegui, Granada University
Starting date: 1/1/2015 Completion date: 31/12/2018
Grant: 37510 EUR Type of participation: PI

Project title: La ciudadanía en los nuevos escenarios digitales: Relaciones e Implicaciones en el Alumnado de la Educación Secundaria Obligatoria (ESO)
Project number: EDU2010-18585
Funded by: Ministry of Science and Innovation of Spain
Programme: Proyectos de I+D (Excelencia)
Project Manager: Juan Bautista Martínez, Granada University
Starting date: 1/1/2011 Completion date: 31/12/2013
Grant: 49610 EUR Type of participation: Investigator

C.4. Contracts, technological or transfer merits

Contract: Red para el Desarrollo y Evaluación de Competencias Académicas.
Contract manager: Rigoberto Uribe and Isabel Marín, Chihuahua University, Mexico.
Duration: 2013-2014 school year
Grant: 74432 EUR (Budget of the Spanish team)
Funded by: Secretariat of Public Education of Mexico.
Programme: Programa para el Mejoramiento del Profesorado (Promep).
Type of participation: Coordinator of the Spanish universities team.

Transfer merit: Documental series entitled “El Impacto de la Educación Musical Escolar en España” Role: Director of the scientific team
Producer: Producciones ARP Year: 2020

Transfer merit: QARESEN International Doctoral Summer School 2021. Qualitative research in social science and education: from multiple methods to the emergence of critical theories in practice
Role: Co-ordinator Dates: 24th to 28th of May, 2021
Organized by: University of Granada. International School for Postgraduate Studies.