

From the Middle Ages to modernity: Shaping inclusive and intercultural instructional practices in the Music Schools in Greece.

Beleniotis Epameinondas Panagiotis
PhD Candidate at the University of Alicante

INTRODUCTION

The Music Schools of Greece offer a unique dual curriculum, blending general secondary education (12–18 ages) with music tuition. Following the founding of the first school in Pallini in 1988, today, 52 Music Schools operate across the country, serving approximately 12,000 students.

Inclusion in Music Schools in Greece: Interculturality & Inclusive Education

The Music Schools Curriculum, clearly outlines the structure of music education (theoretical and historical studies, instrumental instruction, ensemble performance, and repertoire). However, does not explicitly mention intercultural principles or intercultural education as a pedagogical approach. Furthermore, although inclusive practices are well-established in general education courses, they have not yet been extended to music lessons in Music Schools in Greece. Despite this lack of explicit references in the Curriculum in the Music Schools, the content of music lessons provides substantial opportunities for the application of intercultural approaches and inclusion education in the classroom.

Research problem

Music Schools in Greece: The implementation of intercultural and inclusive education in musical lessons.

Areas of research

Shaping inclusive and intercultural instructional practices in the Music Schools of Greece.

Research methodology

Quantitative research:

The research method employed in this study is quantitative research. This approach is considered the most appropriate, as it allows for the systematic collection and analysis of data with the aim of drawing measurable and generalizable conclusions within the context of Music Schools in Greece.

Research Questions

- How do teachers perceive the contribution of music teaching to the development of intercultural awareness?
- What pedagogical strategies do music educators use to promote intercultural understanding?
- To what extent does the use of intercultural music materials and medieval-inspired pedagogical tools (e.g., modal structures, mnemonic techniques, and orality) enhance the participation, learning, and intercultural understanding of students with learning difficulties?

The sample

The students in Music Schools in Greece.

The investigation will have

- Demographic and educational characteristics of students
- Evaluation students
- Investigation Outcomes
- Social & Emotional Benefits
- Academic Performance
- Practical Implications & Conclusions
- Establishing & Applying Best Practices

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