

Seminar Service Learning in Music Education in Spanish universities (2023). Faculty of Education, Complutense University of Madrid

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The Service Learning (hereafter, SL) is a teach methodology, a committed practice that is progressively increasing its presence in the area of music education. Furthermore, music education calls for social improvements as an educational tool and is therefore considered a suitable vehicle for the application of SL (Moliner et al., 2022). In this line, researchers have been investigated the effects of socio-educational programmes that make use of artistic and musical expression to develop competences such as digital competence (Cuervo et al., 2023), socioemotional and creative competence (Riaño et al., 2017), social and civic competence (Parejo Llanos et al., 2021), and teaching competence (Gillanders et al., 2018), as well as improving other aspects linked to personal development (Chiva-Bartoll et al., 2019). Many proposals and studies of this methodology are currently emerging and are collected in bibliographic reviews (Chiva-Bartoll et al., 2019) and are present in national and international congresses and seminars.

The remarkable interest in the suitability of SL methodology for music was evident in the great reception of the *Seminar on SL in Music Education in Spanish universities* carried out on 24 March 2023 in the Culture Week of the Faculty of Education of the Complutense University of Madrid (henceforth, UCM). The reception was warm and during the previous weeks speakers from different national universities joined in to collaborate and disseminate the projects designed with this methodology.

The main objectives of the proposal were: a) to create networks among higher education professionals who are developing this methodology in their university classrooms in music education; b) to compile a state of the question in this topic; c) to offer information on the initiatives that are being developed in Spanish universities to stimulate their interest and curiosity towards this methodology for students and teaching staff of the Faculty of Education; and d) to contribute to the Cultural Week with an initiative that combines teacher training, pedagogy and didactics in music classrooms and the cultural transfer that allows this discipline.

The presentation was given by María Remedios Belando Montoro, UCM delegate at the Centro de Enseñanza Superior Don Bosco, who has a long trajectory of research in SL; and Bienvenida Sánchez Alba, director of the SL Office at UCM, who has contributed considerably to the diffusion of SL at this university. María Remedios Belando's intervention reminded us of the road ahead so that this methodology is known and explored by UCM university teachers themselves. From another perspective, Bienvenida Sánchez provided the audience with information on the gradual advances in the use of SL, with a striking increase in recent years in the number of innovative and attractive projects proposed at this university.

The first presentation of the seminar was the contribution of Alberto Cabedo Mas and Oscar Chiva-Bartoll from the Universitat Jaume I of Castellón, representing their group, which was joined by Emilia Campayo from the UCM. The aim of the *Musiquem! Analysis of a socio-community school programme of Service-Learning based on musical practice and corporal expression* project is to build spaces for participation in which, based on artistic creation and practice, SL actions are promoted, in which students, while learning music, carry out a social service. *Musiquem!* was implemented by musicians and teachers from two public primary schools, targeting the pupils of these centres. The proposal was to create school groups with methodological approaches close to community orchestras for informal classroom learning, and the different activities carried out were shown and explained in detail in the presentation.

Later, María Belén López-Casanova, narrated her experience in the project *Inclusive Choir Cantatutti of the University of Zaragoza: different experiences of SL*, a project shared with Iciar Nadal García, and Borja Juan-Morera, all teachers at the University of Zaragoza. This communication presented this inclusive choir that shares its multimodal form of expression through voice, Spanish Sign Language and body language with the school community and society in general. In addition, the participant showed the continuity of the work, as these musical practices have been carried out since 2019 through collaborative experiences of Service Learning, and in this last project the participants were 175 children.

To end this first part, we listened to the presentation *Bringing music to the neighbourhood: a healthy acoustic environment*, given by Roberto Cremades, who participated along with Carlos Lage, Arantza Campollo, Emilio Miraflores and Julio García, all from the UCM. This experience was developed for primary school students from different

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schools in the district of Moratalaz. The project consisted of different artistic practices such as a didactic concert and a series of didactic sessions carried out in the educational centres by the students of the Music Degree of the Faculty of Education to promote healthy acoustic environments through musical teaching-learning. This experience is also supported by the LS Office at UCM.

During the break, Elena Esteban, lecturer in the Department of Didactics of Languages, Arts and Physical Education, delighted us with a magnificent performance of Chopin's Nocturne No. 1 Opus 9. After this artistic break, Laura Tojeiro, Carol Gillanders and Antía Cores Torres from the University of Santiago de Compostela presented their project entitled *Recovering traditions through music and art* by means of the intervention of the first author. A research work that was developed between 2016 and 2019, where were designed, taught and evaluated musical initiation workshops for children in the civic centres of rural Galicia by students of the Bachelor's Degree in Primary Education. In addition, postgraduate students from the Master's Degree in Secondary Education participated in designing artistic workshops to recover the experiences of the elderly. They were related to the trades, education and leisure during their childhood, and allowed the creation of visual narratives that were shared among the participants

We were then introduced to the project by Pilar Arranz Martínez and Sandra Vázquez Toledo, from the University of Zaragoza, commented by Pilar Arranz, *Learning by Being, Learning by Doing, SL in Pedagogical Bases of Special Education*. In this research, the students of Music Education developed materials for musical learning, based on the *Verbotonal* methodology. The recipients of the project were the deaf students at a special education school and the pre-school and primary school students. The results were very positive about the improvement of the comprehensive training of future teachers and in relation to the enhancement of learning values and social responsibility as committed citizens.

Afterwards, María de la O Cortón de las Heras and José Luis Parejo from the University of Valladolid shared the presentation *Experiences of musical SL: school playgrounds, special education centre and old people's home*. The authors described the experiential journey of almost a decade with the SL methodology in detail and with great satisfaction. They explained three projects combining university, school and community. In all of them, music is shown as a vehicle that promotes inclusion. In this way, it allowed university undergraduate students in education to learn about a model of a teacher committed to fighting inequalities through the practice of civic values of social justice and equality. The target groups varied according to the project: a) Project I: children in educational centres with problems of coexistence and discrimination through the dynamization of school playgrounds (Parejo et al., 2021); b) Project II: pupils with severe disabilities where positive results were achieved and appreciated by the participants; c) Project III: elderly people in an old people's home where intergenerational relationships were facilitated in addition to improving well-being. In general, an improvement in the motivation and satisfaction of the participants was also achieved.

Finally, and to close the event, *Moving Music with Service-Learning for children* was shared by Desirée García-Gil, Carolina Bonastre, Celia Camilli and Laura Cuervo, university lecturers at the UCM, and Daniel Sobrino, from the Fundación Obra Social Sor Rosalía Rendú. This project has created connections between the Madrid City Council, the university and the Fundación Obra Social Sor Rosalía Rendú that can be maintained in the future for the development of new proposals. During the development of the proposal, the university students prepared and carried out activities for children participating in a project of the City Council *Leaving the classroom* that favours children in vulnerable situations. The favourable results have been reflected both in the opinions of the service's reception and in the progress of the participating university students, whose evolution has been positive in terms of involvement, and professional and personal development.

The auditorium welcomed all six of these enriching contributions which provided a national overview of several current and innovative proposals in the field of music education.

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