



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 09/16/2024

First name	José Luis		
Family name	Aróstegui Plaza		
Gender (*)	Male	Birth date (dd/mm/yyyy)	
Social Security, Passport, ID number			
e-mail		URL Web	
Open Researcher and Contributor ID (ORCID) (*)			

(*) 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
1988-1992	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 a Professor of Music Education at the University of Granada. My areas of interest are Curriculum Theory, Teacher Education, and Global Studies in Education (GSE) as they relate to Music Education. I have five research trams ('sexenios de investigación') and six education trams ('quinquenios docentes').

I started my professional career in 1988 as a substitute teacher of musical language at the Higher Conservatory of Granada. In the same year I got a tenure position as a teacher at the Conservatory. In 1993 I was appointed to the Music Ed. Department of the University of Granada. During all these first years, my focus was on excellence in musical performance, so



I attended workshops and courses that focused first on the musical product and then on the way to motivate students. My professional contributions at that time were focused on music performance, music pedagogy workshops and papers in that direction.

When I started my doctoral studies, my interest shifted more and more from this technical approach to critical issues in education. I realized that the key to success depends mainly on the context, so I became involved in qualitative research by and large. Thus, my first papers focused on the critical theory of curriculum in music education, a topic I have been working with ever since. When I got my Ph.D., I applied for and got a scholarship from the Spanish government to do a postdoctoral stay at UIUC (University of Illinois at Urbana-Champaign, USA) from 2001 to 2003, mainly to work as a visiting scholar at CIRCE under the direction of Robert Stake. During this stay I did research on music teacher education, the main result of which was a book published by UIUC ("The Social Context of Music Education", 2004), of which I was the editor. Thanks to this stay, I also became interested in the evaluation of programs, which I have used both in formal evaluations (at the University of Granada -2005-- and the Education University of Hong Kong -2016-2020--), but also in most of the researches I have led (the ALFA network sponsored by the European Commission, 2004-2008, and the research projects sponsored by the Government of Spain). From these and other projects, I have been able to present papers at conferences and publish in journals, books and handbooks, mainly on school music curriculum development and music teacher education.

While in Illinois, I met Fazal Rizvi of GSE. Thanks to him, I realized that policy is another pillar of education, perhaps the most important one, because it is what allows--or prevents--curriculum development and teacher training. So I started working on this issue, for which I also went to UIUC in 2009 for three months to work with him. I have a lot of papers on this, but the one that has the most impact right now is "Exploring the Global Decline of Music Education," which was published in Arts Education Policy Review in 2016.

In 2002 I became a member of the International Society for Music Education (ISME), which has been another cornerstone of my career ever since. In addition to presenting and attending its world conferences, I became a member of the Music in Schools and Teacher Education Commission (MISTEC) from 2004 to 2010, serving as its president for the last biennium. My main task was to chair the scientific committee of the MISTEC seminar at the Higher Conservatory of Shen Yang (China) in 2010. I was also a member of the Editorial Board of the International Journal of Music Education (IJME), which is part of ISME, from 2004 to 2016, and a member of the IJME Board of Directors from 2012 to 2016. In 2013, the Revista Internacional de Educación Musical was accepted by ISME. Since then I have been its editor-in-chief, and as of 2020 and until 2023, its co-editor. I also owe many things to ISME, but the international networking has been the most important.

From these threads many others have emerged. For example, I was coordinator of the Spanish universities members of the International Network for the Development and Evaluation of Academic Competencies (REDECA) of the Ministry of Education of the Mexican Government (2013-2014) and 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). I have also been a member of the International Advisory Board of the FUTURED research project on music teacher education in Norway (2019-2022) and, with the same status, of another project funded by the Government of Chile, on music education and human rights (2023-2025). But the most important one is the opportunity I have had to lead the SEJ-540 research lab on music education from which I was able to 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), "Teacher Training and Music in Society and the Knowledge Economy" (2018-2021)", and "Transversality, creativity and inclusion in school music projects: An evaluative research" (2022-2025).

Part C. RELEVANT MERITS (*sorted by typology*)

C.1. Publications (*see instructions*)

1. **Aróstegui, J. L. & Castillo-Ferreira, M.** (2025). Facing contemporary social challenges: Transversal competences and transversality from arts education. *Arts Education Policy Review*, 1-7. doi: [10.1080/10632913.2025.2541821](https://doi.org/10.1080/10632913.2025.2541821)

2. **Aróstegui, J. L.** (2025). Ethical Implications of Editing an Academic Journal: Lessons from *Revista Internacional de Educación Musical*. *Action, Criticism and Theory for Music Education*, 24(4), 90-109. doi: [10.22176/act24.4.90](https://doi.org/10.22176/act24.4.90)
3. Serrano, R. M., López Íñiguez, G. & **Aróstegui, J. L.** (2025). Celebrating ten years of ISME's *Revista Internacional de Educación Musical*. In R. M. Serrano, G. López-Íñiguez, J. L. Aróstegui, and M. Gwen (Eds.), *Research Perspectives on Music Education in Ibero-America*. Routledge. doi: [10.4324/9781003490579](https://doi.org/10.4324/9781003490579)
4. **Aróstegui, J. L.** & Fernández-Jiménez, A. (2024). Music education instructors' perceptions about pre-service music teacher education in Spain. *International Journal of Music Education*, 42(4), 568-583. doi: 10.1177/02557614231188379
5. **Aróstegui, J. L.**, Christophersen, C. Nichols, J., & Matsunobu, K. (2024). A rise of music education in a new era. In **J. L. Aróstegui**, C. Christophersen, J. Nichols, and K. Matsunobu (Eds.), *The Sage Handbook of School Music Education* (pp. 1-11). Sage.
6. **Aróstegui, J. L.** (2024). Directions to the school music education for a new era. In **J. L. Aróstegui**, C. Christophersen, J. Nichols, and K. Matsunobu (Eds.), *The Sage Handbook of School Music Education* (pp. 441-453). Sage.
7. Perales, F. J. y **Aróstegui, J. L.** (2024). The STEAM approach: Implementation and educational, social and economic consequences. *Arts Education Policy Review*, 125(2), 59-67. doi: 10.1080/10632913.2021.1974997
8. Zamorano-Valenzuela, F. J., **Aróstegui, J. L.** y González-Martín, C. (2024). Economic rationale shaping music teacher education: the case of Spain. *British Journal of Music Education*, 41(1), 103-123. doi: 10.1017/S0265051723000219
9. Casanova, Ó., **Aróstegui, J. L.** y Guerrero, J. L. (2024). Cómo llegué a ser profesor de Música y qué necesito para seguir siéndolo: seis historias de vida para conocer sus demandas y expectativas. In Ó. Casanova (Ed.), *La formación inicial consecutiva del profesorado. La música en Educación Secundaria* (pp. 99-120). Octaedro.
10. **Aróstegui, J. L.** y Olivares, M. C. (2024). La fase de prácticas del Máster en Profesorado de Música en la Universidad de Granada: un estudio de caso. In Ó. Casanova (Ed.), *La formación inicial consecutiva del profesorado. La música en Educación Secundaria* (pp. 37-58). Octaedro.

C.2. Conferences

- Chrysostomou, S. & **Aróstegui, J. L.** (2025). *Unveiling the potential of Blended Intensive Music Education Programs for students and teachers*. Comunicación presentada en el 32º Congreso de la Asociación Europea para la Música en las Escuelas (EAS) y 10º Congreso Europeo de la ISME. Évora (Portugal), del 4 al 7 de junio.
- **Aróstegui, J. L.**, Albusac, M., Castillo, M., y Fernández Jiménez, A. (2025). *TCIEM: Fomentando competencias transversales a través de la educación musical*. Comunicación presentada en el I Congreso de Investigación Educativa Multidisciplinar de la Facultad de Ciencias de la Educación. Granada (España), 12 y 13 de junio.
- **Aróstegui, J. L.** & Chrysostomou, S. (2025). *Internationalization and Development in Postgraduate Studies: Implementation of a Blended Intensive Program in Music Education*. Comunicación presentada en el XIII Congreso Internacional Multidisciplinar de Investigación Educativa. San Sebastián (España), del 3 al 4 de julio.

C.3. Research projects

Project title: Experiencia piloto de una pedagogía musical orientada hacia la educación en derechos humanos: Propuesta de orientaciones pedagógicas para la formación inicial del profesorado de música



Project number: 11230492
Funded by: National Research and Development Agency (ANID Chile)
Programme: National Fund for Scientific and Technological Development (Fondecyt),
Projects for Initiation in Research.
Project Manager: Rolando Ángel-Alvarado, Pablo Hurtado University.
Starting date: 15/03/2023 Completion date: 14/03/2026
Grant: 93,000,000 CLP Type of participation: Specialist Resident Abroad
(International Cooperation).

Project title: Transversality, creativity and inclusion in school music projects: An evaluative research
Project number: PID2021-128645OB-100
Funded by: The Ministry of Science and Innovation of Spain
Programme: Proyectos de Generación de Conocimiento 2021
Project Manager: **José Luis Aróstegui** and Alicia Peñalba
Starting date: 1/9/2022 Completion date: 31/8/2025
Grant: 61,000 EUR Type of participation: PI1

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: 54,450 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: 30,000 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: 37,510 EUR Type of participation: PI

Courses taught and other services provided to students and the home institution

I have been teaching at the University of Granada for 32 years, mainly in the Music Teacher Training program and in some Master's programs - currently the Master's in Music Education and the Master's in Psychopedagogical Intervention. I have also been part of the Doctoral Program in Education at the University of Granada.



I have led and participated in several projects of pedagogical innovation and I have edited a monograph on the training of music teachers: **Aróstegui, J. L. (Ed.) (2014). *La música en Educación Primaria. Manual de formación del profesorado*. Dairea.**

Coordinator and lecturer of the Ph.D. program at the University of Granada "Research on Curriculum Development and School Organization", taught at the Autonomous University of Yucatan (Mexico). 2007-2013.

Coordinator of the research line in Music Education and Visual Arts of the Official Doctoral Program in Education at the University of Granada. 2012-2020.

Member of the Academic Committee of the Master's Degree in Music Education: A Multidisciplinary Perspective of the University of Granada. 2019 onwards.

Coordinator of the Blended Intensive Program "Mapping Music Education Research Mapping Music Education Research: Psychology, Sociology and Research Methods" (Erasmus+ KA1 Program) involving the Universities Carl von Ossietzky of Oldenburg (Germany) and National and Kapodistrian of Athens (Greece), as well as Granada University as leading institution. 2023-2028.

Other professional activities, such as workshops, seminars and consultations

Invited lecturer at the University of Jaen, Master in "Research in Art, Music and Aesthetic Education", from 2014 to 2022. I have also given seminars, workshops and lectures in some universities from Spain, Canada, Brazil, Argentina, Chile, El Salvador, Mexico, France, Italy, and the United States.

Evaluator of higher education institutions, specifically as chair of the internal evaluation committee of the Music Teacher Education degree at the University of Granada (2002-2004) and as external evaluator of the referred degree of the Hong Kong Educational University (2016-2020).

Evaluator of research projects for numerous agencies, mainly for the Spanish National Evaluation Agency (Evalúa), and occasionally for the Agency for the Quality of the University System of Castilla y León (ACSUCYL), the Agency for the Quality of the Basque University System (UNIBASQ), and for the Fund for Scientific and Technological Research (FONCYT) of the Ministry of Science and Technology (FONCYT) of Argentina.

Evaluator of university faculty members for the Agency for Quality of the University System of Catalonia (AQU) since 2022 and for the Spanish National Agency for Quality Assurance (ANECA) from 2024 to 2026. Occasionally I have also collaborated with the ACSUCYL.

Professional honors, awards and fellowships

I am part of Stanford's Top 2% Scientists 2023 list.

I received a fellowship from the Spanish government. Thanks to it, I was a postdoctoral fellow at UIUC. 2001-2003.