



# HARTZMAN AWARD HIGHLIGHT

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CURRICULUM AND INSTRUCTION

## 14th International Conference on Teaching, Education & Learning (ICTEL)

Barcelona, Spain

July 29-30, 2019



The Hartzman International Conference Travel Award enables SoE graduate students to present their work at international conferences. It is made possible through generous support from Marlene and Robert Hartzman.



Global Engagement Office  
SCHOOL OF EDUCATION  
UNIVERSITY OF WISCONSIN-MADISON

"Thanks to the support of the Hartzman Award, I was able to participate in the 14th International Conference on Teaching, Education & Learning (ICTEL) held in Barcelona, Spain on July 29-30, 2019. My paper which I presented examined how the International Baccalaureate Diploma Programme (IBDP) music curriculum conceptualizes "musical" knowledge by carrying out a discourse analysis of its three syllabus components: Musical Perception, Creating, and Solo/Group Performing.

Presenting at the ICTEL allowed me to share my work with scholars from non-Euro-American intellectual traditions and explore potential epistemic blind spots derived from the discursive parallelisms between myself and the curriculum I studied. Unlike most conferences I attended, which are frequented primarily by Euro-American scholars, the 14th ICTEL was organized by Eurasia Research, an Indian-based organization, and most participants grew up and worked in South-East Asian, Arab, and African countries. Thus, the ICTEL provided a propitious environment for cross-cultural academic dialogue. For example, during the question and answer segment following my presentation, I was prompted to reflect on music's status as an elective subject

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within the IBDP curriculum, and how that optionality may reflect, once again, Euro-American values and attitudes toward the arts. Attending the 14th ICTEL increased my awareness about the dominance of Euro-American viewpoints in the literature with which I customarily engage and the academic spaces I occupy.

Likewise, attending the 14th ICTEL increased my desire to engage in dialogue with scholars trained in non-Euro-American intellectual traditions and to create spaces for cross-cultural scholarly dialogue where the Euro-American tradition is intentionally approached as just one among many ways of thinking about education."

