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Collaborative learning in conservatoire education: catalyst for innovation

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Citation

Roemjantsew, T. (2022, April 14). *Collaborative learning in conservatoire education: catalyst for innovation*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/3283568>

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PUBLICATIONS AND PRESENTATIONS

Journal articles

Rumiantsev, T.W., Maas, A., & Admiraal, W.F. (2017). Collaborative learning in two vocal conservatoire courses, *Music Education Research*, 19(4), 371-383. doi: 10.1080/14613808.2016.1249363

Rumiantsev, T., Admiraal, W., & Van der Rijst, R.M. (2020). Conservatoire leaders' observations and perceptions on curriculum reform. *British Journal of Music Education*, 37(1), 29-41. doi:10.1017/S0265051719000214

Manuscripts under review

Rumiantsev, T., Admiraal, W., & Van der Rijst, R.M. (submitted). *Collaborative learning in conservatoire education: A systematic literature review*. Manuscript submitted for publication.

Rumiantsev, T.W., Van der Rijst, R.M., Kuiper, W., Verhaar, A., & Admiraal, W.F. (submitted). *Teacher professional development and educational innovation through action research in conservatoire education*. Manuscript submitted for publication.

Individual paper presentations & round tables

Rumiantsev, T. (2014, November). *Collaborative learning in two vocal courses; Learning labs in conservatoire education*. Paper presentation. Symposium of LKCA, Utrecht, the Netherlands.

Rumiantsev, T. (2015, February). *Collaborative learning in two vocal courses; Learning labs in conservatoire education*. Round table. AHK - Amsterdam School of the Arts, Amsterdam, the Netherlands.

Rumiantsev, T. (2019, June). *Collaborative learning in conservatoire education*. Round table. Codarts University of the Arts, Rotterdam, the Netherlands.

CURRICULUM VITAE

Tamara Rumiantsev was born in The Hague, the Netherlands, where she received her pre-university education at Zandvliet college. She studied classical piano at the Utrechts Conservatorium, and continued her studies with received scholarships at the Royal College of Music in London and the Manhattan School of Music in New York. Back in Utrecht, she combined teaching, performing, and studying Musicology (Utrecht University) and Theory of Music (Utrecht School of the Arts). At age 27, she started as a lecturer (ear training, piano) and as an employee in the organisation of the Utrechts Conservatorium. She continued to combine teaching, performing, recording, producing, and organising as a cultural entrepreneur and was engaged as the head of programme and as a board member at the Utrechts Conservatorium. Due to a deep fascination for the education of young artists, she decided to pursue further professional development with a doctoral degree. She received an NWO scholarship for teachers (2014) to carry out PhD research at ICLON Graduate School of Teaching at Leiden University. Currently, Tamara works at Codarts University for the Arts as a teacher, supervisor, and coordinator of research, and as a member of the research group Transdisciplinary Education Innovation.

ACKNOWLEDGEMENTS

This research has been established only through the support and involvement of a number of people to whom I am very grateful. I wish to express my gratitude in particular to:

Prof. Dr. Wilfried Admiraal, who had the patience to supervise this research over the course of many years with all his knowledge, surprising insights, and quick responses to my questions. Wilfried always had the ability to put things into perspective and also the flexibility to adapt research goals when day-to-day educational practice led the research project in another direction. Wilfried has supported me from the very start, including assisting me with my NWO scholarship application. Thank you Wilfried, for giving me this opportunity, and for all your support, skill, and inspiration!

Dr. Roeland van der Rijst, who as co-supervisor provided me with valuable feedback, constructive suggestions, stimulated critical thinking with provocative questions and a cheerful note now and then 😊

Colleagues at Utrecht School of the Arts and Codarts University of the Arts for their critical friendship and encouragement. Especially, I would like to thank those colleagues who collaborated in two empirical studies included in this research: Annemarie Maas, Wobbe Kuiper, and Arie Verhaar. And thank you Wobbe, not only for co-authoring but also for taking the time to read the other chapters. I would also like to thank research groups at ICLON, Utrecht School of the Arts, and Codarts University of the Arts, and for enthusing conversations especially with colleagues Tet Koffeman, Bart van Rosmalen, Bart Soeters, and Liesbeth Noordegraaf-Eelens. Executive boards of Utrecht School of the Arts and Codarts University of the Arts for providing the space for carrying out this research project, especially to Wilma Franchimon.

All participants in this research for their time and efforts: students, teachers, and leaders of conservatoires in the Netherlands and Belgium.

I would like to thank my family, friends, and companions for their love, care, trust, and patience, and especially my parents Paula and Wladimir for their support and for having faith in me. Thank you very much for keeping up your interest and not raising your eyebrows when I answered again "almost done ...", even if this was during the last three years. Special thanks to Sandra, Jeroen, Wim, for those lively discussions and numerous conversations on our favourite topic! On music learning and teaching, on conservatoire

education, professional practice, and making connections to society. And Freek, thank you for helping me with presentations. Last but not least, I would like to thank my daily teachers Alexander and Maxim, for giving me the energy to complete this dissertation, for making me laugh, wonder, and reflect on what is truly important.

Tamara Rumiantsev

Gouda, 2022



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