



EXCELSIA  
COLLEGE  
— Sydney —



**Dr Christine Carroll**  
*B. Mus, Dip. Ed. PhD.*  
Music Program Director

### **BIOGRAPHICAL DETAILS**

Christine Carroll has many years of experience teaching in both Music and Education, in both tertiary and secondary contexts. A classical flautist and contemporary vocalist and worship leader, her work and research interests focus on effective pedagogies and knowledge-building practices for 21st Century musicians.

### **EDUCATION**

Christine graduated in 2017 with a PhD in Music Education from the Sydney Conservatorium of Music/The University of Sydney, Australia. She also holds a Dip. Ed. In Secondary Music Education and a Bachelor of Music (Performance) from the University of Sydney.

### **RESEARCH INTERESTS**

Christine's research and publications fuse discourses on informal learning, ethnomusicology and the sociology of music education to investigate the experiences of student popular musicians in classroom music education.

### **CURRENT PROJECTS**

'Because I'm not musically talented': Digital technologies as a means to improve pre-service generalist primary teachers' self-efficacy in facilitating classroom music-making.

### **AWARDS AND HONOURS**

Winner of the Gordon Spearitt prize for best student paper presented at the 2014 Post-Graduate Research Symposium at Griffith University Queensland Conservatorium, and highly commended for 2014 paper presented at the 37<sup>th</sup> National Conference of the Musicological Society of Australia, held in Parkville, Melbourne.

### **ASSOCIATIONS**

Legitimation Code Theory (LCT) Centre for Knowledge-Building ASME:  
Australian Association for Music Education. ANZARME: Australia New Zealand Association for Research in Music Education

### **SELECTED PUBLICATIONS;**

#### **BOOK CHAPTERS**

Carroll, C. (in press). A field divided: How Legitimation Code Theory reveals problems impacting the growth of school music education. In R. Wright, G. Johansen, P. Kanellopoulos, & P. Schmidt (Eds.), *Routledge Handbook for Sociology of Music Education* (2<sup>nd</sup> Edition). London, UK: Routledge (draft accepted 1<sup>st</sup> Sept, 2018).

#### **JOURNAL PAPERS**

Carroll, C. (2019). 'Illiterate' musicians: An historic review of provision for student popular musicians in Australian senior secondary classrooms. *British Journal of Music Education*. 1-17. doi:10.1017/S0265051719000196

Carroll, C. (2019). Seeing the invisible: Theorising connections between informal and formal musical knowledge. *Research Studies in Music Education*. 1-19. doi:10.1177/1321103X18824641

#### **CONFERENCE PAPERS**

2018 40<sup>th</sup> Australia New Zealand Association for  
Research in Music Education (ANZARME) Conference, Gold Coast,  
Australia.

2017 37<sup>th</sup> National Conference of the Musicological Society of Australia, Parkville, Melbourne.