

JOSEPH MICHAEL ABRAMO, Ed. D.

Associate Professor of Music Education
Neag School of Education
University of Connecticut
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EDUCATION

Teachers College, Columbia University, New York, NY

Ed. D. in Music Education (Graduation 2/09)

Dissertation Title: *Popular Music and Gender in the Classroom*

Areas of Scholarly interest: Music Teacher Education, Instrumental Music, Secondary Music, Popular Music, Gender Studies, Race Studies and Multiculturalism, Disabilities Studies, Philosophy, Poststructuralism

Teachers College, Columbia University, New York, NY

Master of Education in Music Education (Graduation 8/06)

Michigan State University, East Lansing, MI

Master of Music in Music Theory (Graduation 5/03)

Thesis: *A Synthesis of East and West in the Quattro Pezzi of Giacinto Scelsi*

Michigan State University, East Lansing, MI

Master of Music in Saxophone Performance (Graduation 5/01)

Crane School of Music, State University of New York at Potsdam

Bachelor of Music in Music Education, Magna cum Laude (Graduation 5/99)

HIGHER EDUCATION TEACHING EXPERIENCE

University of Connecticut (UConn), Neag School of Education, Storrs, CT

Associate Professor of Music Education (2020-present)

Assistant Professor of Music Education (2016-2020)

Assistant Clinical Professor of Music Education (2011-2016)

Undergraduate

Instrumental Methods, EDCI 4210W

Course and practicum focused on the teaching of instrumental music

Seminar/Clinic: Methods of Teaching, EGEN 4100

Practicum placement one day a week in instrumental instruction in area public schools

Analysis of Teaching EDCI 4110

Student teaching supervision and seminar as part of student teaching experience

Introduction to Music Education, MUSI 1701

First-year introduction to music education theory and practice

Independent Study: Honors Thesis Advising, EGEN 4197

Advise students on preparation of their honors theses

Graduate

Popular Music and Informal Music Pedagogy, EDCI 5040

The use of popular music and informal learning in schools

Theoretical Foundations of Music Education, EDCI 5041

History, philosophy, sociology, and critical theory in music education

Methods of Instruction and Evaluation, EDCI 5070

A general education foundation course for education students in Neag's Teaching Certification Program for College Graduates (TCPCG) in all subject areas. Selection and organization of learning experiences, instructional activities and materials, and methods of instruction.

Internship Advisement

Advise and conduct observation of master's level internships

Hartwick College, Oneonta NY (Fall 2009-Spring 2011)

Assistant Professor of Music Education

Introduction to Music Education, MUED 100

Course for first-year music education majors, covering foundations of music education

Contemporary Trends in Music Education: Secondary Level, MUED 302

Course for general music, choral, and instrumental pedagogies in middle school and high school.

Student Teaching Supervision, EDUC 490

Observe and guide fourth-year music education majors in their culminating, semester-long student teaching placement in music classes in the K-12 public schools.

Contemporary Trends in Music Education: Elementary Level, MUED 301

Course for general music, choral, and instrumental pedagogies in elementary school.

Multicultural Mini-Practicum, EDUC 390

Supervise second- and third-year students in an early field experience in “alternative” education environments including alternative schools and adult rehabilitation centers.

Introduction to Computer Technology and Music, MUSI 230

Course in various new technologies in music, including notation software, digital recording and sequencing, as well as some application to the classroom.

Senior Thesis Supervision, MUSI 490

Supervision of fourth-year students’ capstone paper, research, or project in music or music education.

Popular Music Ensemble, MUSI 250 – GH

Coach various ensembles including rock bands, folk groups and other ensembles.

Popular Music Pedagogy, MUSI 250 – gg

A supplement to *Popular Music Ensemble*, where music education majors read research on popular and informal pedagogies and its application to education.

Kean University, Union, NJ (2006)

Adjunct Professor of Music

Music Fundamentals, MUS 1050

Survey course for non-music majors. Covered elements of music and concert etiquette

State University of New York at Orange, Middletown, NY (2004-2006)

Instructor of Music

Concert Band, MUS 159

Conducted concert band for Music majors, non-majors and community members.

Michigan State University, East Lansing, MI (2000-2001)

Graduate Assistant in Music Theory

Music Theory 3 and 4, MUS 281 and MUS 282

Taught three sections of core Music Theory Courses. Covered advanced harmony and counterpoint, and advanced forms.

DISSERTATION ADVISING

Simons, Kevin (2016). *The impact of the choral editions of Maynard Klein on the habitus of choral directors*. Boston University.

Hahn, David (2015). *An investigation of the creative process in songwriting in an undergraduate songwriting survey class*. Boston University.

PUBLIC SCHOOL TEACHING EXPERIENCE

Middletown School District, Middletown, NY (2002 – 2009) (Full Time)

High School: music theory, advanced musical structures, woodwinds, guitar.

Middle School: bands 6-8, general music 6, jazz band.

Brewster School District, Brewster, NY (2001-2002) (Full Time)

High School: music theory, instrumental lessons

Middle School: instrumental lessons, general music.

PUBLICATIONS

Peer-Reviewed Books

Bernard, C. F., & Abramo, J. M. (2019). *Music teacher evaluation: A guide for music teachers in the U.S.* New York, N.Y.: Oxford University Press.

Peer-Reviewed Journal Articles

1. Abramo, J. M., & Bernard, C. F. (accepted). Barriers to access and university schools of music: A collective case study of urban high school students of color and their teachers. *Bulletin of the Council for Research in Music Education*.
2. Abramo, J. M. (2020). The 'Social Justice Plot' in learning, consuming, and (re)creating music on social media. *Journal of Popular Music Education*, 4(2), 193-210.
3. Abramo, J. M., & Abramo, M. N. (2020). Reexamining "gifted and talented" in music education. *Music Educators Journal*, 106(3), 38-46 doi:10.1177/0027432119895304
4. Abramo, J. M., & Coates, D. M. (2019). "Nothing without Joy": A High School Chorus Teacher's Use of Aphorisms to Create Identity, Told in Sonata Form. *Qualitative Research in Music Education*, 1(1), 29-57.
5. Campbell, M. R., & Abramo, J. M. (2019). What cooperating music teachers say about educative mentoring: A focus study research project. *Research Studies in Music Education*, 41(2), 171-188. doi:10.1177/1321103X18773106
6. Abramo, J. M., & Campbell, M. R. (2019). What preservice music teachers say about educative mentoring before student teaching. *Bulletin of the Council for Research in Music Education*, 219, 7-26.
7. Abramo, J. M., & Tan, L. (2017). A cross-cultural interview study of Singaporean and US general music teachers' "pedagogical creativity." *Bulletin of the Council for Research in Music Education*, 214, 41-61.

8. Abramo, J. M. (2017). The phantasmagoria of competition in school ensembles. *Philosophy of Music Education Review*, 25, 150-170. doi:10.2979/philmusieducrevi.25.2.04
9. Abramo, J. M. (2016). #MarchOnRome: Of alterity, (social) media, and marching bands. *Action, Criticism, and Theory for Music Education*, 15(3), 113-131. doi:1545-4517
10. Abramo, J. M. (2016). The development of “core practices” in music teacher education methods courses. *Visions of Research in Music Education*, 27, 1-24. doi:1968-2065
11. Abramo, J. M., & Campbell, M. R. (2016). Four notions on the qualities of cooperating music teachers. *Arts Education Policy Review*, 117(2), 117-129. doi:10.1080/10632913.2015.1051257
12. Abramo, J. M. (2015). Learning to teach music in the context of high-needs schools in a post-student teaching internship. *Bulletin of the Council for Research in Music Education*, 206, 41-59. doi:0.5406/bulcouresmusedu.206.0041
13. Abramo, J. M., & Reynolds, A. (2015). ‘Pedagogical creativity’ as a framework for music teacher education. *Journal of Music Teacher Education*, 25(1), 37-51. doi:10.1177/1057083714543744
14. Abramo, J. M. (2015). Gifted students with disabilities: “Twice exceptionality” in the music classroom. *Music Educators Journal*, 101(4), 62-69. doi:10.1177/0027432115571367
15. Abramo, J. (2014). Music education that resonates: An epistemology and pedagogy of sound. *Philosophy of Music Education Review*, 22, 78-95. doi:10.1353/pme.2014.0002
16. Abramo, J. M., & Austin, S. C. (2014). The trumpet metaphor: A narrative of a teacher’s mid-career pedagogical change from formal to informal learning practices. *Research Studies in Music Education*, 36(1) 57-73. doi:10.1177/1321103X14528454
17. Abramo, J. M., & Pierce, A. E. (2013). An ethnographic case study of music learning at a school for the blind. *Bulletin of the Council for Research in Music Education*, 195, 9-24. doi:10.5406/bulcouresmusedu.195.0009
18. Abramo, J. (2012). Disability in the classroom: Current trends and impacts upon music education. *Music Educators Journal*, 99(1), 39-45. doi:10.1177/0027432112448824
19. Abramo, J. M. (2011). Queering informal pedagogy: Sexuality and popular music in the schools. *Music Education Research*, 13(4), 447-459. doi:10.1080/14613808.2011.632084
20. Abramo, J. M. (2011). Gender differences of popular music production in secondary schools. *Journal of Research in Music Education*, 59(1), 21-43. doi:10.1177/0022429410396095
21. Abramo, J. (2011). Gender differences in the popular music compositions of high school students. *Music Education Research International*, 5, 1-11.
22. Abramo, J. (2007). Mystery, fire and intrigue: Representation and commodification of race in band literature. *Visions of Research in Music Education*, 9/10.

Peer-Reviewed Book Chapters

1. Lamb, R., & Abramo, J. M. (forthcoming). Music as socio-cultural phenomenon. In H. F. Abeles, H. F., & L. A. Custodero, *Critical issues in music education: Contemporary theory and practice* (second edition). New York, NY: Oxford University Press.
2. Abramo, J. M. (2020). Social media, social justice, and music learning. In J. Waldron, S. Horsley, & K. Veblen (Eds.), *The Oxford handbook of social media and music learning* (pp. 533-551). New York, NY: Oxford University Press.
3. Schmidt, P. & Abramo, J. (2019). Policy, Interculturality and the Potential of Core Practices in Music Teacher Education. In H. Westerlund, S. Karlsen, & H. Partti (Eds.), *Visions for intercultural music teacher education* (pp. 13-29). New York, NY: Springer.
4. Hebert, D. G., Abramo, J. M., & Smith, G. D. (2017). Epistemological and sociological issues in popular music education. In G. D. Smith (Ed.), *The Research Companion to Popular Music Education* (pp. 151-178). Farnham, Surrey, U.K.: Ashgate.
5. Abramo, J. M. (2015). Negotiating gender, popular culture, and social justice in music education. In P. Schmidt, C. Benedict, G. Spruce, & P. Woodford (Eds.), *The Oxford handbook of music education and social justice* (pp. 582-597). New York, NY: Oxford University Press
6. Abramo, J. M. (2014). Application of sound studies to qualitative research in music education. In C. Randles (Ed.), *Music education: Navigating the future* (pp. 271-291). New York, NY: Routledge.
7. Abramo, J. (2010). Popular music and the guitar classroom. In A. Clements (Ed.) *Alternative approaches in music education: Case studies from the field* (pp. 15-28). Reston, Va: MENC: The National Association for Music Education.

Book Reviews

1. Abramo, J. (2013). Review of *The Oxford handbook of philosophy in music education*, *Current Musicology*.
2. Abramo, J. (2013). Book review of *Musical creativity: insights from music education research*. *Music Education Research*, 15(1), 123-125.
doi:10.1080/14613808.2012.737163
3. Abramo, J. (2011). Book review of *Constructing a personal orientation to music teaching*, Mark Robin Campbell, Linda K. Thompson, & Janet R. Barrett. *Music Education Research*, 13(1) 121-132.
doi:10.1080/14613808.2011.554219
4. Abramo, J. (2005). Book review of *Bridging the gap*, ed. by Carlos Rodriquez. *Music Education Research*, 7(1), 131-134.

Journal Articles

1. Bernard, C. F., and Abramo, J. M. (2019). "But that doesn't work in music!": A guide for productive dialogue in teacher evaluation. *Massachusetts Music Educators Journal*, 65(3), 46-47.
2. Campbell, M. R., & Abramo, J. M. (2017). Marking Borders and Barriers: Research in Diversity in Music Education. *School Music News*, 81(2), 16-22.
3. Abramo, J. (2017). Editorial. *Visions of Research in Music Education*, 29, 1-2.

4. Abramo, J., & Campbell, M. R. (2011). Music education and research: What's the connection? *School Music News*.

Reprints

1. Campbell, M. R., & Abramo, J. M. (2018). Marking Borders and Barriers: Research in Diversity in Music Education. *Michigan Music Educator*, 55(2), 13-17.
2. Abramo, J. M. (2017). Gifted students with disabilities: "Twice exceptional" in the music classroom. *Rhode Island Music Educators' Review*, 60(1), 12-21.

FUNDED RESEARCH

1. Bernard, C. F. & Abramo, J. M. (2018). *Diversifying Music Educators: Creating Frameworks and Best Practices for Recruiting and Retaining Urban and Rural Students and Students of Color*. National Association for Music Education's Research Projects on Diversity, Equity, and Inclusion in Music Education (\$9,999).
2. Bernard, C. F. & Abramo, J. M. (2017). *Diversifying Music Educators: Creating Frameworks and Best Practices for Recruiting and Retaining Urban Students and Students of Color*. Funded by the Dean's Research Incentive Award, Neag School of Education (\$4,334).

GUEST SCHOLAR LECTURES

1. Abramo, J. M. (2017, October). University Guest Scholar, James Madison University, Harrisonburg, VA.
2. Abramo, J. M. (2017, April). Guest Scholar, Pennsylvania State University, State College, PA.
3. Abramo, J. M. (2016, October). Guest lectures and teaching, delivered at University of Toronto, Ontario, Canada.
4. Abramo, J. M. (2016, February). Guest lectures and teaching, delivered at Western University, London, Ontario, Canada.

INVITED PRESENTATIONS

1. Bernard, C. F., & Abramo, J. M. (2018, November). *Navigating Teacher Evaluation*. Keynote address presented at the Connecticut Music Educators Association Professional Development Session, East Hartford, CT.
2. Abramo, J. M. (2016, February). *Using popular music in middle school*. Workshop presented at the Professional Development for Urban Educators, University of Bridgeport, CT.
3. Froehlich, H., Abramo, J. M., Smith, G. D., Waldron, J. Kenny, A. (2015, June). *Serving the public through music(k)ing: What have we done or can we do to turn our special interests into a public concern?* Panel presented at the International Symposium on the Sociology of Music Education, Loyola University, New Orleans, LA.
4. Abramo, J. M. (2015, June). Lecture on writing philosophical works delivered at the Tenth Symposium of the International Society for

- Philosophy of Music Education, Hochschule für Musik und Darstellende Kunst, Frankfurt am Main, Germany.
5. Abramo, J. M. (2014, October). Guest lecture on creative pedagogy in music education delivered at the Crane School of Music, Potsdam, NY.
 6. Abramo, J. M. (2014, July). *Future directions of popular music pedagogies*. Paper presented at the Little Kids Rock Modern Band Symposium, Colorado State University, Fort Collins.
 7. Abramo, J. M. Tobias, E. S., Williams, D. A. (2014, July). *Successes and challenges to Modern Band*. Panel presented at the Little Kids Rock Modern Band Symposium, Colorado State University, Fort Collins, CO.
 8. Abramo, J. M. (2014, July). Guest lecture on history of philosophy in music education delivered at the Crane School of Music, Potsdam, NY
 9. Abramo, J. M. (2013, July). *Songwriting and popular music Composing*. Workshop presented at the Institute for Popular Music: Educators Workshop, University of Rochester, Rochester, NY.
 10. Abramo, J. M. (2013, April) *Popular music and informal pedagogy in music education*. Clinic presented at Neag School of Education Colloquia on Assessment, Storrs, CT.
 11. Abramo, J. M. (2013, April). Lecture on gender and sexuality in music education research delivered at Arizona State University, Tempe, AZ.
 12. Abramo, J. M. (April, 2013). *Using pop and rock composition to reach the "other" 85%*. Workshop presented at the National Association for Music Education Eastern Division Conference, Hartford, CT.
 13. Abramo, J. M. (2012, September). *"Music education" or the "education of music?": Forging dialogue with the other disciplines*. Paper presented at the Crane Symposium on Music Teacher Education, Potsdam, NY.
 14. Abramo, J. M. (2012, June). *Using pop and rock composition to reach the "other" 85%*. Clinic presented at the National Association for Music Education Music Education Week 2012 - Composition Academy: Composition for All!, Baltimore, MD.
 15. Abramo, J. M. (2012, February). *Exploring the performance and composition of popular music in the schools*. Lecture delivered at the College of Saint Rose, Albany, NY.
 16. Abramo, J. M. (March, 2011). Lecture on gender and education presented at Westminster Choir College, Princeton, NJ.
 17. Abramo, J. M. (2009, November). Keynote Lecture delivered at the Rockland County Music Educators Conference.
 18. Abramo, J. M. (2008, July). Lecture on curriculum in music education delivered at the Crane School of Music, Potsdam, NY.
 19. Abramo, J. M. (2008, February). *Popular music: Issues in urban music education*. Clinic presented at the Music In Urban Schools Conference, New Jersey Music Educators Association, East Brunswick, NJ.
 20. Abramo, J. M. (2007, March). Lecture on curriculum in music education delivered at the Crane School of Music, Potsdam, NY.
 21. Abramo, J. M. (2006, December). Lecture on popular culture in music education delivered at Westminster Choir College, Princeton, NJ.

22. Abramo, J. M. (2006, June). *The student-centered ensemble*. Paper presented at Toward Tanglewood II: Music as a Person-Centered Process Teachers College, Columbia University, New York, NY.

PEER-REVIEWED CONFERENCE PRESENTATIONS

1. Abramo, J. M. (2019, June). *Equity without identity: Social justice in music education as open form*. Panel presented at The Ninth Symposium of the International Society for Philosophy of Music Education, London, ON.
2. Abramo, J. M. (2019, June). *Music education in times of darkness: The possibility of resistance*. Panel presented at The Ninth Symposium of the International Society for Philosophy of Music Education, London, ON.
3. Bernard, C. F., & Abramo, J. M. (2019, April) "*But that doesn't work in music!*": A guide for productive dialogue in teacher evaluation. Clinic presented at the Connecticut Music Educators Association Annual Conference, Hartford, CT.
4. Abramo, J. M. (2019, March). *Adorno on holiday: Marxist theory and popular music education*. Paper presented at the Enacting Curricular Change in Music Education through Vernacular Music Conference, Cleveland, OH.
5. Campbell, M. R. & Abramo, J. M. (2019, February). *What music student teachers say about educative mentoring: A focus study research project*. Paper presented at The Desert Skies Symposium on Music Education, Arizona State University, Tempe, AZ.
6. Bernard, C. F., & Abramo, J. M. (2019, March) "*But that doesn't work in music!*": A guide for productive dialogue in teacher evaluation. Clinic presented at the New Jersey Music Educators Association Annual Conference, East Brunswick, NJ.
7. Bernard, C. F., & Abramo, J. M. (2019, March). "*But that doesn't work in music!*": A guide for productive dialogue in teacher evaluation. Clinic presented at the Massachusetts Music Educators Association Annual Conference, Boston, MA.
8. Bernard, C. F., & Abramo, J. M. (2018, December). "*But that doesn't work in music!*": A guide for productive dialogue in teacher evaluation. Clinic presented at the New York State School Music Association Winter Conference, Rochester, NY.
9. Campbell, M. R. & Abramo, J. M. (2018, April). *What music student teachers say about educative mentoring: A Focus study research project*. Paper presented at the American Education Research Association Annual National Conference, New York, N.Y.
10. Abramo, J. M. & Bernard, C. F. (2017, March). *Music teachers and teacher evaluation*. Clinic presented at the Connecticut Music Educators Association Annual In-Service Conference, Hartford, CT.
11. Abramo, J. M. & Bernard, C. F. (2017, March). *Talking to your administrators*. Clinic presented at the Connecticut Music Educators Association Annual In-Service Conference, Hartford, CT.
12. Abramo, J. M. & Campbell, M. R. (2017, February). *What student teachers say about educative mentoring*. Paper presented at The Desert Skies Symposium on Music Education, Arizona State University, Tempe, AZ.

13. Abramo, J. M. (2017, February). *Critiquing social justice discourse*. Paper presented at The New Directions in Music Education Conference, Michigan State University, East Lansing, MI.
14. Abramo, J. M. & Coates, D. (2016, May). *"Nothing without joy": A high school chorus teacher's use of aphorisms to create identity, told in sonata form*. Paper presented at the 5th International Conference on Narrative Inquiry in Music Education, University of Illinois, Urbana-Champaign.
15. Abramo, J. M. & Gibbs, N. (2015, September). *Preservice and elementary students form an online music-making community*. Paper presented at the 2015 Symposium on Music Teacher Education: *Toward a Stronger, Richer Community*, University of North Carolina, Greensboro.
16. Abramo, J. M. & Bernard, C. F. (2015, September). *Preparing student teachers for teacher evaluation in an age of accountability*. Paper presented at the 2015 Symposium on Music Teacher Education: *Toward a Stronger, Richer Community*, University of North Carolina, Greensboro.
17. Campbell, M. R. & Abramo, J. M. (2015, September). *What cooperating music teachers say about educative mentoring: A focus study research project*. Poster presented at the 2015 Symposium on Music Teacher Education: *Toward a Stronger, Richer Community*, University of North Carolina, Greensboro.
18. Abramo, J. M. (2015, June). *The phantasmagoria of competition in school ensembles*. Paper presented at the MayDay Group, Colloquium 27: Music Education as Social, Cultural, and Political Action, Loyola University, New Orleans, LA.
19. Abramo, J. M. & Smith, G. D. (2015, June). *Sociological perspectives on popular music in education*. Paper presented at the International Symposium on the Sociology of Music Education, Loyola University, New Orleans, LA.
20. Abramo, J. M. (2015, June). *#MarchOnRome: Of alterity, (social) media, and marching bands*. Paper presented at the 2015 International Symposium on the Sociology of Music Education, Loyola University, New Orleans, LA.
21. Abramo, J. M. (2014, April). *A fifth-year, post-student-teaching internship*. Paper presented at the National Association for Music Education (NAfME), Biannual Music Research and Teacher Education Conference, St. Louis, MO.
22. Abramo, J. M. & Campbell, M. R. (2013, September). *Four notions on the qualities of cooperating music teachers*. Poster presented at the 2013 Symposium on Music Teacher Education: *Navigating Crossroads*, University of North Carolina, Greensboro.
23. Abramo, J. M. (2013, June) *The epistemology and pedagogy of sound and listening: Nancy, Derrida, and Dewey*. Paper presented at The Ninth Symposium of the International Society for Philosophy of Music Education, Teachers College, Columbia University, New York, NY.
24. Abramo, J. M. (2013, June). Respondent to Lauren Kapalka Richerme's: *Who are musickers?* Response paper presented at The Ninth Symposium of the International Society for Philosophy of Music Education, Teachers College, Columbia University, New York, NY.

25. Abramo, J. M. (2013, April). *Towards an ethics of music listening pedagogy*. Paper presented at the Eighth International Research in Music Education Conference, University of Exeter, Exeter, UK.
26. Abramo, J. M. (2013, April). *Using pop and rock composition to reach the "other" 85%*. Clinic presented at the National Association for Music Education (NAfME) Eastern Division Conference, Hartford, CT.
27. Abramo, J. M. (2013, February). *Oto-ethnography: Sound studies methodologies in music education*. Paper presented at the Suncoast Music Education Research Symposium, University of South Florida, Tampa.
28. Abramo, J. M. (2012, April) *The discourse of disability in the music education of students with visual impairments*. Paper presented at the American Education Research Association Annual National Conference, Vancouver, Canada.
29. Abramo, J. M. (2012, April). *Incorporating popular music processes into the classroom*. Clinic presented at the Connecticut Music Educators Association Annual In-Service Conference, Hartford, CT.
30. Abramo, J. M. & Austin, S. C. (2012, March). *One teacher's personal epistemology and informal pedagogy*. Paper presented at the National Association for Music Education (NAfME), Biannual Music Research and Teacher Education Conference, St. Louis, MO.
31. Abramo, J. M. Degan, M. W., & Allen, K. (2011, December). *Student teachers reflect on their experiences*. Session presented at the New York State School Music Association Winter Conference, Rochester, NY.
32. Abramo, J. M., Natale-Abramo, M., Tobias, E. S. (2011, October). *Controversial issues in the pedagogy of popular music*. Paper presented at the New Directions in Music Education: Revitalizing Middle and High School Music, Michigan State University, East Lansing, MI.
33. Abramo, J. M. (2011, February). *Gender differences in the popular music compositions of high school students*. Paper presented at the Suncoast Music Education Research Symposium, University of South Florida, Tampa.
34. Abramo, J. M. (2010, December). *Pop comp: Popular music composition*. Clinic presented at the New York State School Music Association Winter Conference, Rochester, NY.
35. Campbell, M. R. & Abramo, J. M. (2010, December). *Music education and research: What's the connection?* Panel presented at the New York State School Music Association Winter Conference, Rochester, NY.
36. Abramo, J. M. (2010, October). *Historically contextualizing Orff Schulwerk: Recapitulation theory and Völkisch thought*. Paper presented at Race, Erasure, and Equity in Music Education Conference, the International Consortium on Equity in Music Education (CRÈME International), University of Wisconsin-Madison.
37. Abramo, J. M. (2010, May). *Queering informal pedagogy: Sexuality and popular music in the schools*. Paper presented at Establishing Identity: LGBT Studies and Music Education, University of Illinois, Urbana-Champaign.
38. Abramo, J. M. (2007, April). *Performativity of gender through popular music: An ethnography*. Paper presented at American Education Research Association Annual National Conference, Chicago, IL.

39. Abramo, J. M. (2006, November). "Yeah I'm fat, who the hell cares: *Performativity of gender and popular music*. Paper presented at the International Conference on Music Education and Social Justice, Columbia University, New York, NY.
40. Abramo, J. M. (2006, April). *Popular music and gender in the classroom*. Paper presented at the International Association for the Study of Popular music, US Conference, Nashville, TN.
41. Abramo, J. M. (2006, June). *Mystery, fire and intrigue: Representation and commodification of race in band literature*. Paper presented at the International Mayday Symposium, Princeton, NJ.
42. Schraer-Joiner, L., Abramo, J. M., & Natale-Abramo, M. (2004, October). *Middle-level music: Dispelling the myths and misconceptions associated with public school music programs*. Paper presented at the New York State Middle School Association, 27th Annual Conference, Lake Placid NY.
43. Campbell, M. R., Hickey, M. Boardman, E., Abramo, J. M., Tobias, E. S. (1998, April). *Building Collaborative Communities of Teacher Educators*. Panel presented at the MENC National Biennial In-service Conference, Phoenix, AZ.

SERVICE

Editorial Appointments

Editorial Committee member, *Journal of Music Teacher Education* (July 2018-June 2024)

Serve as a reviewer of submitted manuscripts

Editorial Committee member, *Music Educators Journal* (July 2016-June 2020)

Serve as a reviewer of submitted manuscripts. 18% acceptance rate.

Editorial Board member, *Action, Criticism, and Theory for Music Education* (2016-present)

Serve as a reviewer of submitted manuscripts

Reviewer, *Action in Teacher Education* (2016-present)

Serve as a reviewer of submitted manuscripts

Editorial Board member, *The Bulletin of the Council for Research in Music Education* (2015-present).

Serve as a reviewer of submitted manuscripts. 15% acceptance rate.

Editorial Committee member, *Visions of Research in Music Education* (2015-present).

Serve as a reviewer of submitted manuscripts.

Advisory Committee Member, *Music Educators Journal* (July 2012-June 2016)

Serve as a reviewer of submitted manuscripts. 18% acceptance rate.

Editorial Board Member, *Journal of Popular Music Education* (January 2015-Present)

Editorial Board Member, *Media Journal in Music Education* (March 2015-Present)

Elected: Co-editor of *Gender, Education, Music, and Society*, the peer-reviewed, on-line journal of *Gender Research in Music Education, International*. (2010-2013)

Ad-Hoc Peer Review

Ad-hoc reviewer for *Educational Inquiry* (November, 2016; May, 2019)

Advisory and Review Committee Member, The 5th International Conference on Narrative Inquiry in Music Education (June 2015-May 2016)

Advise on steering of conference and serve as reviewer of submissions

Review Board Member, Action, Criticism, and Theory in Music Education (October 2015-January 2016)

Peer-reviewed papers for a special issue on the sociology of music education.

Guest reviewer for *The Bulletin of the Council for Research in Music Education*, (2014).

Ad-hoc reviewer for *The International Journal of Disability, Development and Education* (2014).

Reviewer of the *National Coalition for CORE ARTS Standards* (February 2013-2014)

Reviewed relevant research, develop, and pilot assessments of student work from classrooms across the U.S. for new national music standards for the Emerging Ensembles subcommittee.

International Service

Elected: Program Chair of *International Society for Philosophy of Music Education's Eleventh International Symposium on the Philosophy of Music Education* (2015-2017)

Elected: Program Co-chair of *International Society for Philosophy of Music Education's Tenth International Symposium on the Philosophy of Music Education* (2013-2015)

Elected: Co-chair of *Gender Research in Music Education, International* (GRIME) (2011-2013).

National Service

Elected: Immediate Past Chair of the Special research Interest Group in Philosophy (Philosophy SRIG) of the National Association for Music Education (June 2014-June 2016)

Elected: Chair of the Special research Interest Group in Philosophy (Philosophy SRIG) of the National Association for Music Education (June 2014-June 2016)

Elected: Chair Elect of the Special Research Interest Group in Philosophy (Philosophy SRIG) of the National Association for Music Education (June 2012-June 2014)

State of Connecticut

Appointed: Member, Arts Equity Initiative (July 2016-present)

Ad hoc committee formed to address issues of equity in Arts Education in regards to diversifying the teaching workforce and creating more inclusive and equitable curricula.

Appointed: Member, Arts Standards Review Committee in Music (August 2015-June 2016).

Charged by the Connecticut State Education Department to review the National Core Arts Standards closely and comprehensively and then compare them to the current adopted CT Arts Curriculum Framework from 1998; identify implications associated with state adoption; generate consensus feedback that represents CSDE's state-level perspective and; participate in stakeholder engagement, transition planning and presentations across stakeholder groups concerning state adoption.

Regional

Host and organizer of meetings of the New England Music Teacher Educator Group, February 26, 2016 and February 16, 2018.

University of Connecticut

University Service

Sub-committee co-chair *University of Connecticut, General Education Oversight Committee's (GEOC) subcommittee on Content Area 4: Diversity and Multiculturalism* (June 2015 to June 2019)

Serve on the GEOC committee and co-chair a subcommittee to review proposals for courses submitted to be considered as a general education course at UConn that would fulfill the content area requirement of diversity and multiculturalism.

Sub-committee Member *University of Connecticut, General Education Oversight Committee's (GEOC) subcommittee on Content Area 4: Diversity and Multiculturalism* (2014 to May 2015)

Reviewed proposals for courses submitted to be considered as a general education course at UConn that would fulfill the content area requirement of diversity and multiculturalism.

IDEA Grant Reviewer (2014-2019).

Reviewed proposals for grants given to undergraduates for research projects.

Neag School of Education Service

Committee Member, *Neag School of Education, Global Education Committee* (October 2016-June 2018).

Explore options for studying abroad.

Committee Member, *Neag School of Education, Exploratory Committee on Qualitative Research* (October 2014-June 2015).

Implement a graduate certificate in qualitative research and improve doctoral courses and support for faculty research in qualitative methodologies.

Committee Member *Neag School of Education Academic Vision Committee* (2013)

Created report for Neag's vision for larger report of the university's vision.

Department Service

Committee Member, *Neag School of Education, Curriculum and Instruction Department, Promotion, Tenure, and Reappointment Committee* (September 2017-May 2019)

Committee Member, *Neag School of Education, Curriculum and Instruction Department, Scholarship and Awards Committee* (September 2014-May 2017)

Review applications for awards and scholarships

Co-chair *Neag School of Education, Teacher Education Unit, Committee on core practices of social justice* (January 2014-July 2014)

Derived "core practices" of social justice in education in efforts to realign goals of the teacher education program

Committee member *Music department program revision committee* (Fall 2013)

Worked with music department to create proposals to revise bachelor of arts in music and other programs

Committee Member, *Neag School of Education Undergraduate Admissions Committee* (2011-present)

Review applications to the school of education

Advisor *UConn's Collegiate NAfME Chapter* (2012 – 2016)

Oversee and guide this student-run music educators' professional organization including professional development, fund raising, and community service.

Academic Advisor

Advise students in registration, degree planning, and other academic areas.

Hartwick College

Committee member *Campus-Wide Assessment Committee (CWAC)*

Represent the Humanities division on a committee that oversees campus-wide assessment projects including the provision of grants for interdisciplinary assessment projects, professional development for faculty, and revision of the college's mission statement

Committee member *Scholar Showcase Committee*

Represent the Music department for a committee that reviews and runs the day reserved annually for students and faculty to present their research

Committee member *Honors Convocation Committee*

Music department committee to oversee the implementation of the semiannual Honors convocation for students

Advisor *Hartwick's CMENC Chapter*

Oversee and guide this student-run music educators' professional organization including professional development, fund raising, and community service.

Academic Advisor

Advise students in registration, degree planning, and other academic areas.

CONSULTING

Musicfirst of Music Sales Group, New York, NY (September 2012-present)

Serve on an advisory panel for development of music educational software.

Program reviewer, American Council on Education (May 2014)

Program review for accreditation of the Army School in Little Creek, VA

PRINT INTERVIEW

Randall, M. (2010). Pop goes to the classroom: The risks and rewards of teaching with popular music. *Teaching Music*, 18(1), 28-32.

COMPOSITIONS AND ARRANGEMENTS

Sonata for Double Bass and Piano

Premiered by Matthew Abramo at the Eastman School of Music, Rochester, NY

Habañera, for Two Alto Saxophones and Harp

Premiered by Members of the United States Military Academy Band, Coast Guard Academy Band and Music Faculty of the Crane School of Music at the State University of New York at Potsdam

Arrangement, for Saxophone Quartet, of *Paranoid Android* by Radiohead

Premiered by the West Point Saxophone Quartet on September 15th 2002
Recorded by West Point Saxophone Quartet on Album *Fault Lines*

***Contrasting Similarities* for Alto Saxophone, Bass Clarinet, Bassoon and Cello**

Premiered by Members of *Musique 21* on March 24, 2001

RECORDINGS

USMA Recordings. *Fault Lines*, the West Point Saxophone Quartet. Arrangement of *Paranoid Android* by Radiohead

Blue Hyacinth Records (BHP2K02) *Centennial Celebration, A Tribute to Dr.*

Leonard Falcone, Michigan State University Wind Symphony. Principal Alto Saxophone, Solo on Track 9.

Mark Records (2835-MCD). *The Wind Ensemble of the Crane School of Music: Live in Concert.* Principal Saxophonist

PERFORMANCES

Soloist, Hartwick College, Oneonta, NY, March 2010

Tribute to Rudy Wiedoeft by Gunther Schuller

North American Saxophone Alliance Northwest Regional Conference, West Point, NY, March 2003

Featured Performer of *Ars* by Christian Lauba

Masterclass with Claude Delangle, Professor of Saxophone, Paris Conservatory, March 2001

Featured performer of *Tre Pezzi* by Giacinto Scelsi.

North American Saxophone Alliance Biennial Conference, March 2000

Featured performer of Tre Pezzi by Giacinto Scelsi.
Participant, North American Saxophone Alliance Young Artist
Competition.

New England Saxophone Symposium Annual Conference, University of
Massachusetts, March 1999

Featured Performer

PERFORMING EXPERIENCES

The USMA Band for concert on March 23rd, 2004

Concerto Soloist with Crane Symphony Orchestra

Principal Saxophonist of the Michigan State University Wind Symphony

Principal Saxophone of the Crane Wind Ensemble

Crane Saxophone Quartet

Musique 21 New Music Ensemble, East Lansing Michigan

COMMISSIONS/ PREMIERES

***Jehlug* for Alto Saxophone, Flute and Electronics**

By Keith Rudolph, freelance composer in New York City

HONORS AND AWARDS

2015 Edward C. Marth Mentorship Award

Nominated

**2011 Outstanding Researcher Awarded by the Center for Music Education
Research at the University of South Florida**

An award aimed at honoring music education researchers at early stages
of their careers and producing high quality research. Includes a
presentation, a publication, and an honorarium of US\$1,000.

1999 Graduated Magna cum Laude from SUNY Potsdam

1998 Kenneth Cottrell Humanitarian Scholarship Recipient

1998 Crane Concerto Competition Winner

1997 Crane New Music Competition Winner

AFFILIATED ORGANIZATIONS

National Association for Music Education (NAfME)

American Educational Research Association (AERA)

International Society of Philosophy of Music Education (ISPME)

Consortium on Equity in Music Education (CRÈME International)

Gender in Music Education Research (GRIME International)

International Association for the Study of Popular Music (IASPM)

North American Saxophone Alliance (NASA)

College Music Society (CMS)