

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 started my professional career in 1988 as a substitute teacher at the Conservatory of Granada. In the same year, I obtained a tenured position as a teacher at the Conservatory. In 1993 I was appointed to the Music Ed. Department of the University of Granada. During 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 more involved in qualitative research. 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 finished my Ph.D., I applied for and received a scholarship from the Spanish government to do a postdoctoral stay at the University of Illinois (USA) from 2001 to 2003. During this stay I carried out research on the music teacher education, the main result of which was a book published by this university ("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 on music education 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.

It was in Illinois that I met Fazal Rizvi of GSE. Thanks to him, I realized that policy is another pillar of education, perhaps the most important, because it is what allows - or prevents - curriculum development and teacher training. So I started working on this issue, which is why I went to Illinois for three months in 2009 to work with him. I have published a lot of work on this.

Around this time in IL, in 2002, I became a member of the International Society for Music Education (ISME), which has been a 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 ISME Board of Directors from 2012 to 2016. In 2013, the Revista Internacional de Educación Musical was launched by ISME. I have been its editor-in-chief for ten years, the last three as co-editor. I owe many things to ISME, but the international networking is perhaps the most important.

Many other things have come out of that. For example, I was the 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). 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). The most important, however, is the opportunity I have had to lead the SEJ-540 Research Laboratory on Music Education, from which I have been able to carry out 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).