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#### ACADEMIC QUALIFICATIONS

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2005	PhD (Music Education), University of Oulu, Finland.
2000	Licentiate of Education, University of Oulu, Finland
1989	Master of Music (includes the Bachelor's Degree; Teacher's Pedagogical Studies) (music education), Sibelius Academy, Helsinki, Finland
1993	Dalcroze License, Carnegie Mellon University, USA

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#### LANGUAGE SKILLS

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Native language Finnish

Other language skills: English and Spanish (fluent), Swedish (proficient), French (intermediate)

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#### RECENT EMPLOYMENT HISTORY

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2014–Current	Professor in Music Education, Sibelius Academy, University of the Arts Helsinki; Tenured 1.4.2021
2010–2014	Assistant professor, Sibelius Academy
2006–2007	University lecturer, University of Helsinki
1994–2007	University lecturer/Assistant professor, University of Oulu
1985–1994	Music teacher, instrumental & early childhood music education, in-service teacher education.
2003	Carnegie Mellon University (Lecturer)

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#### RESEARCH & ACADEMIC LEADERSHIP

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My research interests involve a variety of topic in music education, such as embodiment, equality, assessment, agency, and history of music education, in contexts of (music) schools, higher education, and (music) teacher education. My publications include 44 peer-reviewed articles or book chapters (28 international) out of over 100 publications; 4 books (3 ed.). I have supervised/mentored postdoctoral/senior researcher projects (3): doctoral degrees (7, incl 5 international; 5 ongoing; 68 Masters' degrees, 52 Bachelor's degrees). I have served as an opponent/examiner for 7 Doctoral degrees. My most recent experience in leading research include, the ArtsEqual research project (group leader, 2016–2021), the National Assessment of the Learning Outcomes in Music for the Finnish National Board of Education (PI, 2011). I have had several scientific/academic expert tasks (e.g. member of the scientific committees, evaluations of academic competence), given 9 keynotes, 27 invited talks and organised/chaired in 28 international conferences as well as served as a guest editor, editorial board member and review reader for numerous international research journals.

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#### TEACHING

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I have taught and coordinated a wide variety of courses in music teacher education degree programs (Research Methods and Seminars, Pedagogical studies, such as Classroom Didactics, Instrumental Pedagogy, Interdisciplinary Arts Pedagogy; the Music-and-Movement (Dalcroze), Finnish Folk Music, Keyboard Skills, Improvisation, Popular Music Singing, and Ensembles). I have held an active position in curriculum reformations (incl. national basic education and higher education), including working as an expert member in the reform of the National Core Curriculum for Basic Education in 2013–14 and Teacher's Pedagogical Studies at Sibelius Academy (2011–13). I have been invited as a teacher/scholar to, for example Costa Rica, Cuba, Estonia, Great Britain, Mexico, Sweden, South-Africa, Taiwan, and the USA.

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#### POSITIONS OF TRUST

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I have served in administration and leadership roles over several years both within the university (e.g. Board Member of SibA, UniArts Helsinki), and in society (e.g. member in the teacher education forum of the Ministry of Education and Culture). I have worked actively in international networks, such as Finnish Association for Music education, scientific and organizing committees of the International Conference of Dalcroze Studies, Nordic Network of Research in Music Education, and Arts Investment Forum.

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#### SELECTED PUBLICATIONS (IN ENGLISH), ORCID ID: 0000-0003-0036-3592

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##### *Books*

- Leskelä-Kärki, M., Juntunen, M.-L. & Kauranen, R. (toim.) Kansallisbiografia II: Lastenkulttuuri [National Biography: Children's Culture]. Helsinki: SKS Biografiakeskus. (Electronic collection of articles). <https://kansallisbiografia.fi/kansallisbiografia/henkilo/10091>
- Juntunen, M.-L., Aarnio, H.-M. & Perkiö, S. 2015. Ikkunoita Inkerin elämään. Muistoissa musiikkiliikunnan uranuurtaja Inkeri Simola-Isaksson. [Windows into Inkeri's life. Dedicated to the memory of Inkeri Simola-Isaksson, the pioneer of music and movement.] Sibelius-Akatemian julkaisuja 14. Helsinki: Sibelius Academy.
- Juntunen, M.-L., Nikkanen, H. & Westerlund, H. (eds.) 2013. Musiikkikasvattaja. Kohti reflektiivistä käytäntöä [Music Educator: Towards Reflective Practice]. Jyväskylä: PS-kustannus.
- Juntunen, M.-L. 2013. Kaiken lisäksi nainen. Ellen Urhon ammatillinen elämäkerta [Moreover a woman. Professional life story of Ellen Urho]. DocMus Research Publications 5. Helsinki: Sibelius Academy.
- Juntunen, M.-L., Perkiö, S. & Simola-Isaksson, I. 2010. Musiikkia liikkuen & Musiikkia tanssien –musiikkiliikunnan käsikirjat ja oheismateriaalit (Textbook).

Peer-reviewed journal articles/book chapters

- Juntunen, M.-L. & Partti, H. In print. Towards transformative global citizenship through interdisciplinary arts education. *International Journal of Education & the Arts* 22.
- Juntunen, M.-L. In print. Perceiving and responding through movement. In C. R. Abril & B. Gault (Eds.) *Teaching General Music: Dimensions of Practice*. New York, NY: Oxford University Press
- Juntunen, M.-L. In print. Mapping the Dalcroze inspired practices in Finland: Three artist-pedagogues at the Sibelius-Academy in the 20<sup>th</sup> century. In J. Habron, J. Laakkonen & S. Odom (eds.) *Mapping Dalcroze practice: Historical perspectives on pedagogy, performance and therapy*. Boydell.
- Juntunen, M.-L. (2021). Eriarvoistavat mekanismit taiteen perusopetuksessa: synteesi Arts Education for All -ryhmän tutkimuksista. *Synteesi* 4, 27–39.
- Tiippana, K., Ginman, K., Juntunen, M.-L. & Anttila, E. (2021). Perception of social interaction from body motion in 10-year-old children and the potential effect of art-based interventions. *Perception* 50(1), 215-216.
- Timonen, V., Juntunen, M.-L. & Westerlund, H. (2021). The Politics of Reflexivity in Music Teachers' Intercultural Dialogue. In Kallio, A., Karlsen, S., Marsh, K., Saether, E., Westerlund, H. (Eds.), *The Politics of Diversity in Music Education*, 39–52. Online first, DOI: [10.1007/978-3-030-65617-1\\_4](https://doi.org/10.1007/978-3-030-65617-1_4)
- Juntunen, M.-L. & Partti, H. (2020). Addressing Current Challenges in the Finnish School through Music Education – Perspectives from studies by Heidi Westerlund. Remarks on a visionary's journey. An anthology celebrating Heidi Westerlund 2020. University of the Arts Helsinki, 133–155.
- Juntunen, M.-L. (2020) Ways to enhance embodied learning in Dalcroze-inspired music education. *International Journal of Music in Early Childhood* 15(1), 39–59. [https://doi.org/10.1386/ijmec\\_00011\\_1](https://doi.org/10.1386/ijmec_00011_1)
- Juntunen, M.-L. (2020). Embodied learning through and for collaborative multimodal composing: A case in a Finnish lower secondary music classroom. *International Journal of Education & the Arts*, 21(29). <http://doi.org/10.26209/ijea21n29>
- Sutela, K., Juntunen, M.-L., & Ojala, J. (2020). Applying music-and-movement to promote agency development in music education: a case study in a special school. *British Journal of Music Education*. 37(1), 71-85. Published online 8.7.2019. DOI: <https://doi.org/10.1017/S0265051719000184>
- Juntunen, M.-L. & Kivijärvi, S. (2019). Opetuksen saavutettavuuden edistäminen taiteen perusopetusoppilaitoksissa 2013–2018. Kyselyn raportointia, *Finnish Journal of Music Education* 23(2), 70–87.
- Björk, C. & Juntunen, M.-L. Knigge, J., Pape, B. & Malmberg, L-E. (2019). Musikundervisning förverkligas på ojämlika villkor i årskurserna 1–6 i Finlands svenskspråkiga skolor. *Finnish Journal of Music Education* 23(2), 30–58.
- Juntunen, M.-L. (2019). Pupils' perceptions of added music teaching in a Finnish primary school classroom. *Finnish Journal of Music Education* 23(2), 8–29.
- Björk, C. & Juntunen, M.-L. (2019). Ethical considerations on conducting research about music teaching in primary schools: A virtue ethics approach. *European Journal of Philosophy in Arts Education (EJPAE)* 4, 2, 63–110. [http://www.ejpaee.com/index.php/EJPAE/article/view/36/29?fbclid=IwAR0m1\\_EfJLZAb1jR4VYYU15k\\_kX11PwEIFtjX\\_2x1OrDs3hWSgHbS7MX5M](http://www.ejpaee.com/index.php/EJPAE/article/view/36/29?fbclid=IwAR0m1_EfJLZAb1jR4VYYU15k_kX11PwEIFtjX_2x1OrDs3hWSgHbS7MX5M)
- Laes, T., Westerlund, H., Väkevää, L. & Juntunen, M.-L. (2018). Suomalaisen musiikkioppilaitosjärjestelmän tehtävä nyky-yhteiskunnassa: Ehdotelma systeemiseksi muutokseksi. [The purpose of the Finnish music school system in the contemporary society: A suggestion for a systemic change.] *Musiikki* 48, 2, 5-25.
- Juntunen, M.-L. 2018. Using socio-digital technology to enhance participation and creative engagement in a lower secondary music classroom. *Nordic Research in Music Education Yearbook* 18, 47–74. Available: <http://nnmpf.org/sv/year-book/>
- Juntunen, M.-L. 2017. National Assessment Meets Teacher Autonomy: A Case Study of National Assessment of Learning Outcomes in Music in Finnish Basic Education. *Music Education Research* 19(1), 1–16. Published online 27.7.2015. doi:10.1080/14613808.2015.1077799.
- Juntunen, M.-L. & Eisenreich, C. 2017 in print. Assessment in the Dalcroze pedagogy. In T. S. Brophy (ed.) *Handbook of Assessment Policy and Practice in Music Education, Volume 2: The United States, Classroom Practice, and Technology. Part 2: The Assessment of Classroom Music Learning. Chapter 23*. The Oxford University Press.
- Sutela, K., Ojala, J. & Juntunen, M.-L. 2017. Embodiment and ethnographic sensitivity in narrative inquiry. *Bulletin for the Council of Research in Music Education*.
- Sutela, K., Juntunen, M.-L. & Ojala, J. 2016. Inclusive music education: The potential of the Dalcroze approach for students with special educational needs. *Approaches: An Interdisciplinary Journal for Music Therapy* 8(2), 134–146.
- Ferm, C., Johansen, G. & Juntunen, M.-L. 2016. Music teacher educators' visions of music teacher preparation in Finland, Norway and Sweden. *International Journal of Music Education, Research* 34(1) 49–63 (published online in 2015). doi:10.1177 /0255761415584300
- Juntunen, M.-L. 2016. The Dalcroze Approach: Experiencing and Knowing Music through the Embodied Exploration. In C. R. Abril & B. Gault (Eds.) *Approaches to Teaching General Music: Methods, Issues, and Viewpoints*. New York, NY: Oxford University Press, 141–167.
- Westerlund, H. & Juntunen, M.-L. 2016. Music teacher preparation in Finland: Facing plurality of musics and needs. In S. Figueiredo, J. Soares & R. Finck Schambeck (Eds.) *The preparation of music teachers: A global perspective*. Porto Alegre: ANPPOM - Associação Nacional de Pesquisa e Pós-Graduação em Música. Série Pesquisa em Música no Brasil; v. 5, 195–218.
- Juntunen, M.-L. 2015. Pedagoginen kokeilu integroida iPadin käyttö, luova tuottaminen ja keholliset työtavat peruskoulun seitsemännen luokan musiikinopetuksessa. Tapaustutkimus toimijuuden näkökulmasta. [Pedagogical

experiment of integrating the use of iPads with creative production and bodily approaches in 7th grade music instruction. A case study from the perspective of agency]. *Finnish Journal of Music Education* 18(1), 56–76.

- Juntunen, M.-L. 2014. Teacher educators' visions of ideal teaching practices and pedagogical training within instrumental higher music education. An interview study in Finland. *British Journal of Music Education* 3 (2), 157–177.
- Juntunen, M.-L. 2014. Mestarista opiskelijan ohjaajaksi, tukijaksi ja vierellä kulkijaksi? Kyselytutkimus Sibeliuksen Akatemian opettajien opetukseen liittyvistä näkemyksistä. [From being a master to being student's supervisor, supporter and companion. A survey study of teachers' pedagogical thinking at the Sibelius Academy]. *Finnish Journal of Music Education* 17(1), 8–28.
- Juntunen, M.-L., Karlsen, S., Kuoppamäki, A., Laes, T. & Muhonen, S. 2014. Envisioning imaginary spaces for musicking: Equipping students for leaping into the unexplored. *Music Education Research* 16(3), 251–266.
- Juntunen, M.-L. & Westerlund, H. 2011. The Legacy of music education methods in teacher education: The metanarrative of Dalcroze Eurhythmics as a case. *Research Studies in Music Education* 33, 47–58.
- Juntunen, M.-L. 2011. Liike, rytmi ja musiikki. Jaques-Dalcrozen pedagogista perintöä jäljittämässä. [Movement, rhythm, and music. Tracing the pedagogical heritage of Jaques-Dalcroze]. In E. Anttila (ed.) *Taiteen jälki. Taidepedagogiikan polkuja ja risteyksiä*. Helsinki: Teatterikorkeakoulun julkaisusarja 40, 57–73.
- Juntunen, M.-L. 2009. Musiikki, liike ja kehollinen kokemus [Music, movement, and bodily experience]. In J. Louhivuori, P. Paananen & L. Väkevä (eds.) *Musiikkikasvatus: näkökulmia kasvatukseen, opetukseen ja tutkimukseen* [Music education: views to education, teaching, and research]. Jyväskylä: Atena, 245–257.
- Westerlund, H. & Juntunen, M.-L. 2005. Music and knowledge in bodily experience: Dalcroze's challenge to David Elliott. In: Elliott D (ed) *Praxial music education: Reflections and dialogues*. Oxford University Press, Oxford, 112–122.
- Juntunen, M.-L. & Hyvönen, L. 2004. Embodiment in musical knowing - How body movement facilitates learning within Dalcroze Eurhythmics. *British Journal of Music Education* 21(2), 1–16.
- Juntunen, M.-L. 2002. The practical applications of Dalcroze Eurhythmics. *Nordic Research in Music Education Yearbook Vol. 6*, 75–92.
- Juntunen, M.-L. & Westerlund, H. 2001. Digging Dalcroze, or, dissolving the mind-body dualism: philosophical and practical remarks on the musical body in action. *Music Education Research* 3(2), 203–214.

#### *Book chapters/articles (non-peer-reviewed)*

- Juntunen, M.-L. (2021). Taiteen perusopetusta kaikille. *Finnish Journal of Music Education* 24, 2, 127–151.
- Juntunen, M.-L., Anttila, E., Jaresand, S., Henriksson, M. & Söderblom, E. (2021). Embodied listening and expression. *Finnish Journal of Music Education* 24, 2, 162–164.
- Anttila, E. & Juntunen, M.-L. (2021). Taidekasvatus – eväitä maailman kohtaamiseen. Teoksessa A. Kihalampi, H. Laakso & E. Hakoköngäs (eds.) *Kasvun maisemia. Uusia näköaloja nuorten kanssa työskentelyyn*. Luode-hanke. Lahti: LUT Scientific and Expertise Publications Tutkimusraportit – Research Reports 118, 16–17.
- Schiavio, A., Nijs, L., van der Schyff, D. & Juntunen, M.-L. (2020). Editorial: Towards a Meaningful Instrumental Music Education. Methods, Perspectives, and Challenges. *Frontiers Psychology* 11:625994. doi: 10.3389/fpsyg.2020.625994
- Juntunen, M.-L. (2019). Dalcroze Eurhythmics – a method, an approach, a pedagogy, or a philosophy? *Le Rythme*, 49–59. Available: <https://dalcrozeusa.org/wp-content/uploads/2019/07/Le-Rythme-2019-Webversion.pdf>
- Juntunen, M.-L. & Karlsen, S. (2018). Lukijalle / Editorial. *Finnish Journal of Music Education* 22(2), 4–6.
- Juntunen, M.-L. (2018). Promoting accessibility and equality in Finnish Basic Education in the Arts. *Finnish Journal of Music Education* 21(2), 78–88.
- Juntunen, M.-L. (2017). Musiikinopettajaihanteita ennen ja nyt: musiikinopetuksen laaja-alaisesta ammattilaisuudesta kohti yhteiskunnallista vastuullisuutta. Professorin virkaanastujaisesitys. *Finnish Journal of Music Education* 20(1), 128–134.
- Väkevä, L., Westerlund, H. & Juntunen, M.-L. 2015. Teacher as ignorant school-master: Some Rancièrian musings on instrumental pedagogy. In J.-O. Gullö & P.-H. Holgersson (Eds.) *Knowledge formation in and through music*. Festschrift in honor of Cecilia K. Hultberg. KMH, Stockholm, 233–242.
- Westerlund, H. & Juntunen, M.-L. 2011. From implicit cultural beliefs to the use of explicit reflective stories: Developing critical narratology in music teacher education. In *Musik och Kunskapsbildning*. En Festschrift till Bengt Olsson. University of Gothenburg. Källered: Intellecta Infolog AB. 185–192.

#### *Articles in text books*

- Juntunen, M.-L. 2013. Kuuntele, liiku, keksi ja kokeile – improvisointi ja säveltäminen musiikkiliikunnan kontekstissa [Listen, move, invent and try out – improvisation and composing in the context of music and movement]. In J. Ojala & L. Väkevä (eds.) *Säveltäjäksi kasvattaminen. Pedagogisia näkökulmia musiikin luovaan tekijyyteen* [Educating composers. Pedagogical viewpoints on creative agency in music]. Helsinki: Opetushallitus. Oppaat ja käsikirjat 2013:3, 33–51.
- Juntunen, M.-L. & Westerlund, H. 2013. Laadukas arviointi osana oppimista ja opetusta. [High quality assessment as part of teaching and learning]. In M.-L. Juntunen, H. Nikkanen & H. Westerlund (Eds.) *Musiikkikasvattaja. Kohti reflektiivistä käytäntöä* [Music educator. Towards reflective practice]. Jyväskylä: PS, 71–92.
- Westerlund, H. & Juntunen, M.-L. 2013. Johdanto [Introduction]. In M.-L. Juntunen, H. Nikkanen & H. Westerlund (Eds.) *Musiikkikasvattaja. Kohti reflektiivistä käytäntöä* [Music educator. Towards reflective practice]. Jyväskylä: PS, 7–17.
- Hyry-Beihammer, E.-K., Joukamo-Ampuja, E., Juntunen, M.-L., Kymäläinen, H. & Leppänen, T. 2013. Instrumenttiopettaja oppilaan kokonaisvaltaisen muusikkouden kehittäjänä [Instrumental teacher as a developer of student's holistic growth as musician]. In M.-L. Juntunen, H. Nikkanen & H. Westerlund (eds.) *Musiikkikasvattaja. Kohti reflektiivistä käytäntöä* [Music educator. Towards reflective practice]. Jyväskylä: PS, 150–182.

*Published development or research report or study*

- Ilmola, L. Rautiainen, Westerlund, H. Lehtikainen, Karttunen, S. Juntunen, M.-L. & Anttila, E. 2021. Artsequal Tasa-arvo taiteen ja taidekasvatuksen palveluiden suuntana [ArtsEqual: equality as the future path for the arts and arts education services (translated)]. CERADA. Uniarts Helsinki.  
[https://www.researchgate.net/publication/356731696\\_ArtsEqual\\_equality\\_as\\_the\\_future\\_path\\_for\\_the\\_arts\\_and\\_arts\\_education\\_services](https://www.researchgate.net/publication/356731696_ArtsEqual_equality_as_the_future_path_for_the_arts_and_arts_education_services)
- Juntunen, M.-L. (2021). Mitä uutta musiikin aineenopettajankoulutuksessa? In S. Pekkilä, M. Rastas & E. Laakso (toim.) Mahdolliset maailmat [Possible worlds, in Finnish]. Taideyliopisto, TaiTu-hanke, 184–195.  
<https://taju.uniarts.fi/handle/10024/7269>
- Juntunen, M.-L., Tuovinen, T. & Sirén, K. 2021. Taiteidenvälinen pedagogiikka —kohti globaalia kansalaisuutta [Integrative arts education pedagogy – towards global citizenship]. In S. Pekkilä, M. Rastas & E. Laakso (toim.) Mahdolliset maailmat [Possible worlds, in Finnish]. Taideyliopisto, TaiTu-hanke, 133–155.  
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- Laitinen, S., Hilmola, A. & Juntunen, M.-L. 2011. Perusopetuksen musiikin, kuvataiteen ja käsityön oppimistulosten arviointi 9. vuosiluokalla [Assessment of the learning outcome in music, visual arts, and craft education in the 9th grade of basic education]. Koulutuksen seurantaraportit 2011:1. Helsinki: Opetushallitus. [http://www.oph.fi/julkaisut/2011/perusopetuksen\\_musiikin\\_kuvataiteen\\_ja\\_kasityon\\_oppimistulosten\\_arviointi\\_9\\_vuosiluokalla](http://www.oph.fi/julkaisut/2011/perusopetuksen_musiikin_kuvataiteen_ja_kasityon_oppimistulosten_arviointi_9_vuosiluokalla)
- Laitinen, S., Hilmola, A., Juntunen, M.-L., Palomäki S. & Heikinaro-Johansson, P. 2011. Tiivistelmä ja päätelmiä perusopetuksen musiikin, kuvataiteen, käsityön ja liikunnan oppimistulosten arvioinnista 9. vuosiluokalla. Raportit ja selvitykset 2011:8. Helsinki: Opetushallitus.

**Doctoral dissertation**

- Juntunen, M.-L. 2004. Embodiment in Dalcroze Eurhythmics. Doctoral thesis. Acta Universitatis Ouluensis. Scientiae Rerum Socialium E73. University of Oulu. Available: <http://jultika.oulu.fi/Record/isbn951-42-7402-4>