

New Call for Papers: Notes from the Field



We're pleased to introduce a new section in *Journal of Music Theory Pedagogy* called "Notes from the Field." This section will be a space for short, insightful contributions that capture the dynamic landscape of music theory pedagogy in ways that reflect current practice. We welcome submissions from all instructors, including graduate students, who wish to share timely observations, innovative strategies, and critical reflections on current trends and challenges in the field.

Submissions to "Notes from the Field" might include:

- **Classroom Innovations:** Descriptions of novel teaching techniques, assignments, or uses of technology that have proven successful in the music theory classroom.
- **Topical Analyses:** Concise discussions of emerging issues or debates in music theory pedagogy.
- **Curriculum Design:** Reports on the development and implementation of new curricula or modifications to existing programs, with a focus on pedagogical rationale and outcomes.
- **Assessment Strategies:** Explorations of assessment methods, grading rubrics, or feedback techniques that promote student learning and engagement.
- **Student Perspectives:** Analyses of student work, learning behaviors, or attitudes towards music theory, offering valuable insights into the student experience.
- **Conference/Workshop Reports:** Summaries of key takeaways and discussions from relevant conferences, workshops, or professional development events.

Submissions should be concise (approximately 1000–3000 words), clearly written, and directly relevant to the teaching and learning of music theory. We encourage authors to adopt a reflective and evidence-based approach, grounding their observations in concrete examples and, where possible, empirical data. Submissions will undergo review by the co-editors, and if necessary, external peer review.

Our inaugural contribution in this volume comes from Elizabeth West Marvin, Minehan Family Professor Emerita at the Eastman School of Music.

