

INCLUSIVE MUSIC EDUCATION IN THE REPUBLIC OF KOREA: POLICIES AND
ADAPTIVE INSTRUCTION FOR GENERAL EDUCATORS OF PRIMARY SCHOOL
STUDENTS WITH DISABILITIES

by
Eun Jew Kim

An Abstract

Of a thesis submitted in partial fulfillment
of the requirements for the Doctor of
Philosophy degree in Music
in the Graduate College of
The University of Iowa

July 2009

Thesis Supervisor: Professor Kate E. Gfeller
Professor Mark Adamek

ABSTRACT

The purposes of this study were to research the current inclusive practices in primary school music education in the Republic of Korea (ROK), identify issues that hamper optimal inclusion, and develop instructional strategies and recommendations to assist general educators in the accommodation of students with disabilities in their music classes. Analyses of public documents from the government of the ROK reveal that since the enactment of the Special Education Promotion Law (1977), there has been an increase in the number of students with disabilities educated inclusively.

The current curricular requirements of the universities of education regarding general educators' music instruction and special education are limited. Furthermore, the government-mandated "Seventh Music Curriculum" (used in every ROK primary school) indicated no accommodation for use with students who have disabilities. Consequently, primary school general educators, while often expected to provide inclusive music instruction, have little preparation or resources available to assist them in making appropriate instructional modifications. Because of the limited pedagogical or research information available within the ROK, additional information regarding the accommodation of students with disabilities was obtained from special education and music education resources in the United States. These resources provided the basis for pedagogical strategies developed for adapted lesson plans for grades three through six.

As these findings suggest, initiatives such as improved pre-service and in-service training are needed to prepare general educators in effective instructional methods and accommodations for inclusive music education. In-service training for such teachers

could possibly be provided by music therapists if the therapists are fully conversant with the instructional difficulties faced by the teachers.

The current development of the Eighth Curriculum by the South Korean government provides an excellent opportunity to include information on students with disabilities within the teacher's manuals. Additional resource materials for the teachers would also be beneficial. Future studies are needed regarding teacher competencies, pre-service preparation, in-service training, and needs assessment regarding inclusive music education.

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PREVIEW

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PH.D. THESIS

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for the thesis requirement for the Doctor of Philosophy
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To my parents, my husband, my children: Jee, Sarah, and James

But by the grace of God I am what I am: and his grace which was bestowed upon me was not in vain; but I laboured more abundantly than they all: yet not I, but the grace of God which was with me.

I Corinthians 15:10

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The current curricular requirements of the universities of education regarding general educators' music instruction and special education are limited. Furthermore, the government-mandated "Seventh Music Curriculum" (used in every ROK primary school) indicated no accommodation for use with students who have disabilities. Consequently, primary school general educators, while often expected to provide inclusive music instruction, have little preparation or resources available to assist them in making appropriate instructional modifications. Because of the limited pedagogical or research information available within the ROK, additional information regarding the accommodation of students with disabilities was obtained from special education and music education resources in the United States. These resources provided the basis for pedagogical strategies developed for adapted lesson plans for grades three through six.

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PREVIEW

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PREVIEW

CHAPTER I INTRODUCTION

While policies and provisions of special education in many parts of the world have changed considerably since the middle of the twentieth century, it has been over the last thirty years that marked change in policy and its implementation have been evident in the Republic of Korea (Karagiannis, Stainback, & Stainback, 1997; Y. H. Lee & H. I. Kim, 2002; Stainback & Stainback, 1992; Turnbull, Turnbull, Shank, Smith, & Leal, 2002). There have been steps made in that country in these past decades toward the integration of students with disabilities into the general education system.

There has been a shift in the Republic of Korea (henceforth in this paper also referred to as "the ROK" or "South Korea"), away from separating, or segregating, students with disabilities from their non-disabled counterparts and toward educating the two groups contemporaneously in the same physical location (J. K. Kim, 1997; J. K. Kim & Y. H. Lee, 2003; S. H. Lee & E. H. Park, 2006; Y. S. Park, 2004). This trend has been variously referred to as "deinstitutionalization," "normalization" (terms associated with education in Nordic countries), "integration," and "mainstreaming" (terms associated with policies in the United States). In the mid-1980s, a movement called the Regular Education Initiative gave rise to the term "inclusion" to delineate a more encompassing system that intends to teach everyone the skills to function successfully in society, recognizing similarities while not disowning the differences between people with disabilities and those without (Karagiannis et al., 1997).

There is little doubt that special education in the ROK has been influenced by education policy in the United States. In 1975, a law enacted in the U.S. (the Education of

All Handicapped Children Act, later referred to as the "Individuals with Disabilities Education Act," or, more commonly, its acronym "IDEA") was established to protect the educational rights of students with disabilities (Karagiannis et al., 1997). It was just two years later when the ROK followed with its own similarly-oriented Special Education Promotion Law (SEPL).

In the U.S., inclusion policies emphasize "the whole student, the environment in which the student lives and learns, and the interaction between the student and the environment" (Adamek & Darrow, 2005, p. 43). Additionally, student inclusion should integrate principles of "normalization" so that students with disabilities have educational "experiences as close as possible to normal" (Adamek & Darrow, 2005, p. 44).

The use of the term "inclusion" is an ongoing policy issue for South Korean educators, with the terms "integration," "mainstreaming," and "inclusion" tending to be used interchangeably in the Republic of Korea. Both the Ministry of Education (MOE) and the Korean Institute of Special Education (KISE) have played important roles in the improvement in special education in South Korea, and these organizations have encouraged the inclusion of students with disabilities in regular classes as part of a "least restrictive environment" policy.

According to the MOE Annual Report on Special Education to the Congress of the Republic of Korea (2004), there were 20,543 students with disabilities placed in inclusive classes in South Korean primary schools. In that Report, the MOE set non-mandatory qualification standards for the teachers working in inclusive classrooms. The MOE later recommended that such teachers should hold special education teaching certificates, take post-graduate special education courses, or have completed a minimum

of 60 hours of in-service special education training (Ministry of Education [MOE], 2005b).

The practice of inclusion in the ROK, though, did not meet with the above government standards (Jung, 2004). Eighty-five percent of the general education teachers who taught inclusive classes reported that they felt ill-prepared for the teaching of students with disabilities (MOE, 2004). Yet more complex was the issue of music instruction. Though educators had to complete college courses to prepare them specifically in the instruction of music in their regular classes, this training provided them with little in the way of music skills. Moreover, to further detriment, educators who did not opt for this basic preparation nevertheless were obliged to teach the subject as part of the curriculum (J. H. Kim, 2005; Seuk, 2005). Many general education teachers had limited training regarding music instruction. Statistical evidence provided by the MOE showed teachers' lack of preparation in the instruction of students with disabilities.

Even though music is one of the subjects in which inclusion more commonly occurs in the ROK, many general education teachers providing inclusive music instruction continue to have limited preparation for either the basic music curriculum or accommodations required for students with disabilities.

While the ROK often looks to the United States with regard to educational policies for students with disabilities, it is interesting to note that research on inclusive music education has indicated that many American educators too have reported feelings of inadequacy in the instruction of students with disabilities (Adamek, 2001; Cassidy, 1990; Culton, 1999; Darrow, Colwell, & J. Kim, 2002; Frisque, Niebur, & Humphreys, 1994; Gfeller & Hedden, 1987; Hammel, 2001; Hawkins, 1991; Wilson, 1996).

Numerous studies have reported that teachers' feelings of inadequacy stem from a lack of training in inclusive teaching. Culton's 1999 study is particularly noteworthy as it revealed that music educators in the United States felt that they needed more information and training to teach students with disabilities, specifically in the areas of "instructional methodology and guidance in assessment, evaluation, and behavioral management." Culton considered the music teacher a "key" to the successful instruction of children with disabilities in inclusive music classes.

An important difference exists between the ROK and the United States however, in that many schools in the United States have specialists in music education to provide music instruction. Thus, even though these teachers report feelings of inadequacy regarding inclusion, they have the benefit of a strong basic foundation in music instruction that is much less commonly found in general education teachers in South Korea. In short, given the current structure and policies in which inclusive music education occur within public schools in the ROK, it is likely that South Korean general education teachers possess only limited knowledge or skills that support effective inclusive music instruction for students with disabilities. There seems to be little to no extant research of this topic within the ROK. Hence there is a clear need for a systematic examination and reporting of ROK policies and procedures, and for the development of adapted lessons to aid general educators in their bid to make successful their inclusive music instruction.

Need for the Study

As indicated in the introduction, with regard to inclusion in music classes, the United States has benefited from several decades of research in the field (Adamek, 2001; Atterbury, 1986; Darrow et al., 2002; Frisque et al., 1994; Gfeller & Hedden, 1987; Gfeller, Darrow & Hedden, 1990; Cassidy, 1990; Gilbert & Asmus, 1981; Hammel, 2001; Jellison & Gainer, 1995; Wilson, 2002). In the ROK though, while special educational policies have promoted inclusive practices since the enactment of the Special Education Promotion Act in 1977, there has been scant research done in that country on the specifics of inclusion in music classes. There is a need for a systematic description of current policies and practices in the ROK regarding the inclusion of students with disabilities in regular classes taught by general education teachers. This description will add to our knowledge of the current shape and nature of music in the special education field in the ROK, as well as provide a foundation for future research.

A second issue specific to the ROK is that general education teachers may or may not have college-level instruction regarding pedagogical and curricular practices for music classes, or special accommodations suitable for students with disabilities. The educational system of the Republic of Korea operates under the auspices of the central government through the Ministry of Education, thus the music curriculum for public education is under national authority. The curricular content required in the music class is made explicit by the government. However, despite the centralized control, each school has a degree of autonomy and this is true also in regard to the teaching of students with disabilities.

All ROK primary schools use a single music textbook series authorized by the Ministry of Education (MOE); it forms the basis of the Ministry's current Seventh Music Curriculum at primary school level. As this dissertation will document, neither this standard music textbook nor its accompanying teacher's edition addresses the accommodation of students with disabilities. It is interesting to note that there are similar concerns and attitudes among music teachers in the United States as those found among regular educators in the ROK, in particular the inadequate educational preparation and support in the instruction of students with special needs. Thus, findings from articles regarding music education of special-needs children within the United States offer a useful point of departure for examining music practices within the ROK. By contrast, there is dissimilarity in the American and South Korean experience in that music is taught by general education teachers rather than music specialists in South Korean primary schools (Kang, 2002; J. H. Kim, 2005; Seuk, 2005). In addition, inclusive music programs in the ROK have not been the subject of systematic research evaluation as has been the case in the United States.

Ideally, general education teachers should be prepared to include all types of students in their inclusive music classrooms, though even experienced music specialists often do not feel adequately prepared to include students with disabilities in the music classroom (Heller, 1995). Practical instructional strategies are necessary to teach music successfully in inclusive settings (De l'Etoile, 2005; Gfeller, 1999; Hagerdorn, 2004; Patterson, 2003).

In the area of inclusive education, success comes about when general education teachers understand the practical meaning of inclusion, and when they are fully prepared