

List of propositions – Jaco van den Dool

- 1) Despite compelling evidence on the essential role of the body in learning processes, the body has been largely ignored and subjugated to the mind in many educational settings.
- 2) The acquisition of hybridized and unfamiliar musics does not come automatically with globalization. It requires agency and involves endless experimentation and learning through bodily immersion, support by gatekeepers, observation and imitation of musical practices, theoretical knowledge, and intermusicality.
- 3) Conscious embodiment of musical information and deliberate alignment of the body with the beat significantly enhances the acquisition of musical knowledge and skills.
- 4) Merging and alternate prioritization of visual and auditory focus, followed by kinaesthetic involvement are prerequisites for musical skill acquisition.
- 5) Embodied learning is a pleonasm. If we consider cognition a result from the dynamic interplay between the body and the brain, then learning is embodied by its very nature.
- 6) Sociological research benefits from maximal integration of qualitative and quantitative data. Bringing the data into meaningful contact renders increased comprehensiveness, it expands the dimensions of the research topic, and it increases methodological rigour as the findings can be cross checked for consistency.
- 7) Production of knowledge lies at the heart of university's mission. At the same time, universities are invested with the task to disseminate new knowledge. The success of knowledge dissemination hinges, among other things, on broad accessibility of produced knowledge and translation of research in equally simple and understandable language.
- 8) Education myths are deeply ingrained in our education system and affect the way teachers teach. Fallacies are relatively easy to debunk, but significantly more difficult to root out as pseudoscientific explanations are alluring and easily spread.
- 9) Providing a counter-stereotypical role model for perceived gendered instruments could render impact on fixed ideas about gender and instrument selection. For example, boys express less preference for a guitar after observation of a female performer.
- 10) There is no causal relation between the importance of play and child development. Pretend play is merely one of the myriad routes to development, and pretend play is a secondary phenomenon of multiple factors that drive development.
- 11) Bach's privileging of polyphony resulted in almost supernatural music. Nonetheless, I deem Madonna more suitable for dancing on a Friday night.