



Dr. Michelle Tomlinson, from Griffith University, is proposing ongoing research building on her recently completed PhD. In order to pursue this research further, she is interested in exploring possible collaboration and opportunities for research funding through Cambridge University. This research will explore the following question:

How do diverse children's interdisciplinary arts inventions translate into pedagogic practices and evaluation in music and literacy learning as a milieu for change?

The aim of this research study is to build an international community of practice around intercultural music creativities, children's literature and the pedagogy of literacy learning in diverse global communities, and link the study to children of elementary school age. Given this overarching purpose, the researcher proposes to gather data in three global communities in a longitudinal study using visual methodologies (video analysis, interviews, observations and field notes). The study builds on existing research already conducted in two multicultural communities, an inner urban and a rural community setting in Australia. The researcher proposes a new longitudinal study in a North East England urban community, to be conducted by her alongside ongoing Australian studies. Data sets already collected, triangulated and analysed in both locations in Australia have suggested that diverse children's music invention can transform learning, and expand their capacity for transmodal redesign across learning domains in the arts and literature. The analysis was facilitated by developing a framework for research known as *the space of music dialogue*. This framework is robust enough to be applied more broadly in global contexts. It facilitates the examination of aspects of socio-cultural diversity in specific communities of learning, contextualised in situated, embodied events of music/arts invention temporally instantiated in time through community interactions. Music events were analysed using visual methodology and multimodal interaction analysis. Through multimodal redesign, children were seen to aptly communicate their understanding of the conceptual elements of music, and move concepts across domains of learning through metacognition, critical thinking and problem solving. Discourse was initiated around characteristics of learning through cognitive critical approaches to multimodal redesign. Symbol system theories of learning are likely to be transferrable in situated global contexts, given initial evidence in the rural context and in an urban school location. Diverse students should use modal redesign to take multiple perspectives, co-construct and deconstruct meaning in intercultural exchange, and communicate in unified artistic representations. Their music, art and literature, collected and analysed visually and linguistically, will be explored in:

- Longitudinal intercultural research as an ongoing study in North West New South Wales, involving children and their families from diverse social and cultural backgrounds and including Aboriginal families, approached through schools and the New England Regional Conservatorium of Music.
- An ongoing longitudinal study of families in an inner-urban diverse cultural community in Brisbane, Queensland.
- A longitudinal study of families in an early learning setting in an inter-cultural community in North East England, U.K. and approached through a school connected to Cambridge University. This will be new research and will involve six months of data collection.

All three locations would require specific ethical clearance with parents/caregivers and community institutions for video recordings and use, to protect privacy of participants, and conduct six months of research in small group improvisation in music, drama and dance. Music technology (mimetic mode) will be an important aspect of invention, alongside music invention specific to the dance/drama/children's literature of local cultures. The research would thematically code and transcribe multimodal ensembles of meaning making in the arts and literacy. Analysis would provide insight into syncretism of bilingual practices in multicultural educational contexts: how, by giving status to minority literacies through music invention, participants are enabled to import music concepts and cultural meanings across borders and contexts. Thematic case study analysis of transformational and transmodal redesign should clarify ways in which modes may be used in peer group interaction to transform learning and fix processes of transmodal redesign across literacy and music modes. Cases will reveal redesign processes used in multimodal music invention and intercultural arts creativities, and demonstrate how these redesign processes would be extended and differentiated in ongoing learning. The space of music dialogue will facilitate a reliable evaluation of the development of conceptual understanding in music and literacy compositions, useful for educational assessment and reporting in local and global contexts.