

Neuroscience and Music Education: Can we bridge the gap?

Current neuroscience research has established that performing and listening to music activates multiple brain mechanisms simultaneously which strengthens neural paths each time they are engaged. This effect results in a general transfer of enhanced learning, performance, memory recall and retention. Researchers have recently agreed that neuroscience is ready to inform pedagogy and policy in the field of music education (Hodges & Gruhn, 2012; Gilstrap, 2015). However, due to the infancy of neuroscience, there is a need for neuroscience research to be translated and recontextualised for educators as it relates to practical applications for a child in the classroom. Due to the dialogue gap between science and education, applications have been stunted (Goswami, 2006; Varma et al., 2008). This paper examines these limitations as it relates to current communication platforms and the difficulty in translating the research which can often unwittingly fall victim to neuromyths and neuromarketing traps. Research questions posed address the current state of translating neuroscience for music education purposes and what steps should be taken to foster communication between these research fields. Further, implications are considered for the future field of neuromusical education in regard to pedagogy and curriculum development.