



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

4GN06E Musikpedagogik, självständigt arbete II, grundlärare, 15 credits

Music Education, Independent Project II, Primary Teachers

### **Main field of study**

Music Education

### **Subject Group**

Educational Sciences/Practical Subjects

### **Level of classification**

Second Level

### **Progression**

A1F

### **Date of Ratification**

Approved 2014-06-09

Revised 2021-02-18 by Faculty of Arts and Humanities. Revised prerequisites.

The course syllabus is valid from spring semester 2022

### **Prerequisites**

Perspectives on the Teacher Assignment and the School in Society – Year 4–6, 7.5 credits (1GN402),

Didactics and Curriculum Theory – PreSchool and Years 1–6, 7.5 credits (1GN419),

Music for Teachers in Primary School, Year 4–6, or Teachers in Extended School Education, 30 credits (1GN021),

Theory of Science and Research Methodology, Primary Teacher Programme with a Specialisation in PreSchool and Years 1–6, 7.5 credits (1GN457)

Swedish, Independent Project I, (Primary Teacher Programme), 15 credits (1GN01E),

*or*

Mathematics and Mathematics Education, Independent Project (Primary Teachers), 15 credits (1GN02E)

or the equivalent.

## Objectives

After completing the course, the student should be able to:

- independently formulate a scientifically supported and plausible problem to study, of relevance for music education,

- search for and critically review and evaluate different theories, perspectives and research results in music education,
- apply relevant research methods, demonstrate ethical awareness and justify chosen positions,
- contribute to scientific discussions and adopt a scientific approach, i.e. reflect, question and re-consider,
- present their research project and its results in writing using correct language, academic format and disposition,
- write a popular scientific summary of their independent project in Swedish,
- in speech summarise and critically review another research project.

## Content

The degree project is research-oriented and should have a clear connection to the teaching profession and the theories and concepts the students have become acquainted with during their education. This gives the student the opportunity to problematise and propose scientifically relevant questions concerning phenomena in everyday school life and concerning knowledge within the field of music education. The degree project should consist of an empirical study and be connected to the student's experiences from teaching practice placements or to current research projects within music education at the university.

The course includes the following parts:

- perspectives and approaches in music education as a basis for problem formulations,
- defining a research field and searching for, critically reviewing and selecting relevant research and research based literature,
- analysis of material from explicit theoretical perspectives,
- relations between problems, theories and methods,
- research as both independent and dialogical work; giving and taking descriptive and evaluative criticism as a part of the research process,
- implementation and presentation of a research project,
- defence of the student's own research project, and summary of and feedback on another student's project.

### **Professional basis and professional progression**

The students practise problematising and analysing important aspects of the teaching profession and arguing on the basis of relevant theories concerning learning and knowledge development. The students develop their abilities to analyse practical teaching in relation to relevant theories.

### **Scientific approach and scientific progression**

The students practise producing a major independent scientific project, making qualified and relevant choices and critically considering the knowledge and theories acquired during their education.

### **Type of Instruction**

The independent project is planned and conducted individually in consultation with the supervisor. The course includes compulsory seminars where different parts of the project are presented and discussed.

### **Examination**

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

The course is examined by the student presenting their independent project and acting as opponent for someone else's project. When the supervisor, in consultation with the examiner, thinks that the project can receive the grade of Pass without any major changes, the project can be presented at the final seminar. (If the project is assessed as not reaching the grade of Pass at the end of the course, a second seminar is offered. Allotted supervision time is valid until this second seminar. If the project is still not passed after this, the student can re-register for the course, and will be accepted provided there is room.)

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

### Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

### Other

The course is included in the programme for primary school teachers.

### Required Reading and Additional Study Material

Alvesson, Mats & Sköldbberg, Kaj *Tolkning och reflektion: Vetenskapsfilosofi och kvalitativ metod*. Lund: Studentlitteratur (ca 250 p), the latest edition.

Bryman, Alan. *Samhällsvetenskapliga metoder*. Stockholm: Liber (ca 200 p), the latest edition.

Hanken, Ingrid Maria & Geir Johansen. *Musikkundervisningens didaktikk*. Oslo: Cappelen Akademisk Forlag (ca 150 p), the latest edition

Lundgren, U. P.; Säljö, R. & Liberg, C. (eds). *Lärande skola bildning Grundbok för lärare*. Stockholm: Natur och kultur (ca 759p), the latest edition.

Rienecker, L. & Stray Jørgensen, P. *Att skriva en bra uppsats*. Stockholm: Liber (ca 400p), the latest edition.

Svenska språknämnden. *Svenska skrivregler*. Stockholm: Liber, (207 p), the latest edition.

Literature chosen in consultation with the supervisor, ca. 1000 p.