



Faculty of Fine & Performing Arts

## MULE13, The Multidimensional Music Teacher, 9 credits

*Den mångdimensionella musikläraren, 9 högskolepoäng*  
First Cycle / Grundnivå

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### Details of approval

The syllabus is an old version, approved by Education Committee for Music Teacher Education on 2021-12-08 and was valid from 2022-08-29, autumn semester 2022.

### General Information

Course type and place in education system: The course is included in the upper-secondary teacher training programme in music. The course is given semester 1 in core education subjects and placement

Included subjects: Core education subjects (UVK): The multi-faceted music teacher, VFU Placement: introductory field studies

*Main field of studies*

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*Depth of study relative to the degree requirements*

G1N, First cycle, has only upper-secondary level entry requirements

### Learning outcomes

After completing this course, the student shall be able to:

- give an account of different perspectives on teaching and learning
- describe how different music teaching traditions have emerged and how they manifest themselves in teaching situations
- discuss how changes in society and music can influence music tuition
- discuss and problematise how the music teacher organises the teaching partly at an overarching level in school, partly through the working methods and techniques chosen in teaching situations
- give an account of how language can be used as educational tool and problematise and analyse what impact the use of the language may have on pupils' learning and on teachers' collegiate learning from one another
- show how systematic documentation and analysis of teaching and reflection upon how experience can increase teachers' scope for action and provide an opportunity to develop teaching activity
- give an account of the background of the curricula and the course syllabi and

This is a translation of the course syllabus approved in Swedish

- their importance for pupils' opportunity to have an influence
- on the basis of steering documents, be able to give an account of implications of the school's democratic role and through examples from activities/teaching be able to problematise ethical dilemmas in the teaching profession
- observe and examine their future professional field
- distinguish and articulate relationships between their own learning situation and future professional role

## Course content

- Different perspectives on teaching and learning
- The teacher's social missions, according to curricula and steering documents
- Organisation of music tuition and work in school
- Language as educational tool
- Ethics from a music teacher's perspective, the role of the teacher in questions of fundamental ethics
- Introduction to placement (VFU)
- The function and importance of course syllabi for collaboration and for pupils' opportunity to have an influence
- Placement (VFU): introductory field studies

## Course design

In the course, different working methods are used to process the aim and contents of the course such as individual, pair and group assignments, seminars, lectures, PBL groups etc. The course content is processed through reflective assignments, discussions, presentations, article writing that is published in a web magazine but also through creating and performative assignments. The course is designed to allow the students to participate in joint knowledge building alongside their fellow classmates and teachers. Field visits in different types of school are carried out over the course of a week; students document their observations.

The course contains six compulsory components. An alternative form or date for compulsory components is offered to students who are not able to complete a compulsory component owing to circumstances beyond their control, e.g. accident, sudden illness or similar. This also applies to students who have missed teaching due to work as a student representative.

More comprehensive descriptions of the different subjects can be found in the respective study guides.

## Assessment

*Examination core education subjects: The multifaceted music teacher*

Examination of core education subjects: The multidimensional music teacher is delivered through written, oral, musical and practical presentations, individually and in groups, through the following compulsory components: "The Soundtrack of My Life", "GY11 - Equality and rights for all", "The contents and form of teaching in VFU placement", "The School I'd Like", "the Detectives at Malmö Academy of Music" and "The three-dimensional multifaceted music teacher". The course is finally assessed by the students writing two articles that are published in a web magazine. In that context, the students shall review and comment one another's articles before publication.

### *Examination VFU placement. Introductory field studies*

Examination of VFU placement: examination takes place after one week of completed field studies, through the students compiling and presenting documentation at

a seminar.

For core education subjects (UVK): The multifaceted music teacher is offered regular examination, re-examination shortly after the regular examination and three additional examination sessions regarding courses that have been completed during the previous academic year (catch-up exam).

For VFU, the number of assessment opportunities is limited to three.

If a student with disabilities requires an equivalent examination alternative, this must be requested by the student no later than two weeks before the examination.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## **Grades**

Marking scale: Fail, Pass.

## **Entry requirements**

General and School of Music entrance test.

## **Further information**

### *Course evaluation*

The course evaluation includes formative (oral) evaluation where results can directly influence ongoing teaching and lead to discussions on learning between teachers and students, as well as a written evaluation that is carried out anonymously on completion of the course. The results of the written evaluation are to be made available to the students. The focus is on learning outcomes, contents and types of instruction. Important views and experiences from the course evaluations are passed on at the end of the course. The teachers are responsible for ensuring that the evaluations are carried out. Experiences and views from the evaluation shall be considered and followed up in the following year's course.

### *Course literature and other study resources*

Reading list and other study resources are presented in a separate list.

## Subcourses in MULE13, The Multidimensional Music Teacher

Applies from H22

2201 The Multidimensional Music Teacher, 7,5 hp

Grading scale: Fail, Pass

2202 Introductory Internship, 1,5 hp

Grading scale: Fail, Pass