



Faculty of Fine & Performing Arts

MULE33, Research in Daily School Life, 6 credits

Forskning i skolans vardag, 6 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by Education Committee for Music Teacher Education on 2022-02-09 and was last revised on 2022-02-09. The revised syllabus applies from 2022-08-29, autumn semester 2022.

General Information

The course is included in the second cycle degree in music teaching with a specialisation in upper-secondary school. The course is given semester 3 in subject 1.

Language of instruction: Swedish

Main field of studies

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Depth of study relative to the degree requirements

G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Learning outcomes

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

- demonstrate basic knowledge of a selection qualitative and quantitative research methodologies, including interview, observation, autoethnography and questionnaires
- account descriptively for quantitative data as well as make simple statistical studies and analyse and assess statistical relationships critically
- communicate research results orally and in writing
- be able to formulate issues for research project with a focus on educational placement from theoretical perspectives on knowledge, learning and development
- discuss and evaluate issues relating to gender, ethnicity and class in relation to the development and learning of children and young people
- discuss and problematise the factors that influence the learning of adolescents, development and socialisation in school and society in relation to concepts and phenomena as childhood citizenship and youth culture
- With the support of the literature, discuss how the development and learning of

This is a translation of the course syllabus approved in Swedish

young people is influenced by the different living conditions and the varied educational conditions they live in

Course content

- Quantitative and qualitative research methodologies
- Questionnaire construction, processing and analysis
- Interview, observation and autoethnography
- Introduction to independent work
- Children and young people's learning and development
- Intersectionality

Course design

The course contains partly quantitative and qualitative research methodologies relevant to music education and partly perspective on children and young people's learning and development. These two parts are linked together in the course and function as a catalyst for the first independent work that is written within the scope of the specialisation of the upper-secondary teacher training programme in music. In the course, the two parts proceed through the students carrying out a questionnaire study linked to their experiences in school and teaching e.g. ongoing placement.

The course should contribute to the students developing an understanding of their future pupils, their background, development and differing preconditions by carrying out placement development studies in order to develop and improve their teaching.

The teaching is given as seminars, literature studies, individual assignments, team assignments and workshops.

Assessment

The course is examined in two parts: partly in the form of compilation of a questionnaire as well as statistical processing of the results of the questionnaire and an oral presentation in groups. Partly by the students submitting a project plan for continued independent work. The plan should take the results that have emerged in the questionnaire study, knowledge of children and adolescents' learning, and development and experiences gained school and teaching as its starting point.

The number of examinations is limited to five.

The course includes opportunities for assessment at a first examination, a re-examination close to the first examination and three re-sits for courses completed in the past year (catch-up exam).

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

To be admitted to the course, the student must already be admitted to the upper-secondary teacher training programme in music, LAMGY.

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.

Reading list

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

Subcourses in MULE33, Research in Daily School Life

Applies from H22

2201 Research in Daily School, 6,0 hp
Grading scale: Fail, Pass