



LUND
UNIVERSITY

Faculty of Fine & Performing Arts

MULE35, Thesis 1:1, 7.5 credits
Självständigt arbete 1:1, 7,5 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by Education Committee for Music Teacher Education on 2022-02-09 to be valid from 2022-08-29, autumn semester 2022.

General Information

The course is included in the upper-secondary teacher training programme in music. The course is given semester 3 in subject 1.

Included subjects: Independent project 1:1, Didactics, Subject-specific methodology

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:

- identify, formulate and communicate an independently chosen scholarly problem relevant to the music teaching profession
- show basic skills in collecting, producing and processing data by means of questionnaires in connection with their school placement
- analyse collected questionnaire material in accordance with proper research practice and using a poster presentation and project plan, clarify the implications of the results for the independent project and their future professional role
- orally and in writing present and account for a chosen question on the basis of its methodological and empirical context relevant for the subject area
- justify own choices, working methods, content and didactic methods for the teaching of music, instruments and songs to adolescents, bringing in knowledge related to motivation and practice
- discuss and define how the conditions for pupil participation can be created, and thereby opportunities for them to influence the content and methods of the

teaching

- test, examine and compare different methods for instrumental instruction for their main instrument

Course content

- Educational science and music educational study with questionnaires as the research method
- Didactic issues and practical problems related to the profession
- Independent project and group supervision
- Introduction to different search engines
- Poster presentation of questionnaire results
- Basic knowledge of approaches to motivation, practice and coaching
- Future learning environments in instrumental/song teaching
- Methods for instrumental teaching
- Models for planning of instrumental teaching
- Pupil participation in the learning process
- Study resources and repertoire

Course design

Teaching of the independent project contains varying working methods that can be made up of seminars, group supervision meetings and independent work in groups and in pairs. The methods are developed based on the aims and objectives of the subject in collaboration between students and the course coordinator. Work is mainly carried out independently in groups and in pairs supported by a supervisor.

Teaching of didactics takes the form of seminars, workshops and work individually and in groups. Work and the presentation of group assignments take place at the same time as the lectures. The workshops contain compulsory components such as coaching, exercises and future learning environments. Participation in the workshops is compulsory unless special circumstances apply. 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 because of activities as a student representative.

The teaching of subject-specific methodology is mainly conducted in groups and the teaching of subject-specific methodology is given as seminars, workshops and exercises.

The course content is connected to student's school placement.

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

Assessment

Independent Project

Examination of the intended learning outcomes 1-4 in the independent project is assessed in three parts where the first part is carried out in groups and consists of the data the student collects, processes and analyses, by means of a questionnaire completed in connection with their school placement. The other part of the examination is carried out in groups and consists of an oral presentation of the questionnaire results alongside a poster presentation. The third examination is written

in pairs and requires that the student submits a project plan for the rest of the independent project. The plan should take its starting point in the results that have emerged from the questionnaire and contain an introduction, aims and question (preliminary), results of a literature search, a description of qualitative and quantitative methods, questionnaire as method, the results of the questionnaire and a description of method choices and a plan for continuing the project.

Didactics

Examination of the intended learning outcomes 5-6 in didactics is assessed through three examination assignments; an individual written invigilated examination, an individual written assignment and an individual practical assignment in connection with a workshop.

Subject-specific methodology

Examination of the intended learning outcome 7 in subject-specific methodology is assessed through an oral presentation or report in connection with a seminar or a workshop and an individual written assignment.

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 MULE35, Thesis 1:1

Applies from H22

- 2201 Thesis 1:1, 4,0 hp
Grading scale: Fail, Pass
- 2202 Didactics, 2,0 hp
Grading scale: Fail, Pass
- 2203 Instrumental Methodology, 1,5 hp
Grading scale: Fail, Pass