



Faculty Board for Teacher Education

## **Programme Study Plan**

### **Music Teacher Education Programme**

<b>Programme Code</b>	LAAML
<b>Programme Title</b>	Music Teacher Education Programme
<b>Credits/ECTS:</b>	300
<b>Programme Approval</b>	The Programme Study Plan was approved by the Faculty Board for Teacher Education on 14 December 2010 and is valid from the autumn term of 2011. Revised 2012-02-02, 2013-02-14 and, in accordance with Ordinance SFS 2013:1118, 2014-02-02.
<b>Language of Instruction:</b>	Swedish
<b>Degree Level:</b>	Master's
<b>Degree Type:</b>	Professional
<b>Prerequisites</b>	General admission requirements and specific requirements according to <ul style="list-style-type: none"><li>- field-specific eligibility A6 c (Civics 1b or Civics 1a1+1a2)</li><li><i>or</i></li><li>- field-specific eligibility 6c (English B, Civics A),</li><li><i>and</i></li><li>- satisfactory admission test in music.</li></ul>

## **Introduction**

Teacher education is an academic professional qualification. At Karlstad University this means that the whole programme is characterised by a clear professional perspective. The education comprises specific as well as general teaching knowledge, combining the critical perspective of research with the need for problem solution, subject knowledge and methodology in the daily school practice.

There are many routes to becoming a good teacher. The education aims to promote action-oriented problem awareness. An independent teacher identity requires good knowledge and an open, reflective and ethical approach. Karlstad University has designed a teacher-training programme based on three competencies: *content competence*, *methodological competence* and *leadership competence*.

*Content competence* emphasises the knowledge aspect of learning. Teaching at all educational levels and areas requires advanced subject knowledge. The premise of *methodological competence* is the need to consider each individual's capacity and circumstance as well as the challenges involved in different subjects. Special efforts are made at Karlstad University to relate subject studies to the teaching profession. *Leadership competence* involves the skills to create comfortable and challenging learning environments. Teacher education must also prepare students for the task of evaluating school activities and their own learning as well as that of others.

Teacher education at Karlstad University has the ambition to meet and challenge school needs. This entails not only preparing students for specific school activities but also providing the tools and confidence needed to examine accustomed conceptions of learning and teaching. The Secondary Education Programme at Karlstad University is committed to providing students with many opportunities to prepare for a future profession that is complex, responsible, and changeable. Students are also prepared for further academic studies.

## **Aims and Learning Outcomes**

The qualification of Master of Arts in Secondary Education is awarded when students have completed 300 ECTS cr or when so required 330 credits. The following areas must be included in the degree programme: Courses in subject and subject learning and teaching methodology with relevance to teaching in a school subject for which there is an adopted syllabus or curriculum, a core of general education studies totalling 60 ECTS credits, and practical placement totalling 30 ECTS credits in relevant institutions and subject.

The Music Teacher Education designed for teaching in upper secondary education must include music and music learning and teaching methodology studies worth 225 ECTS credits and consist of the subject music (120 ECTS cr) and one elective specialisation (90 ECTS cr). The music and music teaching methodology studies must include 15 ECTS credits for practical placement.

For a Degree in Secondary Education, students must demonstrate the knowledge and skills required to work independently at the level of the educational system for which the qualification is awarded and for any other form of teaching that the degree qualifies

for. The requirements for a Master of Arts degree in Secondary Education are specified in *The Higher Education Ordinance* SFS 2010:541.

**Learning outcome requirements for a Master of Arts in Secondary Education**

On completion of the degree programme, students must be able to demonstrate:

*Knowledge and understanding*

- the subject knowledge required for professional practice, including both an overview of the main fields of the subject studied and specialised knowledge in certain areas of the fields, as well as insight into current research and development work.

**For a Master of Arts in Secondary Education students must also be able to demonstrate:**

- the knowledge of the general and subject-specific learning and teaching methodology required for professional practice in the chosen teaching major/s and other duties in education, and knowledge of adult learning,
- specialised knowledge of the theory of science and of qualitative and quantitative research methods as well as of the relation between scientific basis and proven experience and its relevance to professional practice,
- the knowledge of children's and young people's development, learning, needs and circumstances required for the specialisation for which the qualification is awarded,
- knowledge and understanding of social relations, conflict management and leadership,
- knowledge of the organisation of the school system, relevant regulatory documents, syllabus theory and different educational and teaching and learning perspectives as well as knowledge of the history of the school system.
- specialised knowledge of assessing and grading.

*Competence and skills*

On completion of the degree programme, students must be able to demonstrate:

- specialised ability to create conditions in which all students can learn and develop,
- specialised ability to critically and independently consider, systematise and reflect on their own experience and that of others and on relevant research findings and thereby contribute to professional development and the knowledge formation in subjects, subject areas and subject-specific learning and teaching,
- ability to build on students' knowledge and experiences to stimulate their learning and development,
- the ability to apply the knowledge of the general and subject-specific learning and teaching methodology required for professional practice in the chosen teaching major/s and other duties in education,
- the ability to plan, implement, evaluate and develop teaching and educational activities individually and together with others in order to stimulate the learning and development of every student in the best possible way,
- the ability to identify and in cooperation with others deal with special educational needs,
- the ability to observe, document and analyse their students' development and learning in relation to educational objectives and to inform and cooperate with students and their caregivers,

- the ability to communicate and instil core educational values, including human rights and the fundamental democratic values,
- the ability to prevent and restrain discrimination and other forms of harassment of children,
- the ability to respect, communicate and instil a gender equal and equal rights perspective in educational processes,
- communicative skills in listening, speaking and writing to support educational processes,
- skills in using digital tools confidently and critically in educational processes and ability to consider the role of different media and digital environments in these processes, and
- the ability to acquire, in the educational processes, the skills that are valuable for professional practice.

#### *Judgement and approach*

On completion of the degree programme, students must be able to demonstrate:

- self-awareness and emphatic ability
- the ability to adopt a professional approach to students and their caregivers,
- the ability to make assessments of educational processes on the basis of relevant scientific, social and ethical aspects with special consideration of human rights, especially children's rights according to the Convention on the Rights of the Child, and sustainable development, and
- the ability to identify their need for further knowledge and to develop their skills in pedagogical practice.

#### *Local degree requirement*

On completion of the degree programme, students must be able to demonstrate:

- the ability to critically and independently give an account of the meaning of an entrepreneurial approach and creatively apply the perspective to a school activity in a relevant way for the specific educational level.

#### *Independent project (degree project)*

For the award of a Master of Arts in Secondary Education the student must complete an independent project (degree project) for at least 30 ECTS credits or two such projects for at least 15 ECTS credits each in one or two of the areas studied within the specialisations.

### **Programme Structure and Content**

The programme comprises three parts, *general education core studies, practical placement and studies in subject and subject-specific teaching methodology*. Also included is an independent project (degree project).

#### *General Education Core Studies*

The education core studies comprise central and general areas of teaching that are applied and related to the future music teaching profession. These areas are integrated and alternate with music-based studies and with practical placement periods throughout

the programme to form the basis of the professional identity. The general education core studies (totalling 60 ECTS cr) cover the following areas:

- history of the school system, its organisation and conditions as well as core educational values, including fundamental democratic principles and human rights
- syllabus theory and subject-specific teaching and learning
- theory of science and research methodology
- development, learning and special needs education
- social relationships, conflict management and leadership
- assessing and grading, and
- evaluation and development processes.

The education core studies at Karlstad University are organised in two thematic areas: *The teaching profession* and *pedagogical leadership*. These areas alternate with subject studies and practical placement periods.

#### *Subject and Subject-Specific Teaching Methodology Studies*

Theory, teaching methodology and practical placement are integrated in the single subject studies, which means that the studies are related to the teaching profession. Issues of interpreting and translating learning outcomes into teaching practice, different methods to support learners, and ways of assessing and giving feedback on learning development are addressed. These issues require specialised subject knowledge. Detailed information of subject content is specified in each respective syllabus.

#### *Practical Placement*

School placement is a crucial part of teacher education. In this part of the training, students problematise and transform acquired knowledge into teaching practice. Experiences gained are then included and discussed in the subject studies. The purpose of the school placement is that trainee teachers should gain an understanding of the multifaceted nature and complexity of the teaching profession and develop their teaching skills. The trainees participate in different pedagogical activities such as planning, teaching and follow-up. They are also expected to be involved in parent interaction, in development conversation, in interpreting and realizing guidelines, and in local development projects.

Teacher training at Karlstad University collaborates with a great number of municipalities in the region and beyond. Practical placement at Ingesund School of Music takes place in secondary and upper secondary school, and performing art institutions. The trainee is throughout the education guaranteed variation as well as continuity and progression in the practical training.

#### *Design and Content Outline*

The music teacher education comprises the subject music 120 ECTS cr and an elective specialisation 90 ECTS cr in one of the following areas: Instrument and Ensemble, Music in Class, Music Theory and Composition, or Music and Sound Production. The four specialisations are offered to students to the extent possible. For more information, see [www.kau.se/musikhogskolan-ingesund](http://www.kau.se/musikhogskolan-ingesund)

### *Specialisations*

- The specialisation Instrument and Ensemble provides specialised knowledge of the artistic and educational aspects of playing an instrument and in an ensemble.
- The specialisation Music in Class provides specialised knowledge of music teaching and learning in groups with an emphasis on music education and project management in sizeable groups.
- The specialisation Music Theory and Composition provides specialised knowledge of artistic as well as educational aspects of music theory, intonation and harmony, arranging and composing.
- The specialisation Music and Sound Production provides specialised knowledge of subject and subject-specific teaching methodology relating to equipment and techniques in the music and sound production area.

### *Terms 1-4*

During the first four terms, students study four 7.5 ECTS credit core courses in general education. The courses deal with the teaching profession and school as a part of the education system, school organisation and its democratic mission, syllabus theory and pedagogical theories. Terms 2 and 4 each include a practical placement period of 7.5 ECTS cr. In addition, students study music in terms 1 and 2, and in terms 3 and 4 music and the chosen specialisation.

### *Terms 5-6*

Terms 5 and 6 involve continued study in music and the chosen specialisation with an emphasis on the latter. Students complete an independent project in the specialisation (15 ECTS cr).

### *Terms 7-10*

During the final four terms, students study four 7.5 ECTS credit core courses in general education. The courses deal with pedagogical leadership, conflict management, the promotion of a safe, democratic and stimulating learning environment, and issues of assessment, grading, evaluation and methodology. Terms 8 and 9 each include a practical placement period of 7.5 ECTS cr. In addition, students study music and the specialisation in terms 7-9 and only music in term 10. The degree project (15 ECTS cr.) in music is carried out during the last term. Below is a survey of the Music Teacher Education Programme.

- Term 1
  - Music/Music-Specific Teaching Methodology, 22.5 ECTS cr
  - General Education Studies, 7.5 ECTS cr
- Term 2
  - Music/Music-Specific Teaching Methodology, 15 ECTS cr
  - General Education Studies, 7.5 ECTS cr
  - Practical Placement, 7.5 ECTS cr
- Term 3
  - Music/Music-Specific Teaching Methodology, 15 ECTS cr
  - Music Elective/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - General Education Studies, 7.5 ECTS cr
- Term 4
  - Music/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - Music Elective/Music-Specific Teaching Methodology, 7.5 ECTS cr

- General Education Studies, 7.5 ECTS cr
- Practical Placement, 7.5 ECTS cr
- Term 5
  - Music/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - Music Elective/Music-Specific Teaching Methodology, 22.5 ECTS cr, incl. independent Project 7.5 ECTS cr
- Term 6
  - Music/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - Music Elective/Music-Specific Teaching Methodology, 22.5 ECTS cr, incl. independent Project 7.5 ECTS cr
- Term 7
  - Music/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - Music Elective/Music-Specific Teaching Methodology, 15 ECTS cr
  - General Education Studies, 7.5 ECTS cr
- Term 8
  - Music/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - Music Elective/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - General Education Studies, 7.5 ECTS cr
  - Practical Placement, 7.5 ECTS cr
- Term 9
  - Music/Music-Specific Teaching Methodology 7.5 ECTS cr
  - Music Elective/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - General Education Studies, 7.5 ECTS cr
  - Practical Placement, 7.5 ECTS cr
- Termin 10
  - Music/Music-Specific Teaching Methodology, 7.5 ECTS cr
  - General Education Studies, 7.5 ECTS cr
  - Degree Project, 15 ECTS cr

### **Degree Project**

The aim of the independent degree project is that students acquire basic knowledge of research and development work. The project must be relevant to the future professional practice. Students formulate a research question related to theory and previous research, and carry out an investigation. The result is presented in writing and discussed at a seminar.

### **Study Abroad**

The programme design offers the opportunity to study abroad in the third year, preferably in connection with the Bachelor-level independent project. More information on opportunities is available at [www.kau.se/lararutbildningen/om-lararutbildningen/om-lararutbildningen/internationalisering/internationalisering](http://www.kau.se/lararutbildningen/om-lararutbildningen/om-lararutbildningen/internationalisering/internationalisering). It is important to make plans for studying abroad well in advance.

### **Instruction and Examination Formats**

Instruction and examination formats vary. Examples of instruction formats are individual tuition, group instruction, seminars, lectures, and supervised teacher training. Examples of examination formats are musical and artistic performance, written and oral presentations. Mandatory components are specified in course syllabuses.

**Degree Title**

Master of Arts in Secondary Education

**Transfer of Credits**

A student has the right to transfer credits from other universities in Sweden or abroad. A student may also request that knowledge and skills acquired through professional practice be recognised. The decision to transfer credits for an entire course or module is made in accordance with current regulations.

**Additional Information**

Local regulations for the Bachelor and Master levels at Karlstad University stipulate the rights and obligations of staff and students.

The Swedish Riksdag has decided (SFS 2008:53) that, effective from 1 April 2008), teacher trainees and students in municipal adult education who are required to complete practical placement modules must be subjected to background checks. The vetting procedure is carried out to safeguard the welfare of children and young adults and minimize the risk of their being abused by personnel in preschool, school and after-school care.

All students are responsible for submitting a valid, and recent extract of record (Request to the Swedish Police for an extract from the criminal record, RPS 442.5 05-10) to the school principal (or equivalent) when they are assigned a placement. The request should be made to the Police well in advance of the start of the placement period since the processing normally takes two weeks.

Failure to present the criminal record extract can mean that the student is denied admittance to their placement, which in turn can result in a failure to meet degree requirements. It is the principal (or equivalent) in the partner district who decides whether or not to admit students, not the university.