

„Changes in Self-Assessments of Competence of Music Student Teachers in the Field of Music-making with a School Class during a five-week Practical Course“

by Susanne Stamm

Supervisor: Prof. Dr. Lars Oberhaus, Music Education,
Carl von Ossietzky University of Oldenburg

Debate on the effectiveness of practical courses in teacher education has a long history, but still the "differential effects" (Müller, 2010, p. 97) of integrated practica concerning competence are not yet determined. Nowadays, making music with a class in the regular music courses is a primary part of school curricula (i. e. see Niedersächsisches Kultusministerium, 2012, p. 9), and has also been part of a prevailing trend towards action-orientated music lessons since the 1980s (see Nimczik, 2005, p. 125). Today, music-related investigations are still pending. This dissertation examines the changes in self-assessments of competence of music student teachers in the field of music-making with a school class during a five-week practical course. The main objective is to contribute to the exploration of music teacher training and professionalization. Specifically, this dissertation investigates music-making with a school class, as there is little known about it (especially in an empirical way). The obtained results and the achieved understandings give us clues for further investigations.

As a part of preliminary investigation an expert survey (n=8) was conducted. Subsequently, music student teachers in the Master's Program of the Carl von Ossietzky University Oldenburg (n = 8) were interviewed before, during and after the practicum. With the help of interviews, video-stimulated-interviews and cognitive mapping techniques, data was collected. Here the focus lays on aspects such like competence self-assessments, individual learning processes and difficulties. The data is analyzed using qualitative content analysis according to Mayring (Mayring, 2010). Thereby, emphasis is being laid on the analysis of the individual alterations and on the contrasting juxtaposition of cases. An increase of self-assessed competence by the music student teachers is expected. The varying degree of change may depend on the supervision during the practicum, individual dispositions and (musical) socialization, etc. Insights gained can be used for further (quantitative) research and for adjustments in the music teacher training.

Since there are different types of school systems, music lessons and teacher studies (with distinct integrated practical courses) in other countries, generalizing the results for all countries will be difficult. Despite that, the obtained results and the achieved understandings can give us clues for future studies: it would be interesting to find out if there are similarities and differences in other countries regarding changes in self-assessments of competence of music student teachers in the field of music-making. In addition, the concept of approaching competence qualitatively via a triangulation of methods can be transferred.

References

- Niedersächsisches Kultusministerium. (2012). *Kerncurriculum für das Gymnasium. Schuljahrgänge 5-10. Musik*. Retrieved from http://db2.nibis.de/1db/cuvo/datei/kc_musik_gym_i.pdf
- Nimczik, O. (2005). Studienfeld Klassenmusizieren: Ein neuer Schwerpunkt im Studiengang Schulmusik an der Hochschule für Musik Detmold. In H.-U. Schäfer-Lembeck (Ed.), *Musikpädagogische Schriften der Hochschule für Musik und Theater München: Vol. 1. Klassenmusizieren als Musikunterricht?! Theoretische Dimensionen unterrichtlicher Praxen. Beiträge des Münchner Symposiums 2005* (pp. 125–137). München: Allitera.
- Mayring, P. (2010). *Qualitative Inhaltsanalyse: Grundlagen und Techniken* (11th ed.). Weinheim, Basel: Beltz.
- Müller, K. (2010). *Das Praxisjahr in der Lehrerbildung: Empirische Befunde zur Wirksamkeit studienintegrierter Langzeitpraktika*. Bad Heilbrunn: Julius Klinkhardt.