

# Chapter 3

## The MUPP Project

### – an Overview

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The project *Music Teacher Education between the Institution, the Practicum and the Profession within the Multicultural Society (MUPP)* was carried out in the years 2006–2011 by seven members of the academic staff at the Norwegian Academy of Music in Oslo, Norway. In addition one participant from the University of Uppsala, Sweden, took part in one of the project's 7 sub studies.

### Participants

Geir Johansen, professor, Norwegian Academy of Music (project leader).  
Brit Ågot Brøske Danielsen, associate professor, Norwegian Academy of Music.

Cecilia Ferm, professor, Department of Arts, Communication and Education, division of Music, Dance and Theater, Luleå University of Technology, Sweden.

Signe Kalsnes, associate professor, Norwegian Academy of Music.

Siw Graabræk Nielsen, professor, Norwegian Academy of Music.

Knut Olseng, associate professor, Norwegian Academy of Music.

Vegar Storsve, associate professor, Norwegian Academy of Music.

Inger Anne Westby, associate professor, Norwegian Academy of Music.

## Aim

The MUPP project aimed at contributing to the development of new knowledge that would strengthen the education of music teachers, enhance further research and development studies in the field and reinforce the connections between music teacher education and the music teacher profession. We wanted to develop a knowledge ground for educating music teachers who are better equipped than before to face and handle the challenges of the ever expanding variety of vocational arenas of music teaching and learning in the multicultural society.

The development of such a knowledge ground was envisaged to be to the benefit of the general music subject in primary and secondary school as well as the municipal culture school system and the other arenas in which music teachers find employment. We also wanted to document initiatives as well as ongoing cooperation between the research community of music education at the Norwegian Academy of Music and other research communities, nationally as well as internationally. These ways we wanted to increase the research and development competence among the participants of the project and contribute to the further development of national as well as international networks of research on music teacher education.

## Background

### Who are affected by music teaching?

Teaching and learning music is a more widespread phenomenon within most societies than the inhabitants of those societies apparently would imagine at first glance. Music teaching and learning exists on all levels of age, literally from before birth, as in the music from the beginning of life groups that rest in the research on how music affect the unborn child from the last weeks of pregnancy through infancy, to music groups within the geriatric care. It also exist across institutions like the kindergarten, primary and secondary school, higher education and the system of music and culture schools which has been developed in the Nordic countries. Music teaching and learning holds a traditionally strong position within the organizations of the working class and labor unions as well as contribute to designate the bourgeois and academic classes whose children are

largely over represented in the music and culture schools. From such an overview it can easily be concluded that significant numbers of human as well as financial resources are involved in music teaching and learning.

### Two kinds of education

Taking the challenges that were described in chapter 1 as our point of departure the research interest was directed towards the two kinds of music teacher education which we chose to call the education of *performance profiled* and *arts education profiled* music teachers. Performance profiled music teachers are educated within music academies and conservatoires. While achieving a general music teacher competence including teaching music in school as well as instrumental teaching, band and choir conducting they develop a high performing level on their main instruments. Arts education profiled music teachers achieve their music teacher competence as a part of a broader, combined arts competence which they develop at teacher colleges. Both educations include music and arts education as their central parts but they differ in the ways and amounts that music and the arts are combined and hence in the ways the student teachers' competence are developed.

### Vocational arenas

In the present project two vocational arenas were highlighted: the compulsory school and the culture school. In addition connections are drawn to the arena of community music as a practicum field and a possible vocational field for professional music teachers.

Formally, in Norway the primary and secondary school as well as the culture school are legally established in the national Law of education (Opplæringsloven). The law requires each of the 429 municipalities of Norway to run or to cooperate with another municipality in running a culture school. The culture schools offer instrumental training to members of the municipality or municipalities wherein they are situated. This positions the culture schools as a partly formal, partly a part of the informal community music activities within their municipalities. During the last decades the traditional distinction between the compulsory school and the culture school as learning arenas of music has become exceeded and can nowadays be considered as parts of a larger whole. In the reports

to the Norwegian parliament nr 38 (2002/2003) and 39(2002/2003)<sup>1</sup> the need for common competence development in the school sector and cultural sector was underlined along with the need for developing new strategies for intermediating music to children and adolescents. In its circular nr. 1/2006 the Norwegian directorate of education emphasized the development of the culture school to become a local center of culture (including music) education along with models of cooperation with the compulsory school and the community culture (including music) field. The role of the culture school is hence foreseen to become a driving force of the arts education in all the compulsory schools in the relevant municipality or municipalities.

### Relations between the institution, the practicum; and the vocation

By considering the focused vocational arenas as parts of a larger whole the MUPP project focused on the student teachers within *the institutions* of music teacher education along with the institutionally based forms of teaching and learning. In addition the particular challenges that the student teachers meet in *the practicum* were addressed. Thirdly, we addressed former student teachers who were now occupying present *vocational positions*. This way the relations between the institutions, the practicum arena and the vocation were opened up to closer studies.

The practicum and practicum arena designate the pre service training field within which the student music teachers observe and practice their developing teaching skills. It can be located in compulsory school and culture school as well as the community music field. By the vocational arena we mean the wide and manifold arena wherein music teachers find their employment. In other words both the arenas include the same kind of situations and locations but they are entitled differently according to their function. The practicum arena has a direct educational function while the vocational arenas plays a more indirect role as a field of reference and experience since many student music teachers draw on their experiences

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1 Stortingsmelding nr 38 (2002/2003). Den kulturelle skolesekken [The Cultural Rucksack]. Oslo: Kultur- og kirke departementet. Stortingsmelding nr 39 (2002/2003). **Ei blot til lyst, om kunst og kultur i og i tilknytning til grunnskolen.** [On Arts and Culture in the Compulsory School]. Oslo: Utdannings- og forskningsdepartementet.

from taking part in that field parallel to their studies and since all of them have experiences as former school students<sup>2</sup>.

## Main Research Question

The main research question of the MUPP study was:

How can student music teachers' learning and the relevance of Music teacher education be described in the relations between the institution, the practicum and the professional arena within the multicultural society?

Answers were sought by establishing 7 single sub studies, each concentrating on a selected area which was considered as an important field of study with respect to enlightening a particular side of the main research question. Below follows a short description of each of the sub studies with attention to their research questions, theoretical perspectives and methodological strategies.

## Single Studies

Study A: Community music activity among refugees as an arena of practicum.

- Research question
  - How can music activity in a Palestine refugee camp in Lebanon serve as a practicum arena and what relevance does it have for music teacher education?
- Theoretical perspectives
  - Multiculturalism, community music, conceptions of 'practice'<sup>3</sup>.
- Methodological strategies
  - Sample: 13 student music teachers.

<sup>2</sup> "Acquaintance knowledge from the other side of the vocational role" See Handal, G. & Lauvås, P. (2000). *Veiledning og praktisk yrkesteori* [Supervision and practical vocation theory]. Oslo: Cappelen Academic Publishers, p. 181.

<sup>3</sup> See chapter 1, 4, 5 and 6.

- Data: Self report logs.
- Analysis: Text analysis.

#### Study B: The OASE project as a practicum arena.

- Research question
  - How does the OASE project as a practicum arena influence student music teachers' learning and hence the relevance of the music teacher education?
- Theoretical perspectives
  - Music teacher identity, profession, professional<sup>4</sup>.
- Methodological strategies
  - Sample: 31 student music teachers .
  - Data: Questionnaire survey
  - Analysis: Quantitative analysis supported by SPSS.

#### Study C: Perceptions of the *Musikdidaktik* subjects in the relations between the institution and the practicum.

- Research question
  - How do professors and student music teachers perceive the quality of teaching and learning in the relations between the Musikdidaktik subjects and the arena of practicum as reflected in the professional arena?
- Theoretical perspectives
  - Levels of competence, communities of practice, learning trajectories, practical vocational theory<sup>5</sup>.
- Methodological strategies
  - Sample: 8 professors, 5 practicum supervisors and 25 student music teachers in 7 institutions for music teacher education across the Nordic countries
  - Data: Qualitative, semi structured interviews and focus group interviews.
  - Analysis: Meaning condensation, interplay of inductive and deductive coding along with reflecting analytical layers in each other.

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4 See chapter 1, 2 and 7.

5 See chapter 1, 10 and 11

Study D: Experiences of a 4 year program for specialist teacher education in practical and aesthetic subjects.

- Research question
  - What experiences have teacher freshmen who graduated from a new teacher education program in practical and aesthetic subjects with regard to the relevance of their aesthetic and educational competence?
- Theoretical perspectives
  - Teacher education in Norway as described in authority documents<sup>6</sup>.
- Methodological strategies
  - Sample: 80 teacher freshmen.
  - Data: Questionnaire survey
  - Analysis: Quantitative analysis assisted by SPSS.

Study E: The relevance of music teacher education for the professional field.

- Research question
  - How do music teachers perceive of the relevance of their music teacher education in retrospect as related to their present working situation?
- Theoretical perspectives
  - Earlier studies of music teachers' vocational occupations<sup>7</sup>.
- Methodological strategies
  - Sample: 605 music teachers educated from institutions of higher music education.
  - Data: Questionnaire survey.
  - Analysis: Quantitative analysis assisted by SPSS.

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<sup>6</sup> See above in this chapter.

<sup>7</sup> Olseng, K. (2008). Arbeidslivet og studierelevansen for den musikkutdannede [Working life and the relevance of studies for the educated musician]. Paper presented at the seminar Musicians' health and Alumni, NAM, 26th of September. The theoretical perspectives also included several earlier studies by Olseng about the working life of musicians and music teachers carried out regularly since 1982.

Study F: The music teacher meeting various professional arenas and tasks.

- Research question
  - How do music teacher freshmen perceive their competences as confronted with the music subject at the primary and lower secondary school, the municipal culture school; and upper secondary school?
- Theoretical perspectives
  - Late modernity, profession, professionalism and competence nomads<sup>8</sup>
- Methodological strategies
  - Theoretical study drawing on interviews with student music teachers for exemplification.

Study G: The professional music teacher in different areas of vocation.

- Research question
  - How do music teachers handle their professional practice across different arenas that involves mastering multiple identities as artists, as composers, as theoreticians, as band leaders?
- Theoretical perspectives
  - Profession Studies, professionalism and competence nomads<sup>9</sup>
- Methodological strategies
  - Theoretical study

## The Activities of MUPP

### Origins and progress

The MUPP project started with 9 participants and 7 sub studies. For several reasons one of the original participants withdrew. Then the project consisted of 8 participants and 7 sub studies.

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<sup>8</sup> See chapter 1, 2 and 8

<sup>9</sup> See chapter 1, 2 and 8



## Meetings and seminars.

14 working meetings have taken place in the project period. In addition 3 seminars have been held, all of them with the length of 2 ½ day. Seminar locations have been the Norwegian Academy of Music, Voksenåsen Culture Center in Oslo, Norway and Schæffergården Conference Center in Copenhagen, Denmark.

## Conference Presentations

- Brøske Danielsen, B. Å. (2010). Community music activity in a refugee camp – student music teachers’ practicum experiences. Presented at *Nordic Working Seminar on the Research on Music Teacher Education*. Norwegian Academy of Music, December 6–8.
- Brøske Danielsen, B. Å. (2011). Community music activity in a refugee camp – student music teachers’ practicum experiences. Paper presented at the *Research in Music Education 2011 Conference*, University of Exeter, UK, April 12–16, 2011.
- Ferm, C. (2008). A living well of experience – teachers’ views on their knowledgebase in musikkdidaktik. Presented at *European Educational Research Association Conference 2008*, University of Gothenburgh, Sweden, September 7–8.
- Ferm, C., & Johansen G. (2007). Educational Quality in Musikdidaktik – some first impressions. Presented at *NNMPF 2007 conference*, Helsinki, Finland, February, 1–3.
- Ferm, C., & Johansen, G. (2007). Educational Quality in musikkdidaktik in the Nordic Countries. A bottom-up study. Presented at *Den 17. nettverkskonferansen i universitets- og høyskole pedagogikk*. Lillehammer, Norway, October 24–25.
- Ferm, C., & Johansen, G. (2007). Organizing for deep learning in musikkdidaktik. Some first impressions from an interview study of educational quality in music teacher education. Presented at *Training Music Teachers. Research in Psychology of Music and Music Education*. Padova Italy 5–6<sup>th</sup> of November 2007. ISBN 978-88-6129-142-3 p. 38.

- Ferm Thorgersen, C. (2009). Quality learning in *musikdidaktik* from a student perspective – where, when and how does it occur? Presented at *RIME 2009 Conference*, Exeter, GB, April 14–18.
- Ferm Thorgersen, C. (2010). Facilitating for future colleagues – sharing of experience in the field of music teacher practicum. A task for the mastering guru or the mentoring critical friend? *RAIME -proceedings of the 10<sup>th</sup> international symposium*. 255–265.
- Ferm Thorgersen, C. (2010). The Preconditions for Student Music Teachers' Learning Trajectories. Presented at *Nordic Working Seminar on the Research on Music Teacher Education*. Norwegian Academy of Music, December 6–8.
- Ferm Thorgersen, C., & Johansen, G. (2009). Mapping music teacher trainees' learning trajectories. Presented at *Nordic Network for the Research in Music education* conference, University of Örebro, Sweden, January 2009.
- Ferm Thorgersen, C., Storsve, V., & Johansen, G. (2010). New challenges in Music Teacher Education. Paper presented at the *International Society of Music Education (ISME) World conference*, Beijing, China, August 1–6 2010. With Signe Kalsnes, Inger Anne Westby, and Siw Graabræk Nielsen.
- Graabræk Nielsen, S., Varkøy, Ø., & Johansen, G. (2008). Det multikulturelle musikkfeltet som praksisarena. Om yrkespraksis og musikk lærerutdanning. Presented at *NNMPF* conference, Oslo, Norway, January 23–25.
- Graabræk Nielsen, S. & Westby, I. A. (2010). The future music teacher as a competence nomad. Presented at *Nordic Working Seminar on the Research on Music Teacher Education*. Norwegian Academy of Music, December 6–8.
- Johansen, G. (2007). Educational Quality in Music Teacher Education: A modern project within a condition of late modernity? Presented at *The fifth International Symposium on the Sociology of Music Education*. Memorial University, St. John's, Newfoundland, Canada, July 2.-5.

- Johansen, G. (2008). Relations between the social development of student identities and the quality of teaching and learning in music teacher education. Presented at *Musical Development and Learning. Second European Conference on the Developmental Psychology of Music*, Roehampton University, London, 10<sup>th</sup>-12<sup>th</sup> September 2008.
- Johansen, G. (2009). Conservatory professors' perceptions of the quality of teaching and learning in *musikdidaktik* as related to the selection of educational content. Presented at *The Reflective Conservatoire, 2<sup>nd</sup> International Conference: Building Connections*, Guildhall School of Music and Drama, London, 28 February-3 March 2009.
- Johansen, G. (2009). Relations between identity and educational quality within pre-service music teacher training. Presented at *The 6th International Symposium on the Sociology of Music Education*, Limerick, Ireland, 5<sup>th</sup>-9<sup>th</sup> July 2009.
- Johansen, G. (2009). Student music teachers' deep and surface learning and its relations to identity – between the Academy and the pre-service music teacher training field. Presented at *The 10<sup>th</sup> Research Alliance of Institutes for Music Education (RAIME) international symposium*, Gothenburg, Sweden, October 14<sup>th</sup>-16<sup>th</sup>, 2009.
- Johansen, G. (2010). MUPP – Musikk lærerutdanning mellom institusjonen og praksisfeltet [MUPP – Music Teacher Education between the Institution and the Practicum]. Presented at the conference *Research on Music teacher Education* at the Danish University School of Education, Copenhagen, December 9–10. With Signe Kalsnes, Siw Graabræk Nielsen, Vegar Storsve, Øivind Varkøy and Inger Anne Westby.
- Johansen, G. (2010) Music teacher education as professional studies (MUPP). Report from a joint project within the Norwegian Academy of Music Presented at *Nordic Working Seminar on the Research on Music Teacher Education*. Norwegian Academy of Music, December 6–8.
- Johansen, G. (2011). Student music teachers' learning orientations. Presented at the *Research in Music Education 2011 Conference*, University of Exeter, UK, April 12–16.

- Johansen, G. (2011). Politics, ethics, leadership, and professionalism – or: Why should the leadership of music teacher education pay attention to the global crises of economy and climate? Presented at the *Leading Music Education* conference, University of Western Ontario, London, Ontario, Canada, May 29-June 2.
- Johansen, G. (2011). Educating Professional Music Teachers in the Multicultural Society. Presented at *Research Alliance of Institutes for Music Education*, Boston University, October, 26–29.
- Johansen, G., Varkøy, Ø., & Ferm, C. (2008) Perceptions of musikkdidaktik and educational theory in the meeting between the institution for higher music education and the praxis arena. Presented at *NNMPF* conference, Oslo, Norway, January 23–25.
- Kalsnes, S. (2010). Lengdesnittundersøkelse – kandidater i faglærerutdanning i praktiske og estetiske fag (PELU) – fra utdanning til yrke. Paper presentert ved konferansen *FoU i Praksis*, Trondheim 10.– 11. mai 2010.
- Kalsnes, S. (2010). Music and the arts: Initial 4 year program for specialist teacher education in practical and aesthetic subjects (PELU). The need of esthetic teacher competence in school – is PELU the solution? Paper presented at *the International Society of Music Education (ISME) World conference*, Beijing, China, August 1–6.
- Kalsnes, S. (2010). Music and the arts – initial 4 year program for specialist teacher education in practical and aesthetic subjects (PELU). The need for esthetic teacher competence in school – is PELU the solution? Paper presented at *Nordic working seminar on the research on music teacher education*, Norwegian Academy of Music, December 6–8.
- Kalsnes, S. (2010). *Lengdesnittundersøkelse – kandidater i faglærerutdanning i praktiske og estetiske fag (PELU) – fra utdanning til yrke*. Paper presentert ved konferansen *FoU i Praksis*, Trondheim 10. – 11. mai 2010.
- Olseng, K. (2008). Arbeidslivet og studierelevansen for den musikkutdannede [Working life and the relevance of studies for the educated musician]. Paper presented at the seminar *Musicians' health and Alumni*, NAM, 26<sup>th</sup> of September.

- Olseng, K. (2010). Looking back at music teacher education: How satisfied are our former students and where do they end up after exam? Presented at *Nordic Working Seminar on the Research on Music Teacher Education*. Norwegian Academy of Music, December 6–8.
- Storsve, V. (2010). A music-learning project in a Palestinian refugee camp: Contents, methods and results. Workshop at *the International Society of Music Education (ISME) World conference*, Beijing, China, August 1–6, 2010.
- Storsve, V. (2010). Music education among refugees as a multicultural arena for pre-service training. Paper presented at *the International Society of Music Education (ISME) world conference*, Beijing, China, August 1–6, 2010.
- Storsve, V., & Ruud, E. (2011). Erfaringer og resultater fra Libanonprosjektet. Presentasjon ved *Konferanse om kultur, helse og integrering*, Førde, 9. mars 2011.
- Storsve, V., Westby, I.A., & Ruud, E. (2010): Håp og anerkjennelse. Om et musikkprosjekt blant ungdommer i en palestinsk flyktingleir. Presentasjon ved konferansen *Musikk i psykisk helsearbeid med barn og unge*, NMH, 21.januar 2010.
- Westby, I.A., & Nielsen, S. G. (2010). What does it mean to be a professional music teacher in Norway today? Paper presented at *the International Society of Music Education (ISME) World conference*, Beijing, China, August 1–6.

#### Publications drawing on the MUPP issues, empirical data and theoretical foundations

- Brøske Danielsen, B. Å. (accepted). Community music activity in a refugee camp – student music teachers' practicum experiences. *Music Education Research*
- Ferm, C. (2008). Playing to teach music – embodiment and identity-making in musikkdidaktik. *Music Education Research*, 10(3) 361–372.
- Ferm, C., & Johansen, G. (2008) Professors' and Trainees' Perceptions of Educational Quality in Musikkdidaktik as related to Preconditions for Deep Learning. *British Journal of Music Education* 25(2) 177–191.

- Ferm Thorgersen, C. (2009). Lärares didaktiska val i förhållande till deras levda erfarenhet av musikdidaktik. *Didaktisk Tidskrift*, 18(1) 706–723.
- Ferm Thorgersen, C. (2010). Quality holistic learning in *musikdidaktik* from a student perspective – where, when and how does it occur? *Visions of Research in Music Education*. 15, 35p.
- Ferm Thorgersen, C., & Johansen, G. (2012). Mapping the Prerequisites for Student Music Teachers' Learning Trajectories. (Work in progress).
- Johansen, G., & Ferm, C. (2008). Relations of Quality and Competence. Some reflections on Juntunen's article in this number. *Finnish Journal of Music Education*. 9 (1–2) 65–82.
- Johansen, G. (2008). Educational Quality in Music Teacher Education. A modern project within a condition of late modernity? *Arts Education Policy Review* vol. 109 (March-April 2008); 13–18.
- Johansen, G. (2008). Relations between the social development of student identities and the quality of teaching and learning in music teacher education. Proceedings of *Musical Development and Learning. Second European Conference on Developmental Psychology of Music*, 10<sup>th</sup>-12<sup>th</sup> September 2008, Roehampton University, London.
- Johansen, G. (2008). Relations between educational quality in music teacher education and students' perceptions of identity. In F. V. Nielsen, S. G. Nielsen & S. E. Holgersen (Eds.), *Nordic Network for the Research on Music Education, Yearbook 10*. Oslo: Norwegian Academy of Music.
- Johansen, G. (2010). Educational Quality and the Selection of Content – the Views and Opinions of *Musikdidaktik* Professors. In C. Ferm Thorgersen & S. Karlsen (Eds.), *Music, Education and Innovation. Festschrift for Sture Brändström*. Luleå: Luleå University of Technology, dept. of Music and Media. p. 87–101.
- Johansen, G. (2010). Music education from the perspective of system theory. In R. Wright (Ed.), *Sociology and Music Education*. London: Ashgate. p. 51–62.

- Johansen, G. (2010). Modernity, identity and Musical Learning. In R. Wright (Ed.), *Sociology and Music Education*. London: Ashgate. p. 155–164.
- Johansen, G. (2010). *Musikdidaktik* and sociology. In R. Wright (Ed.), *Sociology and Music Education*. London: Ashgate. p. 207–221.
- Johansen, G. (2011). Relations between identity and educational quality within pre-service music teacher training. Proceedings of the *6th International Symposium on the Sociology of Music Education*, Limerick, Ireland, 5th–9th July 2009.
- Kalsnes, S. (2012): OASE. *Om kulturskoleutvikling og lokal forankring av Den kulturelle skolesekken. Rapport fra et samarbeidsprosjekt mellom grunnskole, kulturskole og musikk lærerutdanning*. NMH-publikasjon x/2012. Oslo: Norges musikkhøgskole.
- Storsve, V. (2008). Kulturen som brobygger og arena for livsutfoldelse. Erfaringer fra et musikkprosjekt i en flyktningleir i Libanon. I G. Gjestrud & S. Rodin (red.) *Flyktning i Libanon. Fra al-Nakba til Nahr el-Bared*. Oslo: Forum for kultur og internasjonalt samarbeid.
- Storsve, V., & Barg, P. (2009). Sing and dance and play along. (EPS-023 2009) CD – utgitt av *FORUM for kultur og internasjonalt samarbeid* med støtte fra NMH. Innspilling og utgivelse av CD med flerbruksarrangement, utviklet som undervisningsstoff i delprosjektet: Musikkarbeid blant flyktninger som praksisarena.