



Teacher education of popular music and jazz instruments – what, where and how?

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Why a formal teacher degree?

Dual model in higher music education in Finland

- Comprehensive and upper secondary school music teachers are educated at Universities
- A possibility to do instrument teacher studies also within musician degrees at Universities
- Instrument and vocal teachers are educated at universities of applied sciences

A formal teacher degree is required both in comprehensive and upper secondary school teaching (with minimum Master's degree) and all extracurricular music activities such as music schools (with minimum Bachelor's degree).

How we educate teachers @ Metropolia Music degree

- Degree: Bachelor of Culture and Arts
- Major: Instrument and Vocal Teaching
 - Popular music and jazz or classical music
- 240 ects, four years
- 60 ects pedagogical studies during the four years
- lectures/workshops on pedagogical content (emphasis on strengths-based and learner-centered education)
- lectures/workshops of instrument and genre specific content
- partly supervised teaching practice (students come to Metropolia for lessons with teacher students)

1st year pedagogical studies (10 ects)

- Introduction to learning and teaching music (emphasis on one's own pedagogical path)
- Pedagogical content
 - Values, virtues and strengths
 - Strengths-based pedagogy
 - Teacher ethics
 - Planning teaching
 - Learning through life
 - Diversity of learning
- Instrument based technical content and repertoire
- Teaching one student (one-to-one tuition), partly supervised by teacher, peer feedback

2nd year pedagogical studies (10 ects)

- Pedagogical content
 - Giving feedback, assessment
 - Working life, qualifications, employment etc
 - Ergonomics
 - Professional development
 - Communication skills in teaching
 - Music, the brain and learning
- Instrument and genre specific content
- Teaching two students (one-to-one tuition), partly supervised by a teacher, peer feedback

3rd year pedagogical studies (25 ects)

- pedagogical content (group tuition)
 - Group dynamics, group formation, roles in groups
 - Safe space
 - Teacher and the use of voice
 - Different pedagogical approaches in music education
- Improvisation pedagogy
 - Teaching improvisation
 - Fear of improvisation
- Teaching two groups (small group tuition), partly supervised by a teacher, peer feedback
- 15 ects @ partner institution Haaga-Helia UAS: educational perspectives to teaching
 - Learning theories etc.

4th year pedagogical studies (15 ects)

- Pedagogical content
 - composition, improvisation, music listening and conceptualization
 - band, chamber music ensemble, vocal ensemble and/or choir pedagogy
 - continuing professional development
- Co-teaching bands or chamber music ensembles (or vocal ensembles/choir), partly supervised by a teacher, peer feedback
- Creative teaching course
 - Pedagogy of composing
 - Different pedagogical methods and environments of teaching (gaming, online teaching, participatory arts etc.)

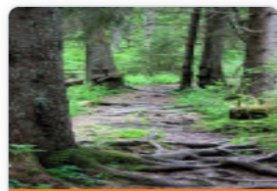


LET'S ENVISION INSTRUMENT TEACHER EDUCATION



1. Why are instrument pedagogy studies needed? Is a formal degree needed? What are the benefits and challenges?
2. When is a convenient time for pedagogical studies in students' lifespan?
3. What pedagogical content should be taught (one-to-one, groups, ensembles etc)?
4. What teaching methods should be taught (how to teach)?
5. What instrument related content should be taught (what to teach)?

EXAMPLE OF OUR ONLINE COURSE OF THE FIRST YEAR PEDAGOGICAL STUDIES:
Available online also for non-Metropolia students and faculty (for more info contact Susanna Mesiä)



My Own Pedagogical Path



Values, Virtues, and Strengths



Strengths-based Education



Teacher Ethics



Instrument Task 1



Observation



Competencies



Learning through life



Emotional skills in teaching



Diversity of learning and teaching



The tools of music teaching



Planning of teaching



Instrument task 2



Instrument task 3

THANK YOU FOR YOUR
PARTICIPATION!

For more information,
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