



HÖGSKOLAN FÖR SCEN OCH MUSIK

Omsorg, välvilja och tystnadskultur

Diskursiva dilemman och strategier i lärarutbildningens undervisningspraktik i musik mot yngre åldrar

Monica Frick Alexandersson

Akademisk avhandling för filosofie doktorsexamen i estetiska uttrycksformer med inriktning mot utbildningsvetenskap vid Högskolan för scen och musik, Göteborgs universitet, som med tillstånd av Konstnärliga fakultetens dekan offentligt kommer att försvaras fredagen den 9 april 2021 kl 13:00 i C 602, Artisten, Fågelsången 1, Göteborg

Disputationen sker virtuellt via Zoom

På grund av restriktioner i samband med COVID-19 sker disputationsakten med hjälp av videolänk (verktyget Zoom), där deltagare behöver tillgång till en dator och ett nätverk. Alla deltagare kommer att ges möjlighet att ställa frågor vid slutet av disputationen, via Zoom.

Fakultetsopponent:

Professor Johan Söderman, Institutionen för pedagogik, kommunikation och lärande,
Göteborgs universitet

Abstract

Title: Omsorg, välvilja och tystnadskultur – diskursiva dilemman och strategier i lärarutbildningens undervisningspraktik i musik mot yngre åldrar

English title: Care, benevolence and culture of silence – discursive dilemmas and strategies in music teaching practice within teacher education for younger ages

Language: Swedish, with a Summary in English

Keywords: music, music education, teacher education, teacher training, aesthetics, discourse, discourse psychology, social constructionism

ISBN: 978-91-8009-276-0 (Printed)

ISBN: 978-91-8009-277-7 (Digital)

URL: <https://hdl.handle.net/2077/67818>

The aim of this thesis is to critically scrutinize, identify and problematize discourses in music education within teacher education towards younger ages. The study explores how teaching practice and examinations in music are constructed, and what kind of strategies are used to handle the dilemmas that emerge in music teaching practice. Theoretically, the study is based on social constructionist theory, and the thesis deploys a discourse psychological methodology and approach. The data consist of observational films and field notes, and the material was produced within a period of three years. It included 91 students, 26 student groups and three teacher educators at three Swedish teacher education institutes.

The results show two overarching discourses. First, a discourse focusing on care was articulated and legitimized based on an idea that student teachers are scared of express themselves within music education and that they lack confidence in teaching music. This discourse was expressed within a framework of a culture of silence that has a protective function for student teachers lacking self-confidence. Second, a discourse focusing on benevolence was articulated and legitimized based on an idea that a student teacher's boldness could compensate for their lack of musical skills. This discourse was expressed within a framework of a tolerant and compensatory culture of assessment which has a protective and supportive function for student teachers with a lack of musical skills.

To provide a basis for new pedagogical discussions concerning progress and development of quality, the conclusion discusses critical aspects in teaching practice in music within teacher education.