

LeHet Musik: Dealing with heterogeneity in general music classroom singing

Research Objectives

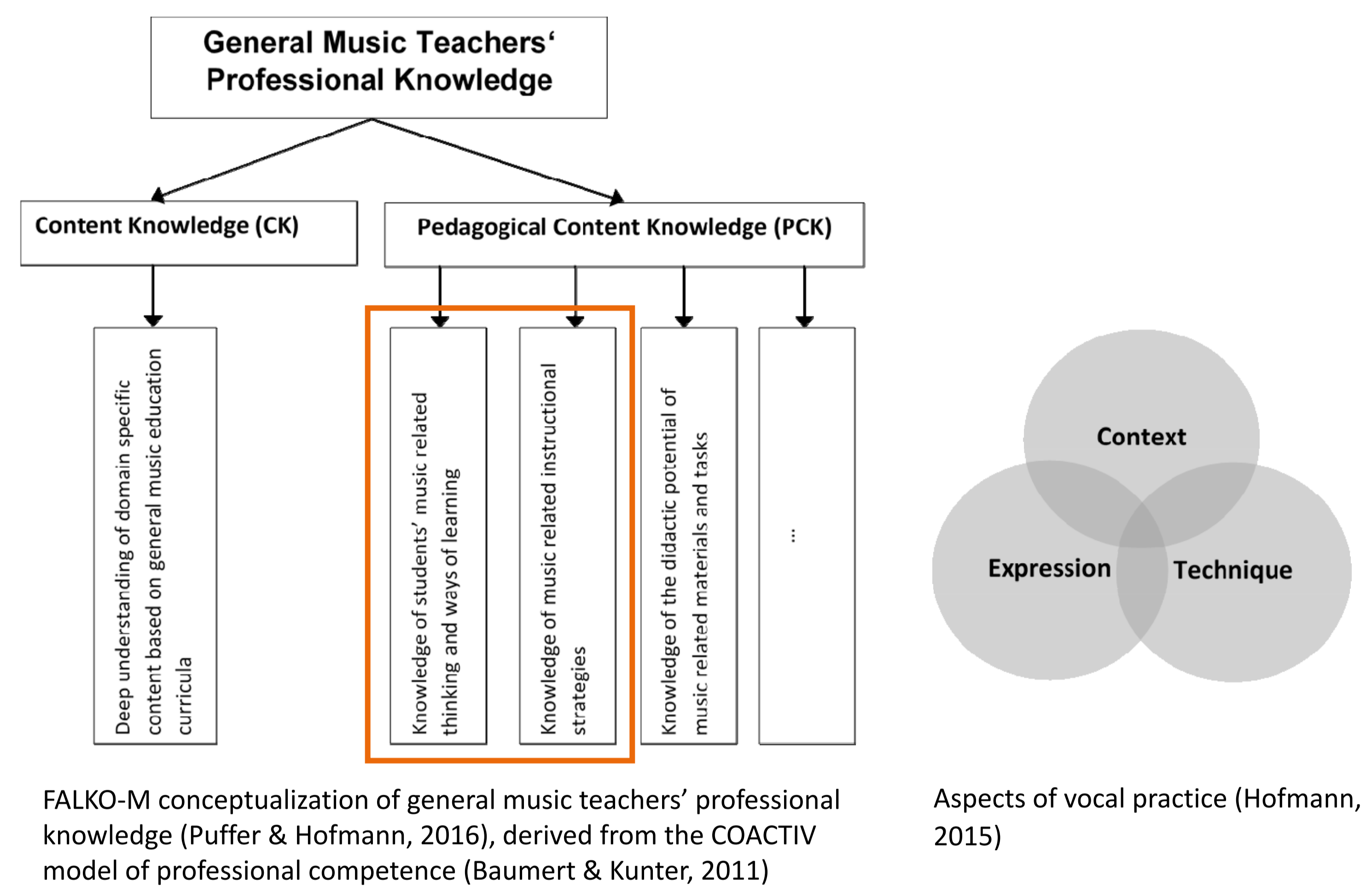
Classroom singing can be considered as a key component of general music education in all types of schools. Although courses in vocal pedagogy traditionally play an important role in music teacher education, there is still a lack of comprehensive and structured teacher training concepts. As a part of the "Qualitätsoffensive Lehrerbildung" programme, LeHet Musik deals with implementing and evaluating a teacher training concept that addresses heterogeneity in classroom singing.

The project aims at developing a modular system of case based learning opportunities. Special emphasis is put on subject specific diagnostic skills, such as recognizing typical vocal problems occurring in daily music classroom work. Students should also acquire a repertoire of domain specific adaptive instructional strategies. To meet the resulting requirements, the use of audio and video vignettes plays an important role in the course concept.

Corresponding to common objectives of the LeHet project, the training concept and materials of LeHet Musik will be documented and disseminated in form of a course manual.

Furthermore, the project is supposed to provide new insights concerning general music teachers' professional competence. Special interest is put on domain specific instructional patterns and teacher cognitions related to classroom practice.

Theoretical Framework



Research Question

To what extent is it possible to promote music teacher students' pedagogical content knowledge by means of a case-based training concept that includes audio and video vignettes, with special emphasis on domain specific diagnostic and instructional skills required for adaptive teaching?

Methodical Approach

- Implementation and improvement of the new training concepts and materials in a three part development cycle (autumn 2016 to summer 2018)
- Domain specific formative evaluation via students' self-estimates and assessment of the growth of pedagogical content knowledge concerning classroom singing (assessment tool based on results from the FALKO-M project, Puffer & Hofmann, 2017)

Additional Research Projects

- ...concerning
- domain specific instructional patterns (qualitative and quantitative video analysis)
 - music teachers' cognitions related to classroom practice (stimulated recall interviews)
 - music teacher students' problem solving strategies when dealing with audio and video vignette based tasks (think aloud approach)

Current State of Work

Training Concept

- Training concept and PCK assessment tools have been tested in a pilot phase during summer term 2017. In winter term 2017/18, the training concept will have a second run in an improved version, based on the evaluation feedback, including additional audio and video material.
- A draft version of the course manual will be available in spring 2018.

Research

- The PCK test has been administered at two measuring points in early May and end of June 2017. Data evaluation and test validation are in progress.
- Initial findings suggest a substantial difference between students' self-estimations concerning their current state of knowledge and its growth on one hand and the assessment results on the other hand.

References

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