

## Abstract for submission to NNRME, Örebro University, March 2023

Carina Borgström Källén & Monica Lindgren, Academy of Music and Drama, University of Gothenburg

### Teacher students' views – a longitudinal study on music teacher identity

The objective of this presentation is to outline and discuss a research study on identity constructions of music teacher students. The project is longitudinal, we have been following music teacher students through their education for a period of five years, from their second semester to their last (10<sup>th</sup>). The empirical material is produced between 2016 and 2021, at a music teacher training programme directed towards upper secondary schools in Sweden. Previous research suggests that identity constructions are a crucial part of becoming a teacher, in general. In music education, specifically, research implicates a tension between an identity as a music teacher and an identity as a musician. It also shows a discrepancy between music teachers' and student music teachers' view on what the profession demands. In the light of these results, we ask; What kind of dilemmas and tensions connected to professional identity are constructed among music teacher students in Sweden today?

The study involves ten students and the empirical material consists of ten letters and five focus group interviews, and it was produced in three steps. Throughout the data production *the past*, *the present* and *the future* served as key words. As a first step letters were written individually by each one of the students during their second semester. The letters were focusing the students' background, their first semester as a student music teacher, and their expectations of the future as a music teacher. Halfway into the education, the second step was conducted, consisting of two focus group interviews on themes connected to the key words. When the participants only had a few days left of their last semester, the third step was produced. The students read their own letters from year one once again, and three focus group interviews were conducted where they reflected on the past based on what they wrote their first year. They also reflected on the present and the future, as they were in a process of concluding their five-year music teacher education. A content analysis on identity constructions has been made, using the concepts *field of tensions* and *dilemmas* as points of departure. During the presentation we will put forward some results.