

Abstract proposal for NNRME 2023

“What if...” - A learning jam for proposing change in generalist music teacher education

Other format

Corresponding author: Kari Holdhus

Facilitators: FUTURED researchers present in Ørebro, e.g. Catharina Christophersen, Silje Valde Onsrud, Bendik Fredriksen, Tine Grieg Viig and others.

FUTURED (2019-2022) was a research project which represented critical and normative approaches to change in generalist music teacher education (GMTE) in Norway.[1]

In this suggested session, we invite our Nordic colleagues to partake in a learning jam/commission, creatively playing to suggest aspects of a functional GMTE for the future. Participants will be presented with the following questions:

- Which discursive, structural, and pedagogical changes to GMTE will be the most pertinent to a well-functioning future GMTE?
- In your opinion, what measures should be taken to accomplish your suggested changes?

The workshop is inspired by two formats, *learning jam* and *learning commission*. In both formats, the audience is expected to contribute actively, in groups. A learning commission can function as a community and a forum to provide multiple perspectives on themes of concern to the participants (Lingard et al., 2021).

A learning jam is inspired by «aesthetic distancing». Playing with the results of their oral discussions, the groups display their discussion in aesthetic form, like a song/music, a tableau, a sculpture, or a drawing. Such aesthetic transformation is intended to fuel creativity and shift the discussion from “as is” to “as if” (Pässilä, 2016).

In the suggested workshop, aesthetic output will be optional.

Group discussion results, aesthetically shaped and/or or more traditionally verbalized, will be commented on by other participants and by a panel consisting of senior researchers specialized in our topic, future general music teacher education. We will recruit these professors among conference participants, aiming at Nordic representativity.

References:

Bhabha, H. (1994), *The Location of Culture* , Routledge, London.

Lingard, B., Baroutsis, A. & Sellar, S. (2021). Enriching educational accountabilities through collaborative public conversations: Conceptual and methodological insights from the *Learning Commission* approach. *J Educ Change* 22, 565–587 (2021).

<https://doi.org/10.1007/s10833-020-09407>

Pässilä, A., Owens, A., & Pulkki, M. (2016). Learning Jam: An evaluation of the use of arts based initiatives to generate polyphonic understanding in work based learning. *Higher Education, Skills and Work-Based Learning*.

[1] <https://prosjekt.hvl.no/futured/>