

Teaching and learning in music education – a systematic review /Fredriksson

There is a need for studies that make sense of what a collection of research studies in music education says about teaching and learning in the music subject. This ongoing study has synthesised existing qualitative studies within the field. The purpose of the study is to contribute to researchers' and practitioners' knowledge of possibilities for teachers to promote pupils' learning in the music subject. The research questions are:

1. How is teaching in the music subject manifested a) in terms of interaction in the classroom and b) in terms of aesthetic qualities?
2. How does the teaching promote the pupils' learning in music?

The study is a systematic review, a research method developed for synthesizing primary research (Gough & Thomas, 2016). After developing a search strategy fit for our topic, we performed literature searches in international and Swedish databases. The searches resulted in 5 126 studies. These were screened for relevance and quality by two researchers independently, using pre-specified selection criteria. We have synthesised the qualitative research studies, in what could be referred to as a qualitative metasynthesis (Bohlin, 2010).

Teaching and learning are here referred to as phenomena that occur in interaction between teacher and learner. Thus, a criterion for inclusion of a study was the availability of observations of interaction and communication between teachers and pupils in the empirical material in each study. Twelve studies were finally included in the review, half of them from the Nordic countries. The studies are conducted in primary and upper secondary school settings.

Our analysis and synthesis identified four main aspects of how the teaching is manifested in terms of classroom interaction. These aspects are 1) framing of the teaching, e.g. the assignments, 2) teachers taking the perspective of the learner, including enabling learner agency, 3) scaffolding and expanding pupils' learning, by for example directing their attention, and 4) translations between different modes for musical representation. The results provide insights into the teaching process, and we discuss it in relation to question number two, i.e., how does the teaching promote the pupils' learning in music?

Bohlin, I. (2010). Systematiska översikter, vetenskaplig kumulativitet och evidensbaserad pedagogik. *Pedagogisk forskning i Sverige*, 15(2-3), 164-186.

Gough, D., & Thomas, J. (2016). Systematic reviews of research in education: Aims, myths and multiple methods. *Review of Education*, 4(1), 84-102.