

‘MusiCrafting’ in music teacher education

The manifold potential ways of engaging with technology are continuously expanding in our changing society. According to curricular demands, political incentives, and to keep up with this development, we need to deal with the challenges, requirements, questions and possibilities these digital spaces may open up for. In this presentation, I will discuss findings from a study of the larger project *Music Teacher Education for the Future* (FUTURED 2019/2022). First, I provide a brief description of this part-study designed as the second cycle of an action research project (Carr & Kemmis, 1986; Somekh, 2005), taking place in music teacher education. The study started out from an aim of exploring how digital tools can be used to connect the music classroom to the outside world. Using a sandbox game, Minecraft Education Edition, the study is developed from questions concerning how these technologies could potentially engage the participants’ own expertise and experience in music as well as encourage an interactive and versatile musicianship. As the project took place during the COVID 19-pandemic, our classroom was both online, in the classroom, and as a combination of these forms of participation. The goal for the collaborative exploration with preservice music teacher students was ultimately to create a music video with visuals from their newly created virtual world and music of their own choice, but also to critically reflect on, discuss and question governing assumptions about music, music education, music spaces and technology uses in the music classroom. The results show how topics such as how the (inter)active participation in this project could promote different ways of thinking about possibilities for inclusion and approaches to musicianship in music. Technology is in this way understood as means to explore different ways of taking part in music practices and reflection about how, what and where music education can take place in enunciative (Bhabha, 2012) pedagogical spaces. Thus, this study addresses research that may open up for broader diversity in approaches to participation in music teacher education (Partti, 2017).

References

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