

# CLASSROOM MUSIC MEETS CLASSROOM MANAGEMENT

Structure of Competences of Music Students in the Field of Classroom Music

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## AIMS

The aim of this project is to research and promote the professional competence of music students in the teaching profession by developing and evaluating seminar modules for classroom music. The modules are designed in a multi-professional team consisting of students, teachers and researchers. Multi-perspective videos are being used to enable the students to reflect on perceived teaching-learning processes. On the one hand, the study will help to identify the necessary dispositions, especially the professional knowledge of teachers for the competent implementation of classroom music teaching. On the other hand the situation-specific skills - perception, interpretation and decision-making - will be analyzed and elaborated.

## KEY REFERENCES

The key reference for this research interest is the work of Blömeke (2017) on the conceptualization of teaching competences. The findings from Sherin and van Es (2009) and Junker et al. (2020) on professional vision are substantial. The studies have shown that the use of videos in teacher education has a positive effect on the perception, interpretation and decision-making abilities of the students.

## RESULTS

The most addressed topic of the group discussions was classroom management in classroom music. The results of the analysis of professional competences in classroom music are presented here (see Figure) using the example of group focus (Kounin 2006).

### Multi-Perspective Videos



## BACKGROUND

In addition to cognitive and receptive competences, the music curricula of the German federal states include in particular practical music competences (Knigge, Lehmann-Wermser 2008). The practical handling of music in the classroom offers special learning and experiential opportunities (Geuen 2005). Practical music skills of students and their artistic-aesthetic competences should therefore be trained in such a way that they can competently lead classroom music with heterogeneous learning groups (Kultusministerkonferenz 2008). However, there is still little research available on structure and development of professional skills needed by music teachers (Puffer 2017).

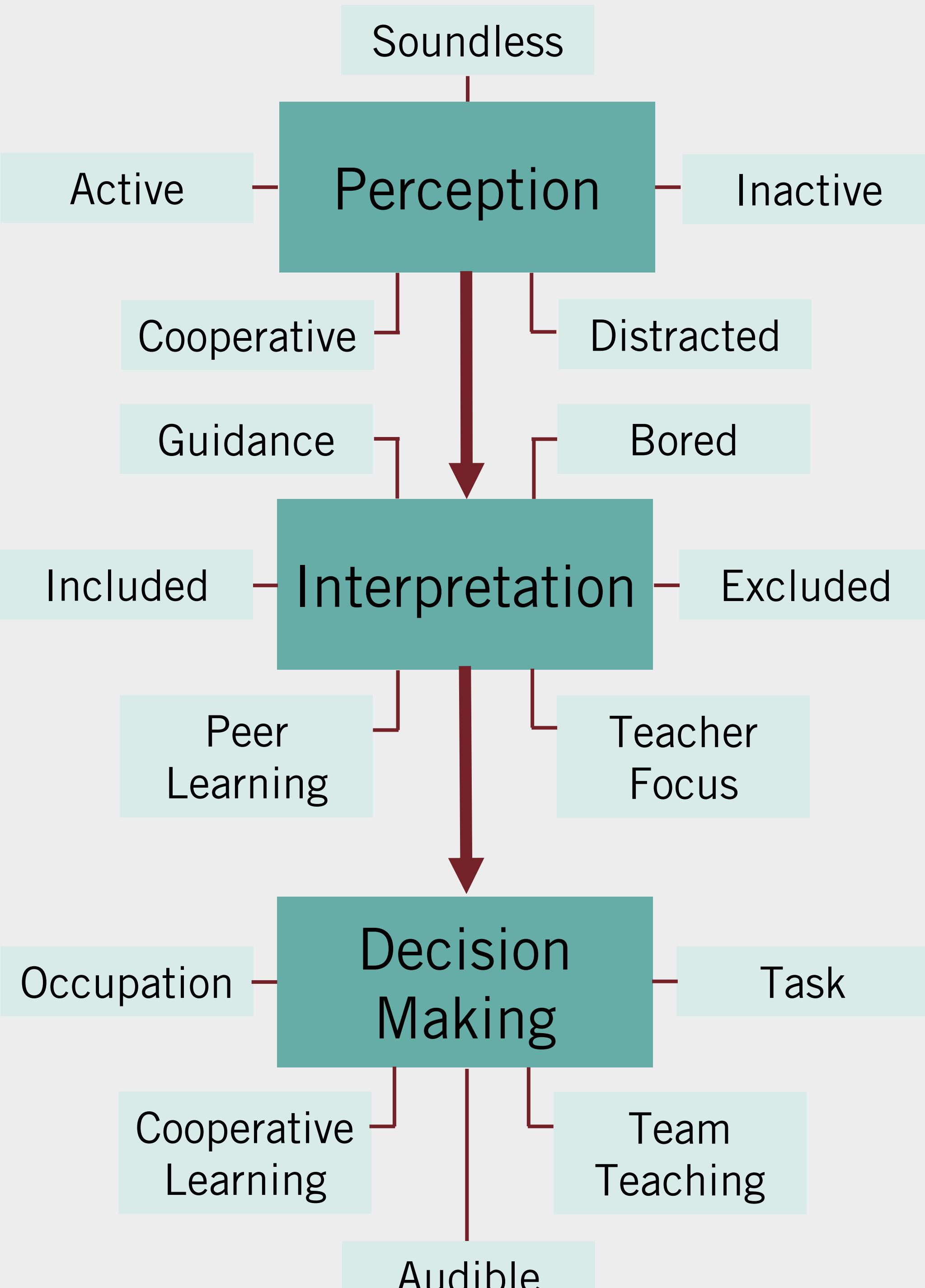
## RESEARCH QUESTION

Which professional competences for competence-oriented classroom music are addressed by students in the seminar and how are they constituted?

## METHOD

- Three discussion sessions in a seminar of the master's program on classroom music were recorded.
- The group discussions referred to the "Analytical Short Films" (ASF) created in the seminar (Prantl & Wallbaum 2017).
- The group discussions were transcribed and analyzed by means of qualitative content analysis using the content structuring analysis (Kuckartz 2018).

### Group Focus



## CONCLUSION

The results are a first step to identify the competence facets of the professional competence of students for the qualified instruction of classroom music lessons. In the following, a Delphi survey of type 3 (Häder 2014) is planned. This will serve to determine further competence facets as well as to validate the empirically and theoretically elaborated facts by interviewing a group of experts.

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