Teacher’s pedagogical studies

General
Teacher’s pedagogical studies at the Sibelius Academy are organised jointly with the University of Tampere. Some units are organised jointly by the arts universities.

Learning outcomes
A student who has completed the module is expected to:

- have a broad-based impression of the role of the teacher, a key feature of which is an inquiring and reflective approach to the job
- be able to combine subject didactics and other education theory and practice into pedagogical know-how
- understand the big picture of the education system in his/her field and be able to integrate his/her subject with other subjects taught and the general educational and teaching goals and values of his/her educational institution
- be able to foster and guide the physical, mental and social growth and learning of learners of various ages in a pluralist and increasingly multicultural society
- be capable of broad-based planning and evaluation in his/her own work and understand the potential of ICT in the teaching of his/her subject
- be familiar with the societal dimensions and connections of education, teaching and training and with its philosophical, psychological, sociological, historical and special pedagogy foundations
- be able to research and develop his/her work broadly and to plan, execute and evaluate results
- be capable of conscious and justified pedagogical decision-making, curriculum planning, assessment and other developmental work
- have the capability to improve and grow as a teacher throughout his/her career.

Having completed the 25 cr basic studies module, the student may apply for the 60 cr module Teacher’s pedagogical studies.

Structure of the studies

BASIC STUDIES (25 cr)
S-OP1 Introduction to pedagogy (1 cr)
Instrument and voice pedagogy 1–2 (20 cr) or comparable studies in the student’s own department (total 21 cr)
S-OP3 Basics of music teaching (2 cr)
S-OP4 Introduction to music teaching as a profession (2 cr)

SUBJECT STUDIES (35 cr)
S-OP5 Conceptions of human development and learning in arts education (4 cr)
S-OP6 Special education in arts subjects (4 cr)
S-OP7 Social, historical and philosophical basics of education (4 cr)
S-OP8 Interactive skills (3 cr)
S-OP9 Current issues in music education (3 cr)
S-OP10 Practicum (advanced practice) (5 cr)
S-OP11 Research methods (4 cr)
S-OP12 Seminar and final paper (8 cr)

Units that are shared with the subject teacher’s pedagogical studies are underlined:

Basic and subject studies

1. Philosophical, psychological and societal foundation of teaching and learning (17 cr)
S-OP3 Basics of music teaching (2 cr)
S-OP5 Conceptions of human development and learning in arts education (4 cr)
S-OP6 Special education in arts subjects (4 cr)
S-OP7 Social, historical and philosophical basics of education (4 cr)
S-OP8 Interactive skills (3 cr)

2. Theoretical basis and practice of teaching (31 cr)
S-OP1 Introduction to pedagogy (1 cr)
Instrument and voice pedagogy 1–2 (20 cr) or comparable studies in the student’s own department (total 21 cr)
S-OP4 Introduction to music teaching as a profession (2 cr)
S-OP9 Current issues in music education (3 cr)
S-OP10 Practicum (5 cr)

3. Research methodology and pedagogical research (12 cr)
S-OP11 Research methods (4 cr)
S-OP12 Seminar and final paper (8 cr)

BASIC STUDIES (25 cr)

**S-OP1 Introduction to pedagogy** (1 cr)
**Learning outcomes**
A student who has completed the module is expected to:
- be familiar with basic issues in teaching
- be able to analyse teaching situations
- understand the key goals of instrument and voice tuition.

**Assessment**
pass/fail

**Completion and feedback**
- attending classes or completing assignments to make up for lectures as determined separately
- observing teaching and reporting on it

**Teaching and learning methods**
- Lectures, maximum 10 h
- Active class attendance
- Observing teaching, maximum 10 h
- Independent work, 7 h

**Recommended year of completion**
1st year, spring

**Coordinating teacher**
Helkä Kymäläinen

**Instrument and voice pedagogy 1–2** (20 cr)
**Learning outcomes**
A student who has completed the module is expected to:
- have competence in music pedagogy and a skill set required for giving individual and group tuition
- be familiar with the teaching contents of introductory teaching, instrument tuition for children and adolescents and teaching at the basic and music institute levels
- be capable of providing tuition in instruments, voice or theory and aural skills and in the genre of music in his/her own department, in all areas of music education: professional, preparatory and amateur
- be widely familiar with teaching methods and materials and be able to produce teaching materials of his/her own if required
- be able to rehearse ensemble playing and to coach learners for performances
- be able to participate in assessing examinations
- be able to plan teaching
- have experience of teaching practice with various kinds of learners.

More detailed descriptions are given separately for each instrument.

**Assessment**

**Pass/fail**

**Completion and feedback**

- Lecture revision examination, literature examination or methodology examination
- Participation in group work
- Giving practice lessons
- Teaching proficiency demonstration
- Pedagogical portfolio
- Observing of teaching

The teacher and one colleague assess the unit pass/fail.

More detailed descriptions are given separately for each instrument.

**Teaching and learning methods**

- Lectures
- Demonstrations
- Teaching practice feedback sessions
- Active class attendance
- Group work
- Teaching practice
- Book reports and talks

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**S-OP3 Basics of music teaching (2 cr)**

**Learning outcomes**

A student who has completed the unit is expected to:

- be familiar with the basic features of teaching and learning
- be familiar with music education methods
- have a broad understanding of the field of music teaching
- be familiar with current trends in music education and music education research
- be familiar with the institutional history of music education in Finland
- be able to read literature in the field and reflect upon it in writing
- be familiar with the process of becoming a teacher and with portfolio work, and be able to reflect on his/her own learning and how he/she is progressing as a teacher.

**Assessment**

**Pass/fail**

**Completion and feedback**

- Active class attendance
- Written assignments, such as pre-lecture assignments and reflection assignments.
- Learning diary, on which the teacher gives feedback collectively to the group and individually if required.

**Literature:**


**Teaching and learning methods**
- Lectures, maximum 30 h for one semester.
- Independent work by the student, minimum 23 h during the academic year.

**Timing**
Every year

**Recommended year of completion**
Music Education: Bachelor’s 1st year
Others: Bachelor’s 1st to 3rd year

**Target group**
Open to all undergraduate students at the Sibelius Academy.

**Unit overview**
The unit addresses the process of evolving as a teacher and the pedagogical portfolio as a tool in that process. The unit further includes the basics of planning and evaluating music teaching, methods used, and current contents and challenges. Students are also introduced to the history of music education and conceptions of learning and to the national core curriculum, with specific reference to music education.

**Coordinating teacher**
Marja-Leena Juntunen

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**S-OP4 Introduction to music teaching as a profession** (2 cr)

**Learning outcomes**
A student who has completed the unit is expected to:
- be able to work as a teacher in an educational institution community
- be familiar with a teacher’s job at the educational institution and the related duties and ethical aspects
- have a basic familiarity with the legislation governing music education and with education administration
- have a basic command of group teaching and adult education
- be conversant with group management methods
- understand intercultural, equality and gender issues in teaching.

**Assessment**
pass/fail

**Completion and feedback**
- Active class attendance
- Essays
- Feedback by the coordinating teacher

**Teaching and learning methods**
- Group tuition, maximum 24 h
- Independent work by the student, 29 h

**Timing**
Every year

**Recommended year of completion**
3rd year

**Target group**
Music Education main subject students; students completing Teacher’s pedagogical basic studies.

**Coordinating teacher**
Helka Kymäläinen

Unit overview
Substituting studies: Substituting studies are to be agreed on at the beginning of the semester.

SUBJECT STUDIES (35 cr)

S-OP5 Conceptions of human development and learning in arts education (4 cr)

Learning outcomes
A student who has completed the unit is expected to:
- be familiar with the principal philosophical and psychological notions and theories related to human nature, development and learning
- be able to discuss various views and to verbalise his/her own thinking on arts pedagogy based on these views.

Organised by Theatre Academy of the University of the Arts Helsinki.

Assessment
pass/fail

Completion and feedback
Active class attendance or a literature examination (see below).

Alternative completion:
The unit may be completed by taking a literature examination on the following works on a general examination day at the Sibelius Academy:

Teaching material and literature

Teaching and learning methods
Lectures, group work and independent work. The unit is jointly organised by the Music Education Department at the Sibelius Academy and art education at Aalto ARTS.

Recommended year of completion
4th year

Target group
Music Education main subject students; students completing Teacher’s pedagogical basic studies.

Unit overview
The unit covers a number of theories in education and developmental psychology, various conceptions of human development and learning and various learning styles, and a discussion of learning from the perspective of the individual on the one hand and the community on the other. The unit further addresses the importance of art for human growth and development and the problems inherent in teaching and learning art.

Coordinating teacher
Eeva Anttila, Theatre Academy
**S-OP6 Special education in arts subjects** (4 cr)

**Learning outcomes**
A student who has completed the unit is expected to:
- be familiar with the historical origins of special needs pedagogy and special needs teaching (segregation, integration, inclusion) and understands the societal origin of these concepts
- be familiar with the definitions of special needs and be able to take them into account in pedagogical interaction
- be familiar with forms of multiform arts education and art-oriented methods
- have the capability for ethical and inclusive education, especially in his/her own artistic field.

**Assessment**
pass/fail

**Recommended year of completion**
4th year

**Completion and feedback**
- Active class attendance
- Reports on group learning assignments
- Learning diary, on which the teacher gives feedback, individually if necessary

**Alternative completion:**
Class attendance is recommended as the primary way of completing the unit, although the unit may also be completed by taking a literature examination.

**Teaching and learning methods**
Lectures and group work assignments, 30 h
Independent work (writing the learning diary, reading literature), 76 h

**Timing**
Every year

**Target group**
Music Education main subject students; students completing the 60 cr Teacher’s pedagogical studies module (Sibelius Academy, Theatre Academy, conversion training at Aalto)

**Unit overview**
The unit covers the historical origins of special needs pedagogy and special needs teaching and its key concepts such as segregation, integration and inclusion. Students are introduced to a wide range of arts education and art-oriented methods through various branches of the arts, with reflection on the individual and societal significance of inclusive arts education. The unit further includes reflection on the student’s own role as an arts educator from the perspective of ethics and inclusion.

**Coordinating teacher**
Tuulikki Laes

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**S-OP7 Social, historical and philosophical basics of education** (4 cr)

**Learning outcomes**
A student who has completed the unit is expected to:
- have a basic knowledge of justifications given for education at various times in history and the philosophical concepts used to discuss education
- be familiar with key concepts in education
- understand the academic (pedagogical) debate on education.

Organised by Aalto University School of Arts and Design

**Assessment**
S-OP8 Interactive skills (3 cr)

Learning outcomes
A student who has completed the module is expected to:
- be capable of natural interaction in terms of both verbal expression and body language
- be able to function in group situations and employ various workshop techniques
- be familiar with the creative process and with working methods for leveraging it
- be able to use basic elements such as movement, emotion and language as building blocks of teaching
- be able to employ improvisation and composition as tools in the creative process
- be able to cope with various interactive situations in his/her work as a teacher
- be conversant with various kinds of audience and be able to function in the field of music and the arts in general in a variety of ways
- be able to collaborate with various arts and educational institutions

Assessment
pass/fail

Completion and feedback
Attending group tuition and completing assignments

Teaching and learning methods
- Group tuition, 24 h
- Written learning assignments

Timing
Every year

Target group
Music Education main subject students; students completing Teacher’s pedagogical subject studies.

Coordinating teacher
Riitta Tikkanen
S-OP9 Current issues in music education (3 cr)

Learning outcomes
A student who has completed the unit is expected to:
- be familiar with the most recent research and issues in music education
- be able to evaluate the importance of research in the field from the perspective of music teaching
- be able to undertake a variety of duties in the field of music education and be capable of pedagogical leadership
- understand the importance of music education as a social and cultural influence.

Assessment
pass/fail

Recommended year of completion
5th year

Completion and feedback
Lecture attendance
Essays based on the unit literature
The coordinating teacher assesses and gives feedback on the essays.

Teaching and learning methods
Lectures, 22 h for one semester.
Independent work by the student / literature essays, 58 h

Timing
Every year

Target group
Music Education and instrument pedagogy students

Unit overview
The unit includes:
- lectures by experts in the field on current issues in music education and instrument pedagogy
- independent work by students in writing essays based on literature in the unit

Substituting studies are to be agreed on at the beginning of the semester.

Coordinating teacher
Marja Heimonen

S-OP10 Practicum (advanced practice) (5 cr)

Two alternatives:
a) Music institute practicum
b) Creative musicianship skills 2 (Creative skills 2), with added portfolio

Learning outcomes
A student who has completed the unit is expected to:
- be able to design and deliver teaching and to evaluate teaching and learners’ learning even more broadly, flexibly and independently
- be able to analyse and evaluate his/her teaching and to develop his/her teacher personality as appropriate for his/her teaching
- be able to consider teaching theories and practices critically
- have a responsible attitude to his/her professional development and to the ethical challenges of teaching
- be capable of teaching amateur groups at the basic and music institute levels and otherwise, applying various teaching methods and tools
- reflect in a portfolio on his/her history of pedagogical studies with reference to literature in the field.

**Assessment**
pass/fail

**Recommended year of completion**
4th or 5th year

**Prerequisites**
Teacher's pedagogical basic studies (25 cr)

**Completion and feedback**
- Design and delivery of a teaching project including teaching practice lessons
- Feedback session with the instructor
- Reporting on the teaching practice lessons and submitting the portfolio
- Returning a report on the group tuition (literature to be agreed with the coordinating teacher)

**Teaching and learning methods**
- Instruction and feedback session, 3 h
- Designing project and lesson plans, preparing for group tuition
- Giving teaching practice lessons
- Observing teaching (particularly group teaching)
- Portfolio work

**Timing**
Every year

**Target group**
Instrument pedagogy students

**Coordinating teacher**
Helka Kymäläinen

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**S-OP11 Research methods** (4 cr)

**Learning outcomes**
A student who has completed the unit is expected to:
- be familiar with methods and approaches in quantitative and qualitative research and with various research and analysis methods
- be able to write a research plan.

**Assessment**
pass/fail

**Recommended year of completion**
4th or 5th year

**Completion and feedback**
- Lecture attendance
- Returning the completed research plan at the end of the unit
- The research method portion of the unit may be completed by taking a literature examination.

**Teaching and learning methods**
- Lectures, 24 h
- Active class attendance
- Small group assignments
Designing a research plan

Timing
Every year

Target group
Instrument pedagogy students

Unit overview
Research methodology studies related to postgraduate education.

Coordinating teacher
Ulla Pohjannoro

S-OP12 Seminar and final paper (8 cr)

Learning outcomes
A student who has completed the unit is expected to:
- be conversant with the basics of academic research
- be able to examine his/her research area critically, both orally and in writing
- be familiar with music education research and literature
- have the capability to write an academic paper
- be able to find information.

Assessment
On a scale of 0 to 5, based on assessment criteria determined separately.

Recommended year of completion
4th or 5th year

The assessment criteria are reviewed at the start of the unit.

Prerequisites
Research methods, to be completed concurrently with the seminar.

Completion and feedback
- Completing group work and other assignments
- Writing a final paper

Assessment based on assessment criteria determined separately.
The assessment criteria are reviewed at the start of the unit.
The final paper is to be submitted to the instructor for inspection and returned in triplicate (3) after the argumentation session. Also, a summary of the final paper must be written for the library.

Teaching and learning methods
- Tuition, 56 h
- Small group work, 20 h
- Active seminar participation
- Completing group work and other assignments

Timing
Every year

Target group
Instrument pedagogy students

Coordinating teacher
Helka Kymäläinen