

KYSELYLOMAKE: FSD3943 POLIITTISUUS JA JULKINEN PEDAGOGIIKKA MUSIIKIN KOR-
KEAKOULUTUKSESSA: KYSELY POHJOISMAISSA 2024

QUESTIONNAIRE: FSD3943 POLITICAL LIFE AND PUBLIC PEDAGOGY IN THE HIGHER
MUSIC EDUCATION: SURVEY IN NORDIC COUNTRIES 2024

TÄMÄ KYSELYLOMAKE ON OSA YLLÄ MAINITTUA YHTEISKUNTATIETEELLISEEN TIETOAR-
KISTOON ARKISTOITUA TUTKIMUSAINESTOA.

KYSELYLOMAKETTA HYÖDYNTÄVIEN TULEE VIITATA SIIHEN ASIANMUKAISESTI LÄHDE-
VIITTEELLÄ.

THIS QUESTIONNAIRE FORMS A PART OF THE ABOVE MENTIONED DATASET, ARCHIVED AT
THE FINNISH SOCIAL SCIENCE DATA ARCHIVE.

IF THE QUESTIONNAIRE IS USED OR REFERRED TO IN ANY WAY, THE SOURCE MUST BE
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RAD PÅ FINLANDS SAMHÄLLSVETENSKAPLIGA DATAARKIV.

OM FRÅGEFORMULÄRET ÄR UTNYTTJAT ELLER REFERERAT TILL MÅSTE KÄLLAN ANGES
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Request to participate in the research

We invite you to participate in the research project [Performing the Political: Public Pedagogy in Higher Music Education](#). The project aims to promote transformative change within higher music education. The research is funded by the Scientific Council for Social Sciences and Humanities, Research Council of Finland.

In the first phase of the project, we invite faculty members, department leaders, and teachers from Nordic higher music institutions to participate in the study by answering the questionnaire by March 31, 2024. The questionnaire will take approximately 20 minutes to complete.

The questionnaire is answered anonymously. We ask you to answer the open-ended questions in such a way that you do not provide us with any personal information, such as your name, organisation, or third parties involved in your work. In any case, personal information will be removed or anonymised by the researchers before the data is analysed and reported. Even if you feel that some of the questions do not apply to your situation, please answer all of them.

Thank you for your time!

Consent to participate in the research

Read the data protection statement and privacy notice here:

[DATA PROTECTION STATEMENT AND PRIVACY NOTICE](#)

*Mandatory information (you must answer "yes" to all questions on this page to start the questionnaire).

I have read and understood the data protection statement and other information of the research, which includes the grounds for processing personal data.

☐ Yes

☐ No

I understand that participation in this study is voluntary. I have the right to withdraw from the survey at any time during the survey by not completing the questionnaire. I do not have to give a reason for the interruption and there are no consequences for me.

☐ Yes

☐ No

I give my informed consent for the Performing the Political research project to use the questionnaire data collected as part of the research. I approve that the data will be used for research as described in the information sheet and privacy notice.

☐ Yes

☐ No

Background information

1. Country of the higher music education institution where you are employed:

☐ Finland

☐ Denmark

☐ Norway

☐ Sweden

2. Educational background:

☐ Master's degree

☐ Doctoral degree

☐ Other

If other degree or education, you may specify here:

3. Your professional position:

- ☐ Administrative leader
- ☐ Department or program leader
- ☐ Professor
- ☐ Teacher or lecturer
- ☐ Other

If other professional position, you may specify here:

4. Educational field or performance degree program your work relates to:

- ☐ Arts management
- ☐ Church music
- ☐ Classical music
- ☐ Folk music
- ☐ Global music
- ☐ Jazz music
- ☐ Music education/instrumental pedagogy
- ☐ Popular music
- ☐ Other

If other educational field or performance degree program, you may specify here:

Theme 1: Public pedagogy and public spaces as learning environments in music performance study programs

Public pedagogy is a field of pedagogy that mainly claims education can take place beyond formal settings such as among citizens, in public services, urban and natural contexts and so on. Public pedagogy is not only about where learning occurs, but also who is taking part in the knowledge construction and how.

5. Based on the description above, have you used the ideas of public pedagogy in your teaching for example by including public spaces or groups of people in the artistic-pedagogical work?

☐ Yes

☐ No

☐ Can't say

What kind of public spaces have been involved in the artistic and/or pedagogical work?

- ☐ Schools, educational institutions
- ☐ Hospitals, healthcare settings
- ☐ Refugee centers, immigrations services
- ☐ Community houses, libraries, public services
- ☐ Public marketplaces, shopping centres
- ☐ Private services, associations, third sector
- ☐ Rural spaces, nature
- ☐ Virtual, digital spaces
- ☐ Other

If other types of public spaces, you may specify here:

What groups of people have been involved in the artistic and/or pedagogical work?

- ☐ Students and/or teachers
- ☐ Children
- ☐ Healthcare service users, e.g. hospital patients
- ☐ Immigrants
- ☐ Digital communities
- ☐ Science or other experts
- ☐ Seniors/older people
- ☐ Inmates
- ☐ Refugees
- ☐ Youth
- ☐ Families
- ☐ Care home residents
- ☐ Other

If other groups are involved or you want to specify:

6. What might public pedagogy mean or look like in higher music education, in your own words?

7. What new ideas might the public pedagogy bring to your teaching, department, or higher music institution?

8. What kinds of change might public pedagogy create within higher music education?

- ☐ Increase dialogue between higher music education and society
- ☐ Create more inclusive higher music education structures
- ☐ Develop low-threshold performance practices
- ☐ Explore music making beyond concert hall settings
- ☐ Increase the possibilities of music students to engage with local communities
- ☐ Promote equality and diversity in and through musical practice
- ☐ Support the students' artistic citizenship and activism
- ☐ Introduce ecological and societal issues with higher music education
- ☐ Increase ethical and political responsibility in higher music education
- ☐ Accelerate institutional change in higher music education
- ☐ Support holistic learning approaches
- ☐ None at all

Can you specify why such changes you selected from the list should take place in your institution?

Theme 2: Societal engagement in higher music education

As part of public pedagogy, societal engagement in higher music education reaches beyond the questions of personal opinions or advocacy. It can manifest itself in how political agency, identity, responsibility or awareness are considered as part of music studies, performance practices, institutional practices, music professionalism and so on.

10. Assess the significance of societal engagement in higher music education through following statements (1 = I completely disagree, 5 = I completely agree):

	1=1 completely disagree				5 = I completely agree
	1	2	3	4	5
Societal engagement is a necessary part of higher music education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Societal engagement is essential in future music professionalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Societal engagement should be embedded within the higher music education curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher music education institutions should better support students and teachers in their societal engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher music education leaders should engage in active dialogue with stakeholders and politicians about the university's societal engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How is societal engagement taking place in your institution, curriculum or leadership?

12. How is societal engagement taking place in your own professionalism, teaching, artistry, or among students?

Theme 3: The relationship between higher music education and the political life

The link between higher education and political life in society is an ongoing topic among scholars and institutional leadership. On the one hand, universities tend to maintain neutrality concerning political issues and debates. On the other hand, universities must carry out their roles and responsibility as societal actors.

14. What the relationship between higher music education and the political life is or should be, in your own words?

15. If you could address three (3) wishes for your own institution what would they be?

17. Can you think of anything else that has not been covered in this questionnaire that you would like to bring up? If you wish, you can also comment on the questionnaire anonymously here:

Your contribution is greatly appreciated. Thank you very much!