

FSD3945 POLIITTISUUS JA JULKINEN PEDAGOGIIKKA MUSIIKIN KORKEAKOULUTUKSESSA: FOKUSRYHMÄHAASTATTELUT POHJOISMAISSA 2024

FSD3945 POLITICAL LIFE AND PUBLIC PEDAGOGY IN THE HIGHER MUSIC EDUCATION: FOCUS GROUP INTERVIEWS IN NORDIC COUNTRIES 2024

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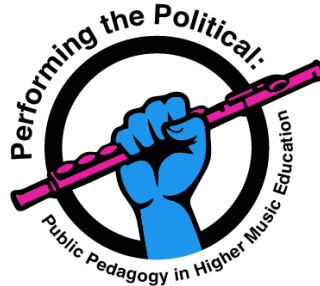
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Performing the Political: Public Pedagogy in Higher Music Education

Phase 1



Phase 1 of the research project maps the political identifications in the Nordic higher music education contexts. The objective is to examine how higher music education currently dispositions itself in relation to the connection between institutional systems and broader societal forces, and their expanding professional responsibilities. We will conduct a questionnaire for teachers, professors, and department leaders in 4 music universities in the Nordic countries, including Uniarts. This interview will help us to identify important themes and considerations in preparing the questionnaire.

Interview questions

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

Public pedagogy is a new 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.

Theoretically, public pedagogy considers the application and development of educational theory beyond formal schooling. Public pedagogy can include analysis of cultural education, public space, popular culture, and political struggle as part of/in connection with educational endeavors. In public pedagogy research, organizations such as universities can take a methodological role in the investigation of the connections between learning, teaching, and the public sphere.

1.1 What might public pedagogy mean to you? Do you think you have been involved in something that could be identified as public pedagogy in your own teaching or artistic work/development of the institution?

1.2 Does your institution/department/or you as a teacher use public spaces for learning and teaching, if so, how? Can you give an example?

1.3 What new might the idea of public pedagogy bring to your teaching department/institution? Or has it already had an impact?

Theme 2: Politics and political participation in higher music education

This project examines higher music education as a political context that enables social inclusion and equal participation in and through artistic development. This perspective brings forward the importance of reflecting on shared societal issues in all educational endeavors. There is a long-standing myth that music, and education, are de-political, and political neutrality has been even considered a virtue in music and educational professionalism. However, the politics of higher education reaches beyond the questions of personal opinions to the questions of professional responsibility.

Leaning on previous understandings of the arts for helping to “see things in a different way” and education for advocating “genuine alternatives”, music professionalism requires not only practical and pedagogical craftsmanship but also a sense of political identity, for example, societal engagement or impact-driven artistic work. Such a sense of political identity can take place in artistic processes, and public spheres where the ideas of a better society/world may be performed.

2.1 What do you think is the current role of societal/political thinking, action, and^[ES2] participation in the context of higher music education? How does it show in your institution/teaching context?

2.2 How might a sense of political identity manifest your institution, teachers, and leaders? What might this mean for the students?

3. Other ideas and questions regarding the political and public pedagogy in higher music education?

3.1 Can you think of anything else that has not been covered or that you would like to bring up?

3.2 Is there anything that would like to be taken into account in the questionnaire that will be disseminated to Nordic higher music institution leaders and teachers?