


Degree Programme in Music, SA for Music Educators (240 cr)

English translation, degree programme conducted in Swedish. Degree: **YH-examen inom kultur**
Qualification title: **Musikpedagog (YH)**
Duration of studies: **4 år**
Study type: **Full-time** 

- » [Generic competences](#)
- » [Language Information for Students with Swedish or Finnish as Prior Language of Instruction.](#)

Kontaktuppgifter: [Enheter](#) | [Utbildningsansvariga](#)

Code	Name	Cr/year/total					
		1	2	3	4	5	Total
Gru	Core studies						15 cr
UOKUÖ10AS	General Studies	6	3	6			15 cr
MS17IN01	<p>• Introduction to Academic Studies</p> <p><i>The student is familiar with own unit, branch and style of learning; considers studies, future plans and is conscious of the importance of personal development in relation to life-long learning and professional work; can acquire new skills and personal learning environments; is familiar with the examination process; can look for and critically assess information; can plan, effect and evaluate processes; can apply tools for project planning and treatment; can work with others in group and teamwork activities regardless of their background</i></p>	3					3 cr
YH10SV01	<p>• Swedish</p> <p><i>The student can communicate in oral and written forms in a well structured and linguistically effective way to meet the demands of working life and society; is familiar with the working procedure for scientific writing and can make use of reference systems; is aware of different ways of looking for information and is able to give written accounts in accordance with the rules of standard presentation.</i></p> <p><i>Students with Finnish as prior educational language have to show such skills in the Swedish language as are in accordance with the Act on the Knowledge of Languages Required of Personnel in Public Bodies (424/2003). This means that these students must show satisfactory (grade 1, 2 or 3) or good (grade 4 or 5) skills in speaking and writing Swedish. Written and oral skills are assessed separately.</i></p>	3					3 cr
YH10FI01	<p>• Finnish</p> <p><i>The student can communicate professionally in oral and written forms in working life situations and interfaces involving customers and working partners; has the mastery of core terminology within own branch and can make effective use of technical material in own studies, in future work and professional development; will attain a level of Finnish required by law (424/2003) for employees in the public sector: i.e. 'satisfactory' (grade 1,2 or 3) or 'good' (grade 4 or 5) in spoken and written Finnish. Oral and written skills graded separately.</i></p>		3				3 cr
YH10EN01	<p>• English</p> <p><i>The student can communicate professionally in oral and written forms in contexts relating to professional life; has knowledge of core terminology within own area of activity and make effective use of the main contents in technical material; maintains a positive approach for developing receptive and productive language skills knowing the appropriate tools to apply for this purpose; is aware of cultural differences in international contexts.</i></p>			3			3 cr
UOKUÖ10FMO1	<p>• Research Methodology</p> <p><i>The student develops an open, critical approach relating to the role of art and culture in society; is familiar with the method most applicable to research in specific branch of study and can make use of the most relevant professional skills in terms of research methodology; formulates questions pertaining to research individually and creatively; documents and critically analyses methods and results from research activities within a specific area.</i></p>			3			3 cr
Professional studies <i>Gemensamma yrkesstudier för musikpedagoger och musiker</i>							53 cr
MU14BI	Second Instrument	5	5				10 cr
MU14BI01	<p>• Piano Minor 1</p> <p><i>The student</i></p> <p><i>has elementary skills in piano playing, and knows how to use the piano as a tool in his/her musical achievements.</i></p>	5					5 cr
MU14BI02	<p>• Piano Minor 2</p> <p><i>The student</i></p> <p><i>has a developed proficiency in piano playing, and is able to use the piano as a tool in his/her musical achievements.</i></p>		5				5 cr
MU14BI03	<p>• Accompaniment</p> <p><i>The student should</i></p> <p><i>have the rudimentary basics in two rhythm ensemble instruments which can be used as tools in his/her musical activities.</i></p>		5				5 cr
MU14DR	Drumline	3					3 cr
MU14DR01	• Drumline	3					3 cr

	<p><i>The student</i></p> <p><i>has work discipline</i></p> <p><i>has rhythmic melody and kordonationand feel for the beat as well as the physiology of each instrument.</i></p>						
MU14KS	Choral Singing		3				3 cr
MU14KS01	<p>• Choral Singing 1</p> <p><i>The student</i></p> <p><i>has basic skills to participate in larger choral entities; acquires a good insight into different types of choral singing.</i></p>		3				3 cr
MU12ML	Music conducting			3			3 cr
MU12ML01	<p>• Conducting and Musical Interpretation</p> <p><i>The student</i></p> <p><i>has basic skills in conducting and rehearsing music material for different ensemble settings.</i></p> <p><i>has an insight into different conducting techniques.</i></p>			3			3 cr
MU14NT	<p>Notio - musical form, function and tradition</p> <p><i>The student</i></p> <p><i>has a deeper knowledge of music history, form, dynamics and is able to discuss and reflect upon these topics.</i></p> <p><i>has a deeper knowledge of musical function and form.</i></p> <p><i>knows how to collaborate with the professional life - with groups, ensembles, producers, choirs, and other similar social work relations.</i></p> <p><i>Has a deeper knowledge of musical theory, arranging and composing techniques and knows how to use this knowledge in hands-on situations</i></p> <p><i>Has a deep knowledge of transcribing, eartraining, memorizing and notating melodies, chords and rhythm.</i></p>	12	12	10			34 cr
MU14NT01	<p>• Notio 1.1</p> <p><i>The student</i></p> <p><i>has a basic knowledge of terminology and theory, laying a foundation for undergraduate studies.</i></p> <p><i>can make connections between music theory and practice in his/her own assignments.</i></p> <p><i>can write and arrange minor pieces.</i></p> <p><i>has a basic knowledge of diatonic and functional harmony, and knows how to use this knowledge in hands-on situations.</i></p> <p><i>has knowledge of basic musical pulse and rhythmic subdivisions.</i></p> <p><i>can make connections between melody, intervals, sight-singing, and chords, in notation, music examples and memorizing.</i></p>	3					3 cr
MU14NT02	<p>• Notio 1.2</p> <p><i>The student</i></p> <p><i>has knowledge of the basic conceptions of improvisation, and can discuss and reflect upon this knowledge with others.</i></p> <p><i>has knowledge of modes, how they can be of practical use, and how to identify them in written as well as in sounding form.</i></p> <p><i>has insights in basic harmonizing and the connection between theory and practice,</i></p> <p><i>has a basic understanding of cadences and function.</i></p> <p><i>has basic musical ear skills obtained through sight-singing, and through workshops with emphasis on connections between writing melodies and singing.</i></p>	3					3 cr
MU14NT03	<p>• Notio 1.3</p> <p><i>The student</i></p>	3					3 cr

	<p><i>has a deeper understanding and knowledge of rhythm and time signatures.</i></p> <p><i>can identify both written and sounding time signatures and rhythmical structures.</i></p> <p><i>has a developed sense of rhythm obtained through assignments and practise.</i></p> <p><i>has a developed coordination.</i></p> <p><i>has a solid, basic musical ear and rhythmical proficiency obtained through assignment work, memorizing and transcribing.</i></p>					
MU14NT04	<p>• Notio 2.1 <i>The student</i></p> <p><i>has an understanding and knowledge of extended harmonizing and arranging techniques.</i></p> <p><i>has basic knowledge of reharmonization, modulation and voice leading.</i></p> <p><i>can identify and sing color tones, and can, by skills obtained through assignment work, use color tones in a practical form.</i></p> <p><i>can make connections between chords, sight-singing, color tones and melody, and is accustomed to work out of this perspective.</i></p> <p><i>can identify, write, transcribe and reproduce more complex rhythmical events.</i></p>		3			3 cr
MU14NT05	<p>• Notio 2.2 <i>The student</i></p> <p><i>knows the guiding principles of traditional four-part harmony.</i></p> <p><i>can write and work with polyphony for different instrumental groups.</i></p> <p><i>has developed his/her ability to arrange and compose assignments in his/her own field of interest and specialization.</i></p> <p><i>has developed his/her ability to read scores, sing parts, and to memorize, transcribe and notate music.</i></p>		3			3 cr
MU14NT06	<p>• Notio 2.3 <i>The student</i></p> <p><i>can independently realize a composition/arrangement assignment, from planning through performance.</i></p> <p><i>has developed his/her ability to make use of dynamics, form, and different arrangement and composition techniques.</i></p> <p><i>has developed his/her ability to discuss, reflect upon, and analyze his/her own music and others'.</i></p> <p><i>can independently develop and analyze his/her musical ear in order to actively refine his/her skills.</i></p>		3			3 cr
MU14NT07	<p>• Notio 3.1 <i>The student</i></p> <p><i>has specialized in a specific area of emphasis.</i></p> <p><i>can, with former Notio instruction forming a foundation, make use of different kinds of music, arrangement and composition techniques in a his/her area of emphasis.</i></p> <p><i>is able to discuss about and reflect upon assignments from a technical as well as from a historical point of view.</i></p>			5		5 cr
MU14NT08	<p>• Notio 3.2 <i>The student</i></p> <p><i>has refined and deepened his/her skills in a specific area of emphasis, guided by the teacher</i></p> <p><i>knows how to collaborate with the professional life - with groups, ensembles, producers, choirs, and other similar social work relations.</i></p> <p><i>can realize a major composition or arrangement project in collaboration with others.</i></p> <p><i>can work as a composer and/or arranger on a professionally demanded level in his/her area of emphasis.</i></p>			5		5 cr
MU14NT09	<p>• Notio 4.1 <i>The student</i></p> <p><i>has developed his/her ability to discuss about and reflect upon music in a group setting.</i></p> <p><i>has acquired a deeper knowledge of musical form in different styles.</i></p> <p><i>has a general view of music history and development in different styles.</i></p>	3				3 cr

	<p>can reflect upon dynamics, nuances and functions in music.</p> <p>can analyze musical function and form.</p> <p>has basic instrument knowledge of different instrumental groups.</p>						
MU14NT10	<p>• Notio 4.2 The student</p> <p>can conduct a deeper analysis of musical events, ranging from smaller functions to larger entières.</p> <p>has a deepened insight into the different instrumental groups and their function and range.</p> <p>can compare and discuss different periods in music history on a deeper level, and knows how to draw connections between music separated in time and/or in style.</p> <p>has a deeper knowledge of the music history on different continents.</p> <p>has the ability to discuss and reflect upon music and concerts from a historical and technical point of view in a group setting.</p>		3				3 cr
<p>Professional Studies, Music Educators I profileringen som helhet ingår ytterligare 37 sp pedagogikstudier.</p>							115 cr
MU14HC	<p>Main Subject Level C The student</p> <p>has developed his/her technique.</p> <p>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</p> <p>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</p> <p>has acquired proficiency for studies on the B-Level.</p>	12	18				30 cr
MU14HC01	<p>• Main Subject Level C1 ensemble The student</p> <p>has developed his/her technique.</p> <p>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</p> <p>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</p> <p>has acquired proficiency for studies on the B-Level.</p>	3					3 cr
MU14HC02	<p>• Main Subject Level C2 ensemble The student</p> <p>has developed his/her technique.</p> <p>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</p> <p>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</p> <p>has acquired proficiency for studies on the B-Level.</p>	3					3 cr
MU14HC03	<p>• Main Subject Level C3 ensemble The student</p> <p>has developed his/her technique.</p> <p>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</p> <p>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</p> <p>has acquired proficiency for studies on the B-Level.</p>		3				3 cr
MU14HC04	<p>• Main Subject Level C4 ensemble The student</p> <p>has developed his/her technique.</p>		3				3 cr

	<p><i>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</i></p> <p><i>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</i></p> <p><i>has acquired proficiency for studies on the B-Level.</i></p>						
MU14HC05	<p>• Main Subject Level C5 <i>The student</i></p> <p><i>has developed his/her technique.</i></p> <p><i>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</i></p> <p><i>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</i></p> <p><i>has acquired proficiency for studies on the B-Level.</i></p>	3					3 cr
MU14HC06	<p>• Main Subject Level C6 <i>The student</i></p> <p><i>has developed his/her technique.</i></p> <p><i>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</i></p> <p><i>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</i></p> <p><i>has acquired proficiency for studies on the B-Level.</i></p>	3					3 cr
MU14HC07	<p>• Main Subject Level C7 <i>The student</i></p> <p><i>has developed his/her technique.</i></p> <p><i>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</i></p> <p><i>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</i></p> <p><i>has acquired proficiency for studies on the B-Level.</i></p>		3				cr
MU14HC08	<p>• Main Subject Level C8 <i>The student</i></p> <p><i>has developed his/her technique.</i></p> <p><i>has developed an understanding of the tradition and musical expressiveness in his/her major field of study.</i></p> <p><i>has developed his/her capability of communicating, expressing and creating music, independently as well as with others.</i></p> <p><i>has acquired proficiency for studies on the B-Level.</i></p>		3				cr
MU14HC09	<p>• Main Subject Level C Examination <i>The student</i></p> <p><i>is able to demonstrate his/her craftsmanship and expressional skills in a public, temporary, and immediate form (such as a concert, a performance, or equiv.)</i></p>		6				cr
MU14HB	<p>Main Subject Level B <i>The student</i></p> <p><i>has deepened his/her technique, which has become a natural part of a personal, artistic expression.</i></p> <p><i>has developed his/her independence and creativity through interpretation, reflection and dialogue.</i></p> <p><i>can lead and collaborate with others.</i></p>			18	27		45 cr

	<p><i>can search for his/her own musical direction.</i></p> <p><i>can work professionally in his/her main area of choice.</i></p> <p><i>has a personal musical identity.</i></p>					
MU14HB01	<p>• Main Subject Level B1 ensemble <i>The student</i></p> <p><i>has deepened his/her technique, which has become a natural part of a personal, artistic expression.</i></p> <p><i>has developed his/her independence and creativity through interpretation, reflection and dialogue.</i></p> <p><i>can lead and collaborate with others.</i></p> <p><i>can search for his/her own musical direction.</i></p> <p><i>can work professionally in his/her main area of choice.</i></p> <p><i>has a personal musical identity.</i></p>			6		cr
MU14HB02	<p>• Main Subject Level B2 ensemble <i>The student</i></p> <p><i>has deepened his/her technique, which has become a natural part of a personal, artistic expression.</i></p> <p><i>has developed his/her independence and creativity through interpretation, reflection and dialogue.</i></p> <p><i>can lead and collaborate with others.</i></p> <p><i>can search for his/her own musical direction.</i></p> <p><i>can work professionally in his/her main area of choice.</i></p> <p><i>has a personal musical identity.</i></p>			6		cr
MU14HB03	<p>• Main Subject Level B3 <i>The student</i></p> <p><i>has deepened his/her technique, which has become a natural part of a personal, artistic expression.</i></p> <p><i>has developed his/her independence and creativity through interpretation, reflection and dialogue.</i></p> <p><i>can lead and collaborate with others.</i></p> <p><i>can search for his/her own musical direction.</i></p> <p><i>can work professionally in his/her main area of choice.</i></p> <p><i>has a personal musical identity.</i></p>			6		cr
MU14HB04	<p>• Main Subject Level B4 <i>The student</i></p> <p><i>has deepened his/her technique, which has become a natural part of a personal, artistic expression.</i></p> <p><i>has developed his/her independence and creativity through interpretation, reflection and dialogue.</i></p> <p><i>can lead and collaborate with others.</i></p> <p><i>can search for his/her own musical direction.</i></p> <p><i>can work professionally in his/her main area of choice.</i></p> <p><i>has a personal musical identity.</i></p>			6		cr
MU14HB05	<p>• Main Subject Level B5 <i>The student</i></p> <p><i>has deepened his/her technique, which has become a natural part of a personal, artistic expression.</i></p> <p><i>has developed his/her independence and creativity through interpretation, reflection and dialogue.</i></p> <p><i>can lead and collaborate with others.</i></p> <p><i>can search for his/her own musical direction.</i></p> <p><i>can work professionally in his/her main area of choice.</i></p> <p><i>has a personal musical identity.</i></p>			6		cr
MU14HB06	<p>• Main Subject Level B6</p>			6		cr

	<p>The student</p> <p>has deepened his/her technique, which has become a natural part of a personal, artistic expression.</p> <p>has developed his/her independence and creativity through interpretation, reflection and dialogue.</p> <p>can lead and collaborate with others.</p> <p>can search for his/her own musical direction.</p> <p>can work professionally in his/her main area of choice.</p> <p>has a personal musical identity.</p>						
MU14HB07	<p>• Main Subject Level B Examination</p> <p>The student</p> <p>has, through his/her independent actions, made the presentation possible to realize.</p> <p>kan synliggöra sitt hantverk samt sin gestaltsförmåga, självständighet, kreativitet och identitet inför andra i en temporär och omedelbar form (dvs. konsert, performance eller liknande.)</p>				9		cr
MU14MB	Music business		3				3 cr
MU14MB01	<p>• Business Skills</p> <p>The student can define and identify self with professional role in specific branch of activity; possesses knowledge of product location and marketing in the field of art and culture; develops corporate and entrepreneurial skills; is familiar with financial and job application systems, relevant issues and organisations in area of profession; develops an understanding of network building; formulates original and creative ideas for art and culture activities from a Nordic and international perspective.</p>		3				3 cr
	<p>Pedagogics for music Educators</p> <p>För musikpedagogerna ingår 20 sp praktik som är pedagogiskt inriktade.</p> <p>Inledande praktik 5sp</p> <p>Fältpraktik 5sp</p> <p>Undervisningsövning 1</p> <p>Undervisningsövning 2</p> <p>Studierna sker i samarbete med Åbo Akademi.</p>						37 cr
MS17PD	Grundstudier i pedagogik enligt Åbo Akademis fodringar	20					20 cr
MS17PD01	<p>• Applied Education and Society</p> <p>The student</p> <ul style="list-style-type: none"> - is able to define the applied pedagogy as a research area - understand the meaning of the questions about fostering, teaching and education - understand the role of pedagogy i relation to the development of society - understand the fuction of education in the development of culture and society - understand the meaning of equality conductive pedagogy and teaching 	5					5 cr
MS17PD02	<p>• Educational Psychology 1</p> <p>The student</p> <ul style="list-style-type: none"> - is able to identify and describe fundamental theories in developmental psychology - is able to describe and argue for fundamental psychological learning theories - is able to observe psychological and social phenomena in school and other educational och organisational contexts - has a knowledge in educational psychology with a focus on self-knowledge and the human development in an holistic perspective 	5					5 cr
MS17PD03	<p>• Pre-school and primary level education</p> <p>The student</p> <ul style="list-style-type: none"> - knows the main features in the development of children in the age of 6-8 years - can recite for the organization of pre-school in Finland - can analyze and discuss the pre-school and primary level curriculum concerning learning, pedagogical environment, comprehensive view of learning content, creativity, didactical methods, evaluation, assessments and cooperation between parents, pre-school and school 	5					5 cr

	<ul style="list-style-type: none"> - can reflect upon childrens play and experience as basis for learning - is able to recite for the main principles in the support of developing reading and writing 						
MU17PD04	<p>• School Didactics 1 After the course the student is expected to present fundamental knowledge about teaching and learning as</p> <ul style="list-style-type: none"> - declare didactical questions in the planning of the teaching process - use the curriculum as a basis for the didactical work - reflect upon legislation as a basis for the teacher commitment - describe and analyze the complexity of the teacher commitment - observe, describe and reflect upon the teacher profession in a field school - identify and analyze the pedagogical use of media in education - the ability to use portfolio for practise documentation 	5					5 cr
	Fördjupade pedagogiska studier för musikpedagoger		6	11			17 cr
MU14PD05	<p>• Subject didactics 1 The student</p> <p>can give example of practical and theoretical knowledge in teaching an instrument to students at beginners level (level 1-2)</p> <p>has the ability to plan, analyze and evaluate didactical principles in the teachingprocesses</p> <p>has the ability to analyze and evaluate pedi-students learningprocesses at beginners level</p> <p>can describe and use evolving communication and identify different kind of learningpattern i the pedagogical process</p> <p>can reflect upon his/her own musical thinking in a teacher perspective</p> <p>is able to analyze the meaning of music in a philosophical perspektiv</p> <p>can discuss his/her own way of thinking and acting in the pedagogical process</p> <p>can form an opinion about the ethical and social dimensions of teaching</p>		6				6 cr
MU14PD06	<p>• Subject didactics 2 The student</p> <p>has a practical and theoretical understanding of teaching an instrument to students at levels 3-4</p> <p>has the ability to integrate theory and practical into pedagogical thinking</p> <p>has knowledge about principles for leadership and group dynamics</p> <p>understands the importance of collegial interaction in the teaching context</p> <p>can communicate and reflect upon the teaching process and consequences of various treatment methods</p> <p>has a greater analytical awareness of his/her ability to evaluate, question and modify own professional practices and development as a teacher of music</p> <p>has a greater consciousness of the ethical and social dimensions of teaching</p>			6			6 cr
MU14PD07	<p>• Music pedagogics Musikpedagogik</p> <p>Having successfully completed the course, the student should</p> <ul style="list-style-type: none"> - be able to adapt and plan his/her teaching in theory of music subjects to suit the level of the learner - have an insight into the application of technical artefacts in the teaching context - with support from recommended directives; understand how selections and examination procedures are implemented - understand the importance of group dynamics and musical leadership - understand the importance of productive communication through music between teacher and student 			5			5 cr
	Elective Studies						12 cr
	Elective Studies		3	3	3	3	12 cr

	• Elective Studies 1	3					3 cr
	• Elective Studies 2		3				3 cr
	• Elective Studies 3			3			3 cr
	• Elective Studies 4				3		3 cr
EXA	Degree Thesis						15 cr
MU16EX	Degree Thesis				15		15 cr
Pra	Practice for Music Educators						30 cr
	Practice Music Educators		10	10	10		30 cr
MU10PR06	• Teaching Practice 1 <i>The student</i> <i>has the ability to plan, analyze and evaluate teaching an instrument to students at beginners level (level 1-2)</i> <i>has the ability to analyze and evaluate the learning- and teachingprocesses with special focus on beginners level</i> <i>has the ability to practise and reflect upon various didactical methods in teaching an instrument at beginners level</i> <i>is capable of using his/her musical thinking in a teacher perspective</i> <i>can reflect upon his/her own way of thinking and acting in the pedagogical process</i> <i>has a consciousness of the ethical and social dimensions of teaching</i>		5				5 cr
MU10PR07	• Teaching Practice 2 and Group Teaching <i>The student</i> <i>has a practical and theoretical understanding of teaching an instrument to students at levels 3-4</i> <i>has the ability to integrate theory and practical into pedagogical thinking</i> <i>has knowledge about principles for leadership and group dynamics</i> <i>has knowledge about leading ensemble activities</i> <i>understands the importance of collegial interaction in the teaching context</i> <i>can communicate and reflect upon the teaching process and consequences of various didactical methods</i> <i>has a greater analytical awareness of his/her ability to evaluate, question and modify own professional practices and development as a teacher of music</i> <i>has the ability to analyse and evaluate the teaching process of the pedi-student</i> <i>has a greater consciousness of the ethical and social dimensions of teaching</i>			5			5 cr
MS17PR01	• Practice 1 <i>After completing the course, the student</i> <i>- has acquired insight into general, practical educational activities</i> <i>- is able to systematically observe, describe and report on different aspects of school activities</i> <i>- is able to, in collaboration with fellow students and the tutor, reflect upon teaching, the role of the teacher, students, and group dynamics.</i>		5				5 cr
MU13PR02	• Practice 2 for Music Educators <i>After completing the course, the student</i> <i>- is able to observe, plan, realize and evaluate group instruction</i>			5			5 cr

	<ul style="list-style-type: none"> - has acquired deeper insight into practical educational activities - is able to analyze and adapt instruction with regard to the skill level of the student - is able to cooperate and collaborate - is able to, in collaboration with fellow students and the tutor, reflect upon teaching, the role of the teacher, students, and group dynamics. 						
MU13PR03	<p>• Practice 3 for Music Educators After completing the course, the student</p> <ul style="list-style-type: none"> - is able to function in a constructive manner, and to fortify his/her skills and ability to plably influence the educational and learning process - is able to adapt subject knowledge and different pedagogical and didactic theories, and to try different methods and frameworks for group instruction - is able to realize teaching on an appropriate level, with adapted and varied material and content - is able to cooperate and collaborate, and has knowledge of factors affecting the teacher and the profession - is able to, in collaboration with fellow students and the tutor, reflect upon teaching, the role of the teacher, students, and group dynamics. 				5		5 cr
MU13PR04	<p>• Practice 4 for Music Educators After completing the course, the student</p> <ul style="list-style-type: none"> - has acquired deeper insight into his/her main field of emphasis - is able to, on a personal level, instruct, rehearse, and plan musical activities and music material - is able to initiate and express his/her own point of view in situations arising during field work - is able to analyze, argue and solve problems together with the workplace tutor - is able to adapt to different workplace situations, on his/her own as well as in a group - is able to collaborate in teaching and work situations. 				5		5 cr