

METHODOLOGIES IN A NEW KEY

Mark Robin Campbell
SUNY at Potsdam
Potsdam, NY 13617
campbemr@potsdam.edu

Linda K. Thompson
Lee University
Cleveland, TN 37320
lthompson@leeuniveristy.edu

Janet R. Barrett
Northwestern University
Evanston, IL 60208
j-barrett3@northwestern.edu

It is widely assumed that courses within music education programs are designed to create coherent and comprehensive experiences for the preparation of music teachers. In actuality, the responsibility of making meaning rests upon individuals going through programs. Program research in regular education, including the analysis of curricular frameworks, supports that is the content of the course, as well as the preservice teachers' experiences within the course, that contribute most significantly to their understanding of curricular concepts and principles, particularly when these experiences lead preservice teachers to construct integrated cognitive maps that permit them to connect personal beliefs with theory and practice (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005). Preservice teachers may find it difficult to construct an integrated conception of teaching and of themselves as teachers, however, if music teacher educators within a program each adopt individual strategies and idiosyncratic approaches.

Methodologies in music education usually connote widespread systems of instruction, usually including some kind of preplanned sequence, analysis, and evaluation of learning. Methodologies can also denote a specific set of skills, or competency outcomes upon which learning is benchmarked and assessed. In this paper we define methodologies as intentional strategies that clarify and refine understandings of teaching, learning, subject matter, and school contexts. We draw this use from Bullough and Gitlin (1995, 2001), who posit that preservice teachers should be engaged in the *study* of teaching as they learn to teach, allowing them to “forge personal systems of meaning within the bounds of particular social contexts and act upon these meanings” (2001, pp. xiii-xiv). In contrast to prescriptive teacher training models, Bullough and Gitlin employ methodologies that require “adaptation, adjustment, and integration” (p. xvi) on the part of teacher educators, and on the part of preservice teachers as well.

The methodologies we will describe are used by preservice teachers to synthesize their experiences within the preparation program in order to construct a personal sense of efficacy and agency. Moreover, these methodologies clarify students' reasons for seeking a life in teaching while supporting their insights, questions, and reflections about their work. Such an approach is congruent with a personal orientation framework in teacher education (Feiman-Nemser, 1990).

The purpose of this paper is to describe methodologies designed to engage preservice teachers in constructing their identities as music teachers. The methodologies draw upon reflective inquiry of personal experiences, autobiographical narratives, classroom ethnographies, generation and examination of metaphors and images, and dialogue

journals and interviews. All of these methodologies have the power to span across the preparation program and can be integrated into introductory and methods courses, field experiences, student teaching seminars, and individual and cohort groups. Like a spiral curriculum, these methodologies encourage preservice teachers to return to central concepts in order to build deeper levels of understanding. Student work from three university settings will illustrate how these methodologies promote coherence and cohesion across the music teacher education curriculum. We will also provide recommendations for integrating an emphasis on personal orientation into existing program structures.

- Bullough, R. V., Jr., & Gitlin, A. D. (1995). *Becoming a student of teaching: Methodologies for exploring self and school context*. New York: Garland Publishing.
- Bullough, R. V., Jr., & Gitlin, A. D. (2001). *Becoming a student of teaching: Linking knowledge production and practice* (2nd ed.). New York: RoutledgeFalmer.
- Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). San Francisco: Jossey-Bass.
- Feiman-Nemser, S. (1990). Conceptual orientations in teacher education. Retrieved August 19, 2005, from <http://ncrtl.msn.edu/full.htm>