



# **ACTAS IV SEMINARIO INTERNACIONAL DE INVESTIGACIÓN EN EDUCACIÓN MUSICAL**

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FACULTAD DE EDUCACIÓN  
UNIVERSIDAD DE CANTABRIA  
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# **Developing teacher knowledge and professional skills through Authentic Context Learning: A case study of Music Training Teachers in Portugal**

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Keywords: Teacher training; Authentic Contexto Learning; Music Education.

## **1. Introduction**

Authentic Context Learning (ACL) appears as a beneficial experience to preservice music training teachers in many varieties of ways and settings (Baughman, 2022; Baughman & Baumgartner, 2018). All the experiences provide by ACL in teachers training help the young teachers to build its own identity (Bartolome, 2013).

We all now, by experience and/or by the literature, that be a training teacher is a difficult process and the uses of ACL help to think and act like a teacher what is beneficial for the training teacher.

## **2. Aims**

This study aims to develop the knowledge and professional skills of music training teachers in an ACL environment, specifically in three classes of Basic Education in the Northern region of Portugal.

## **3. Hipotesis**

The hypothesis is that an ACL project will benefit trainee teachers in several ways, including:

- Effective instructional planning;
- Acclimation to the school environment, connections between theory and practice.
- Understanding of the musical knowledge and competence of their students.

## **4. Methodology**

The methodology involved a cross and multidimensional reading and analysis of the collected data from the ACL project. Due to the specificity of the object of study and delimitation in a context, this work fits into the typology of the case study (Stake, 2007; Yin, 2005) where the underlying theoretical-methodological options make it possible to collect evidence of the conceptions about the processes of personal and

professional development, bringing aspects underlying the role, knowledge, and skills of the Music Education teacher.

The data was collected through observations, interviews, and document analysis. The ACL project was designed to provide trainee teachers with authentic teaching experiences and to expose them to the school environment.

#### 4. Results and discusión

The results reveal that the ACL project had a positive impact on the development of the knowledge and professional skills of music training teachers. Specifically, the project helped trainee teachers to:

- a) Effectively plan instruction;
- b) Become acclimated to the school environment;
- c) Make connections between theory and practice;
- d) Gain a greater understanding of their students' musical knowledge and competence.

The multidimensional analysis of the data highlights the factors that give a (trans)forming meaning, emphasizing the (re)orientation of professional knowledge. As Cardoso (2021:12) says, "it is necessary to transform each moment into a time of learning, sharing and (trans)formation".

Therefore, the use of the ACL in the training of Music Education teachers seems to be a very useful and important way to teachers in training implement their practices before the professional internship.

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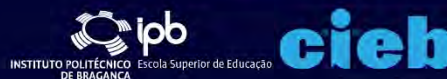
# Developing teacher knowledge and professional skills through Authentic Context Learning: A case study of Music Training Teachers in Portugal

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SEMINARIO DE INVESTIGACIÓN EN EDUCACIÓN MUSICAL  
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## INTRODUCTION

Developing the knowledge and professional skills of teachers in training through Authentic Context Learning (ACL) is a premise that urgently needs to be implemented. The research regarding the uses of ACL experiences in Music Education training teachers has been focused on elementary or instrumental contexts (Baughman & Baumgartner, 2018; Burton & Reynolds, 2009; Paul et al., 2001), choral music experiences (Baughman, 2020), and studio voice context (Baughman, 2022).

Therefore, there's no know investigation of ACL experiences in music practice in schools by young training teachers of music education. Thus, the purpose of this study was to investigate nine music education training teachers' experiences as first-time contact with schools.

## METHODOLOGY

We all now, by experience and/or by the literature, that be a training teacher is a difficult process and the uses of ACL help to think and act like a teacher what is beneficial for the training teacher.

Thus, the methodology involved a cross and multidimensional reading and analysis of the collected data from an ACL project due by 1<sup>st</sup> year students of the Music Education Teacher Training master's degree at the PUB.

## PARTICIPANTS

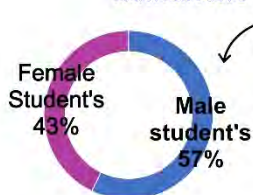


Figure A: Participants in the ACL study (n=7)

## PROCEDURES

Each student had to develop a performative musical project (PMP) applicable in a single session (in a 1<sup>st</sup> Cycle of Basic Education classes with ± 20 students).

Between planning and the implementation of this PMP, data collection and analysis, this study lasted one semester (October-February).

## DATA COLLECTION

- Final individual reflections (free to write wherever they want);
- Questionnaire (created from a model developed by Vieira et al., (2010), with tree questions);

1. *As a music education teacher, I'm predisposed to?*
2. *As a music education teacher, I'm able to?*
3. *Being a music education teacher means?*

The options in the two multiple-choice questions (1 and 2) were the same, and this was due to our wish to understand the relationship between the aspects and conceptions related to the "predisposition to" as the "capacity for".

## DATA ANALYSIS

It was possible to verify that there is a clear evidence in the answers of the training teachers of divergence between the items that they feel predisposed and/or able to adopt.

For example, regarding to the item #1 (see Figure B) all the participants (100%) feel predisposed to "Understanding disciplinary knowledge and its role in the curriculum", but only (85,7%) feel able to accomplished those item.

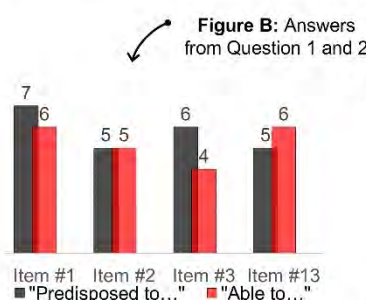


Figure B: Answers from Question 1 and 2

## RESULTS

The results reveal that the ACL project had a positive impact on the development of the knowledge and professional skills of music training teachers, like:

- a. Effectively plan instruction;
- b. Become acclimated to the school environment;
- c. Make connections between theory and practice;

## DISCUSSION

Through the reading and cross-analysis of the collected data, it was possible to verify the existence of some aspects that lead to a (re)orientation of professional knowledge, underlining factors that attribute a (trans)forming meaning.

Another important aspect: teachers in training feel more predisposed to accept new approaches or content in their practices (choosing almost all the items) than capable to implementing them.

In their individual reflections, most of them indicated the importance of real contact with the school for their professional training, mentioned ACL as beneficial and positive to their professional path.

## IMPLICATIONS FOR THE FUTURE

It is important to adopt this type of practices in teacher training courses, in order to train not only a teacher who is able to "look" at each context as a unique and particular case, thus seeking to "adapt" his pedagogical practice, or adapt to himself as a Human Being, to the needs of each context, thus becoming a reflective, critical, investigative teacher, but thus of everything human.

## CONCLUSION

As Cardoso (2021:12) says, "it is necessary to transform each moment into a time of learning, sharing and (trans)formation".

Thus, using ACL in teacher training degrees make possible:

- to examine and correct their pedagogical actions and practices;
- facilitating these types of opportunities, improving their techniques and skills even in an initial professional path.

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