



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

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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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## **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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