(Table 5.2) Course unit description

Study program: Preschool Teacher
Type and level of studies: Master Studies
Course unit: Contemporary Trends in Methodology of Music Education
Teacher in charge: Marija Tanasković, PhD, Associate Professor
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Winter or Summer Semester
Course unit objective Mastering the skills necessary for independent critical reflection, as well as for the development and enhancement of pedagogical practice. Acquiring and expanding theoretical and practical knowledge that enables a higher level of creativity and a leading role in activities related to music education.
Learning outcomes of Course unit Mastery of the skills necessary for independent critical reflection, as well as for the development and enhancement of pedagogical practice. The educator is expected to be capable of adopting a critical stance toward the selection of literature and content, the performance of music, listening activities, and musical creativity within an authentic educational setting. Knowledge acquired during undergraduate studies – specifically regarding musical performance and arranging – is advanced to a higher level.
Course unit contents **Theoretical classes** Innovative models in music education. Qualitative and other research in teaching methodology. Analysis of existing musical literature, exploring possibilities for incorporating musical concepts into various topics and, through them, into interdisciplinary content. **Practical classes** Independent analysis of musical literature through exercises and research work. Playing, singing, and creating arrangements.
References Choksy, L., Abramson, R. M., Gillespie, A. E., Woods, D., & York, F. (2001). *Teaching music in the twenty-first century* (2nd ed.). Upper Saddle River: Prentice Hall. Conway, C. M. (2014). *The Oxford Handbook of Qualitative Research in American Music Education*. Oxford University Press. Hartwig, K. A. (2014). *Research Methodologies in Music Education*. Cambridge Scholars Publishing. Moore, M. C. (2017). *Critical Essays in Music Education*. London: Routledge. Popović Mladjenović, T., Bogunovic, B. & Perkovic, I. (2014*). Interdisciplinary approach to music: Listening, performing, composing*. Belgrade: University of Arts in Belgrade, Faculty of Music. Sarrazin, N. (2016). *Music and the Child*. Open SUNY Textbooks. Available at: Music and the Child Young, S. (2018). *Critical New Perspectives in Early Childhood Music*. London and New York:

Routledge.

Vidulin, S. (2021). *Music Pedagogy in the Context of Present and Future Changes 7*. Pula: Sveučilište Jurja Dobrile u Puli.

Žnidaršič, J. (2020). *Interdisciplinary Perspectives in Music Education*. Nova.

Number of active teaching hours				Other classes
Lectures: 2	Practice: 2	Other forms of classes: mentoring and monitoring: 1	Independent work	

Teaching methods

Lectures, exercises, seminar, consultations, conversation and discussion, practical work, presentations and mentoring.

Examination methods (maximum 100 points)

Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	**10**	oral examination	**40**
practical classes/tests	**30**	written examination	
seminars/homework	**20**	.....	
Project			
Other			

Grading system

Grade	**No. of points**	**Description**
10	**91–100**	**Excellent**
9	**81–90**	**Exceptionally good**
8	**71–80**	**Very good**
7	**61–70**	**Good**
6	**51–60**	**Passing**
5	**Less than 51**	**Failing**