

## **Yesterday, Today and Tomorrow in Music Education**

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Student teachers benefit when Music Education (MusEd) lecturers embrace and apply the principles of transformation and multiculturalism to their teaching and learning methods. African as well as global perspectives which promotes MusEd as a developer of social cohesion and an agent for redressing imbalances of the political past form the theoretical roots through creative teaching activities to the benefits for student teachers in terms of integration of knowledge, praxial musicking, personal development, and social and cultural belonging. Consequently, teaching and learning methods within MusEd are challenged and alternative research ideas are explored.

Samuel's Force Field Model (2008) provides the theoretical framework for this research project and direct the research questions. This model distinguishes between key forces that enable or constrain, push and pull factors which influence the domain of professional teaching practice. The four categories of forces that stem from the Force Field Model are contextual (influenced by social, political and historical factors), institutional (internal forces consist of the micro-contextual forces in each HEIs), biographical (authentic, unique and personal) and programmatic (curricula) forces. This lens is used to identify, analyse, and interpret the various influences on MusEd lecturers' perspectives and experiences in their multicultural professional practice. The four forces are not static and have influences on one another where overlapping intersections are evident. The research explores the various forces that influence Higher Education teaching and learning practices in the online preparation of MusEd student teachers to prepare effective music lessons for the classroom. This aim is being achieved through examining the adapted online methodology practices of MusEd lecturers on online teaching and learning and practical activities.

The two research questions are:

How do the challenges (pushing factors) and opportunities (pulling factors) help or restrain multicultural Music Education?

How do the push and pull factors influence online Music Education teaching and learning practices?

Data is collected via semi-structured qualitative interviews with various role players in the national and international Music Education arena. Document analysis from willing participants are also scrutinised. The focus is to enrich and acquire new research data where the qualitative interviews are via an electronic format, because of the Covid regulations. The interpretive paradigm posits a deep-thinking worldview that is determined by the generalised interpretation of related concepts and situations as formed by experiences of the world in which we live and work. This study relied on the deductive analytical procedure where the push and pull factors of the varying forces regarding MusEd lecturers' online teaching and learning methods were investigated. The research data was organised according to the four forces of the Force Field Model as themes where categories and sub-categories emerged. Within these four themes, the most vital aspect was the transformational processes imposed on the lecturers' teaching and learning practices. The respective systematic, structural, and ideological differences in viewpoints between before and after Covid prompted several changes to the Music Education system as a whole.