

Gender Perspectives in Educational Research: Examples from Music Education

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General concerns in the field of education

- Gender imbalance in early childhood education (BLU) and teacher education for primary school (GLU 1-7) – the missing male issue
- A “feminized” school system
- Boys’ underachievement and drop-out (Wollscheid et. al. 2018)
- Norm since the 1970’s: The school system should contribute to gender equality as part of the democratic project for our society.



Example 1

- Research questions about gender:
 - How do school students perform gender when they work with music?
- A research question governed by the theoretical lenses: Gender performativity (Butler, 1990)
- Results challenging the general concerns in the field of education:
 - The music subject in lower secondary school – a “masculinized” subject? Rock music and band playing
 - Still: Not stimulating gender balance, maintaining gender stereotypes in music
 - Student choice vs. gender equality

(Onsrud, 2013)

Example 2

Tredje time tirsdag: Musikk
En pedagogisk-antropologisk studie av
musikkaktiviteter og sosial organisasjon i
ungdomsskolen

Gro Anita Kamsvåg

2011

- No research question about gender
- Finding show gender differences
- A need for expending the theoretical perspectives by including gender theory in the discussion

Gender Issues in Scandinavian Music Education

From Stereotypes to Multiple Possibilities

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Example 3

- Exploring how to make change – what does it take to break the circle of reproduction?
- Explorative
- Normative, but grounded in national and international goals for education

Example 4



- Music Teacher Education for the Future (FUTURED 2019-2022)
- Funded by The Norwegian Research Council
- Aim: To challenge status quo in music teacher education and contribute to change
- Participatory and collaborative action research

Who are the music student teachers in Norwegian generalist teacher education?

Musical profiles

The respondents reported making music in a range of ways, including singing, electric instruments, percussion and drums, brass, woodwinds and string and chord instruments, and many reported playing more than one instrument. Top categories are vocals (33%), piano (23%), guitar (15%), electric guitar (6%) and electric bass (5%). Figure 1 displays the distribution of respondents according to instrument families, as well as gender distribution, which is very skewed in the case of pop band instruments and vocals.

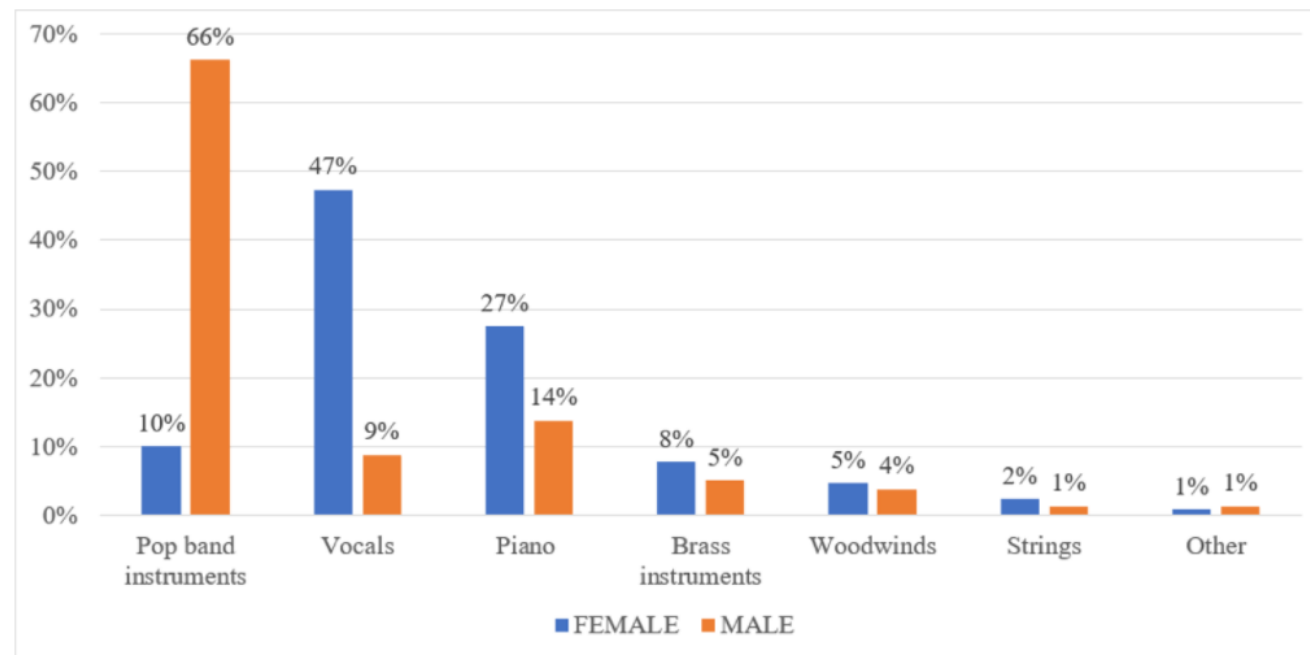


Figure 1: The respondents' main instrument, with gender distribution (percentage)

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Thank you!

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