DEN DIALOGISKA FLÄTAN

En studie av det pedagogiska mötets betydelse i den individuella sångundervisningen
The dialogical plait in individual vocal education

This thesis treats the value of communication for individual vocal education on a higher level. The purpose is to examine and illuminate what is happening in the interaction between teacher and student in individual vocal education, and how it in turn can affect learning. To get deeper knowledge and understanding of the subject, observations of singing lessons and openhearted interviews have been conducted with one teacher and two of her students. During the discussions the participants gave their own views on how an effective communication can occur in the interaction between teacher and student. In this study, only individual lessons in singing on tertiary music education have been studied. The students participating in the study are both prospective teachers with a major in vocals, and it turned out that they already were obvious carriers of two different roles, namely their student role and also their future occupational role. Due to this fact they could experience the interaction from both sides. The interviews with both students were directly connected to their lessons, and after the lessons the teacher was interviewed. All the interviews took shape as open conversations, and have since been transformed into a coherent narrative with a narrative approach in order to create meaning and context (Kvale, 2008; Georgii-Hemming, 2005). Data from the empirical material has been processed, and recounted to a theoretical conceptual framework (von Wright, 2003; Buber, 2004).

Keywords:
Vocal education, dialogue, interaction face-to-face, intersubjectivity, relationship, teacher training.