



Erasmus + Policy Statement (EPS) 2021-2027

Erasmus activities included in your EPS

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices

General participation goals

SMI is a unique HEI exclusively offering full first-cycle undergraduate and graduate degrees in Music Pedagogy and Logonomy. With a well-developed curriculum built on a solid didactical foundation, SMI is considered internationally to be at the forefront of our field and to hold high quality and expertise in our academic areas.

We seek the possibility to share our experiences with partner institutions within and outside the European Union and to disseminate our methodology for teaching, but equally to experience others' processes that can offer input in the continued quality assurance and development of our degree awards, courses and programs. International exchanges are an important source of being informed of ongoing academic developments and recently completed research within our main academic areas, which we can utilize within our degree programs, as well as share the latest results and processes of our own work in order to develop the subject area generally. Not in the least are international exchanges often a source to the re-examination of current methods and didactical models currently in use, after which new dimensions, perspectives and thoughts are developed in collaboration with others.

We commit to collaborations with institutions aimed at developing programs and courses in higher education within subject- specific didactics in music pedagogy and logonomy (voice and speech pedagogy). Being a small institution, we choose carefully among the offers of

mobilities, to engage in those with practical relevance for our degree programs, which also is built on the vision of long-term strategical collaboration between institutions looking for academic breadth and depth. Exchanges must be seen to be meaningful from both ends, but further there should be an ambition to build on common degree awards and examinations etc.

Of greater immediate value is that the mobilities are exchanges of new didactical methods in the education and teaching of music and voice/speech, at a time where there are strong and deeply affecting changes in our cultural foundations and the cultural capital of new generations. Student exchanges are fundamental to the acknowledgment of new frontiers for higher education and should include the possibility for work-related practicum as well as supervised teaching in skills and abilities including artistic teaching on the student's main instrument/voice. The opportunity for developing an attractive foundation for student exchanges, is a coming priority for us in the coming years under the new Erasmus for all strategy. In this regard we are also inspired to use the new opportunities within Erasmus for virtual exchanges and have committed to developing our distance learning capabilities in this regard.

Priorities

International mobilities in teaching and training are the primary target of our internationalization. This involves both the dissemination and further development of our own teaching methodologies and practice, but also the widening of our own horizons and perspectives through broader interaction with other teacher-training institutions and cultures. As we are exclusively a pedagogical teacher-training HEI, this interaction and the experiences gained have an almost immediate, directly imposing and practical effect on the teaching practices and processes in our own courses and programs. Coupled with this is the vision of greater student mobility, through the sharing of best practices and the growing opportunities for practical studies abroad.

Envisaged impact

The participation SMI has experienced thusfar through active engagement in the EU programs of exchange and collaboration have already had a profound effect on the inner academic discourse on our pedagogical priorities. Still much remains.

Through attractive student mobility as a component of established bilateral partnerships, we hope to entice wider student categories to complete formal higher education. There are several potential benefits to these exchanges, ranging from the cross-relation of cultures and customs to the continued development of the music instrument/vocal pedagogy realm, whereby growing numbers of active and educated artists are seeing the benefits, in the crossing to a career as a music instrument/vocal teacher, to gaining formal higher education and qualifications in music instrument/vocal teaching.

Traditionally an instrumental/song/vocal teacher has been a trained artist, not seldom lacking competency as a pedagogue. In keeping with growing expectations of a professional pedagogical expertise, this competency is now sought after in formal higher education. However, many countries still lack the experience of pedagogy for music/vocal teaching at a higher education level. Further to this, there is a lack of sufficient research in these areas available to many countries. These are all issues that SMI has long-standing experience in working with and has both the skills and knowledge to be able to develop and disseminate in international collaboration.

Long-term residual collaborations that benefit the workings of the home institution through the added value of exchange promote the attractiveness of degree admissions to students and career development for staff. The opportunity to broaden horizons and to learn through practical application abroad not only affords opportunities through a wider contact network, it has the potential to effect priorities for teaching and research and to open for newer perspectives on perceived normalities and trends. The formalisation of the instrumental/song/vocal teaching profession in higher education also increases qualification of standards and knowledge, allowing for career advancement and for development of the profession as a vocation and welfare/business venture. It provides measures of formal skills and competencies while strengthening the legitimacy of the profession and providing infrastructure to future advancement through the development of research projects and degree modules at the second and third cycle levels.

The academic field of instrument/song/vocal pedagogy is still in its infancy. But within the scope of a decade or two there should be growth in formally educated music and vocal teachers as professional pedagogues.

Huddinge the 27th February 2020



DIGITAL SIGNATURE

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