

BOOK OF ABSTRACTS



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"CULTIVATING GLOBAL CITIZEN SKILLS THROUGH RESEARCH AND EDUCATION:
DEVELOPMENT OF CRITICAL THINKING, CREATIVITY, COMMUNICATION AND COLLABORATION"

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**PRE-SERVICE TEACHERS INTEGRATED MUSIC TEACHING AND LEARNING
EXPERIENCES THROUGH OCEAN LITERACY**

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ABSTRACT

This study adopts a qualitative case study design to understand how pre-service teachers integrate music into interdisciplinary learning experiences in primary schools. This theme addresses the vital role of teacher training in fostering links between knowledge, pedagogical theory and practice and pupils' learning outcomes. Reinforcing integrated music approaches in teachers' professional development fosters learning and empowers pupils with holistic and global perspectives of the world and themselves. The study involved pre-service teachers designing and implementing lessons for 6- to 8-year-old pupils, focusing on ocean literacy through interdisciplinary approaches. Data were collected over one semester and comprised 18 critical reports collaboratively produced by student teachers, with lesson plans, reflective writings, and pupil work samples. Data were analysed using qualitative content analysis, with a deductive approach that critically examined the experiences of the pre-service teacher in providing structured, coherent and articulated lessons in primary schools. Results revealed different solutions and approaches for music integration, highlighting challenges faced during implementation, and showcasing practices, content and processes experienced to enrich pupils' learning. These findings provide insights into music integration processes and highlight the role of reflexive and critical thinking in teacher education programs to prepare generalist teachers for holistic and interdisciplinary pedagogical approaches.

Keywords: integration, music education, pedagogy, teacher education