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General teacher education, and music as part of such programmes, is constantly at risk and under discussion. Frequent issues of consideration are (Nielsen, 2010; Espeland et al., 2011; Jørgensen, 2001): music – mandatory or optional; gross expansion of subject matter; loss of resources, time and significance; the general tendency of academization of higher education; theory or practice oriented content; the relations or boundaries between “Didaktikk” and “Metodikk” as fields of research and practice.

The PhD-project aims to describe and understand general music teacher education programmes by addressing the teacher educators involved in such programmes, in particular asking for the educational content of the programmes and of the teacher educators’ own teaching. Further, by asking how different topics related to teaching methods (*Metodikk*) are conceived and used as educational content – as means to qualify general teachers for classroom music teaching in primary and lower secondary schools (6 to 16-years-old pupils).

Research questions:

1. What is the educational content of general music teacher education programmes, and in which knowledge bases (epistemologies) does the selection of content rest?
2. How are teaching methods topics (*Metodikk*) conceived and used as part of the educational content?
3. Which individual, structural and discursive factors seem to influence the choice of educational content?

The central theoretical positions is the continental, analytic "Didaktikk" tradition (Jank and Meyer, 2009; Jank, 2005 and Nielsen, 1994), supplemented by discourse theory (Foucault, 1972; Fairclough, 2003) and sociological theory (Bourdieu, 1984; 1990), describing the field of education as subject to debate, characterized by discursive formations and reformations, and influenced by both individual and structural elements.

The project is a mixed methods research study and includes three phases of data collection (qualitative and quantitative):

1. Qualitative, explorative interviews (qualitative analysis, discourse analysis)
2. Survey study (descriptive and explanatory statistics)
3. Qualitative, thematic interviews (qualitative analysis, discourse analysis)

A sample of individual teacher educators or groups of educators is chosen for qualitative, explorative interviews (1). An interview guide will be formed on the basis of a preliminary understanding of the research questions and the analytical frameworks. The interviews are thought to provide qualitative information about the research questions (from a small N population), but equally important, to provide information upon which the survey questionnaire can be properly developed (2). The survey is thought to be a census (N=population), that is, all teacher educators who are involved in general music teacher programmes are defined as respondents. The survey will consist of mainly closed questions, providing data suitable for descriptive and explanatory statistics. However, it will also include open questions opening up for qualitative analysis and discourse analysis of the survey data. The last stage includes another round of qualitative interviews (3), providing an opportunity to investigate findings from the survey. For example, if the survey study shows strong tendencies towards particular method conceptions, it would be of interest to examine these closer.