New Dimensions to Music Education

Vi r Music 2009-2010

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Euroopan unioni
Euroopan aluekehitysrahasto

Vipuvoimaa EU:lta 2007–2013

Vi r Music

OULUN SEUDUN AMMATTIKORKEAKOULU

Vi r Music 2009-2010

- Financiers: Interreg IV A North (European Regional Development Fund), Lapin Liitto (Finland), partners
- Partners:

-Kemi-Tornio University of Applied Sciences, Finland (coordinator)

-Oulu University of Applied Sciences, Finland

-Särestö Academy, Finland

-Luleå University of Technology, Department of Music and Media, Sweden

-University of Tromsø, Norway

- Budget: 917.562 €, actual costs 801.327 € (87%)

Vi r Music targets

- Equal opportunities to get high-level music education in sparsely populated areas
- Increase the attraction of rural areas by developing the cultural education
- Creating an active cooperation network for virtual music education

RESEARCH – DEVELOPMENT – EDUCATION

Targets of OUAS in Vi r Music

- Training music teachers and pedagogy students to use distance teaching as an extra tool in their work
- Establishing distance teaching pedagogy as a permanent part of Bachelor´s degree in OUAS
- Creating an updating education programme ”Professional Specialisation Studies in Distance Teaching in Music, 30 ects”

Purchase of the equipment 2009

- Financed by the project
- Distance teaching classroom in Oulu:

  Tandberg Edge 95 video conference equipment, loudspeakers, microphones, TV screen (50 inch), mixer, PC, document camera, video grabber etc.
- Rovaniemi: Tandberg Edge 95 etc.
- Pello: Arctic Communicator software
- Other locations in Lapland have their own equipment

Distance teaching practising

- Cornerstone of the project activities in OUAS
- Part of teacher´s training
- Music pedagogy students teaching pupils in Lapland Music School via video conference equipment
- 2009-2010: Guitar 3, piano 3, violin 1, theory 3

  2010-2011: Flute 1, piano 2, theory 3
- Supervising teachers along in each instrument
- Locations in Lapland Music School: Pello, Posio, Ranua, Rovaniemi and Sodankylä

Training for students and supervising teachers

- Basic course of Educational Technology (BET) 2009 and 2010
- 2 workshops: focus on technology and pedagogy
- Practical training for students and supervising teachers to use the equipment
- Dry run with the equipment in ”Sotkamo” class

Practicalities

- Visits to Lapland to meet the pupils before the distance teaching activities
- Fixing timetables (student, supervising teacher, pupil, classrooms)
- Instrument lessons 30 minutes/week + testing, music theory lessons 45 minutes/week + testing
- Lapland pupils had their own teachers also in LMI

Distance lessons on master level 2009-

- Cooperation with Särestö-Academy, Helsinki
- Multipoint connections
- Students of OUAS as active and passive participants (also those who did distance teaching themselves)
- Piano, violin, cello, voice, french horn
- International connections with musical experts
- Technicians needed for good sound and image quality

Experiences and challenges in distance teaching

- Intensity of the class (Master classes)
- Calm and considered atmosphere vs. quick changes of plans (Distance teaching practising)
- Similar ideas and practices as in local teaching + some limitations and extra benefits
- Requires extra effort in interaction
- Need for technical support
- New, different students-teacher relationships

How to forget the technical equipment and focus on teaching?

- It´s not possible to forget it if it doesn´t work
- The student must be able to solve the easy problems himself
- Basic technical training for students

TECHNICAL PROBLEMS

- Internet connection
- Dropouts in sound and image
- Mixer settings → sticky tape!
- Sound and image synchronization
- Timbre, sound and dynamics
- Badly positioned cameras
- Delay

DELAY

- Depends on the equipment in each destination and on the load of the internet connection at the time
- Slower and more considered communication
- No interrupting or talking/playing simultaneously
- Conducting the student is possible
- Getting used to delay is possible

DELIVERING PEDAGOGICAL IDEAS EFFECTIVELY

- Requires more planning
- Teacher must observe himself → pedagogical benefit

  »How do I teach? How do I react?

  »What things are essential in teaching? What things are most important to talk about?

- No physical contact → Requires good imagination on how to show things, guide the student and come up with new methods
- Creating of electronic material → developing skills
- Presets for camera angles and zooming
- How to be sure that the pupil has understood what you say?

KEEPING UP THE CONCENTRATION

- Communication, not just one talking head
- Zooming and changing angles
- Using different tools (document camera, videos, internet etc)
- Using many kinds of learning material
- Pupils have bigger responsibility on their own learning

- Eye contact
- How to interrupt the playing?
- Delivering music sheets
  - Notation programme, document camera, pdf-files, electronic sheet music archives in internet, bar numbers
- Classroom setup, acoustics and lighting
  - Classroom vs. concert hall
- Self-image
- Video recording and editing the classes → contracts and copyrights
- Learning by doing – jumping into cold water: practical training is the most effective way of getting used to distance teaching

Attitudes

- Mostly sceptical in the beginning
- Teaching experience and observation amended the attitudes
- Many benefits are noticed
- Technique has to work
- Distance teaching as an extra tool has been accepted

Professional Specialization Studies in Distance Teaching in Music (30 ects)

- New updating education programme to train music teachers to use new technology in their work
- Prerequisite: applicable Bachelor´s degree
- Study planning responsibility in OUAS, all Vi r Music partners have participated planning
- Planning based on project experiences and results

Targets

- Expanding pedagogical expertise by offering:
  - distance teaching knowledge
  - ability to keep up with the technical development
  - opportunity for practical training

Professional Specialisation Studies of Virtual Pedagogy of Music (30 ects)

Information technology and notation programme	4 ects
Basic course of Distance Education in Music	3 ects
Music Technology lab	3 ects
Distance Teaching Seminar and Practical Training	10 ects
Project	7 ects
Optional studies	3 ects
	30 ects

Other distance teaching tools tested

- iLinc software (music theory, history of organ music)
- Marratech / Adobe Connect Pro (lectures)
- Skype (trombone lessons from Japan, guitar teaching in Sweden)
- Streamed concerts in the internet, www.econcerthouse.com
- Distance evaluation of exam concerts via video conference equipment

Project home page

www.virmusic.net