

# Creating new combinations of teaching methods and technologies in music studies and training

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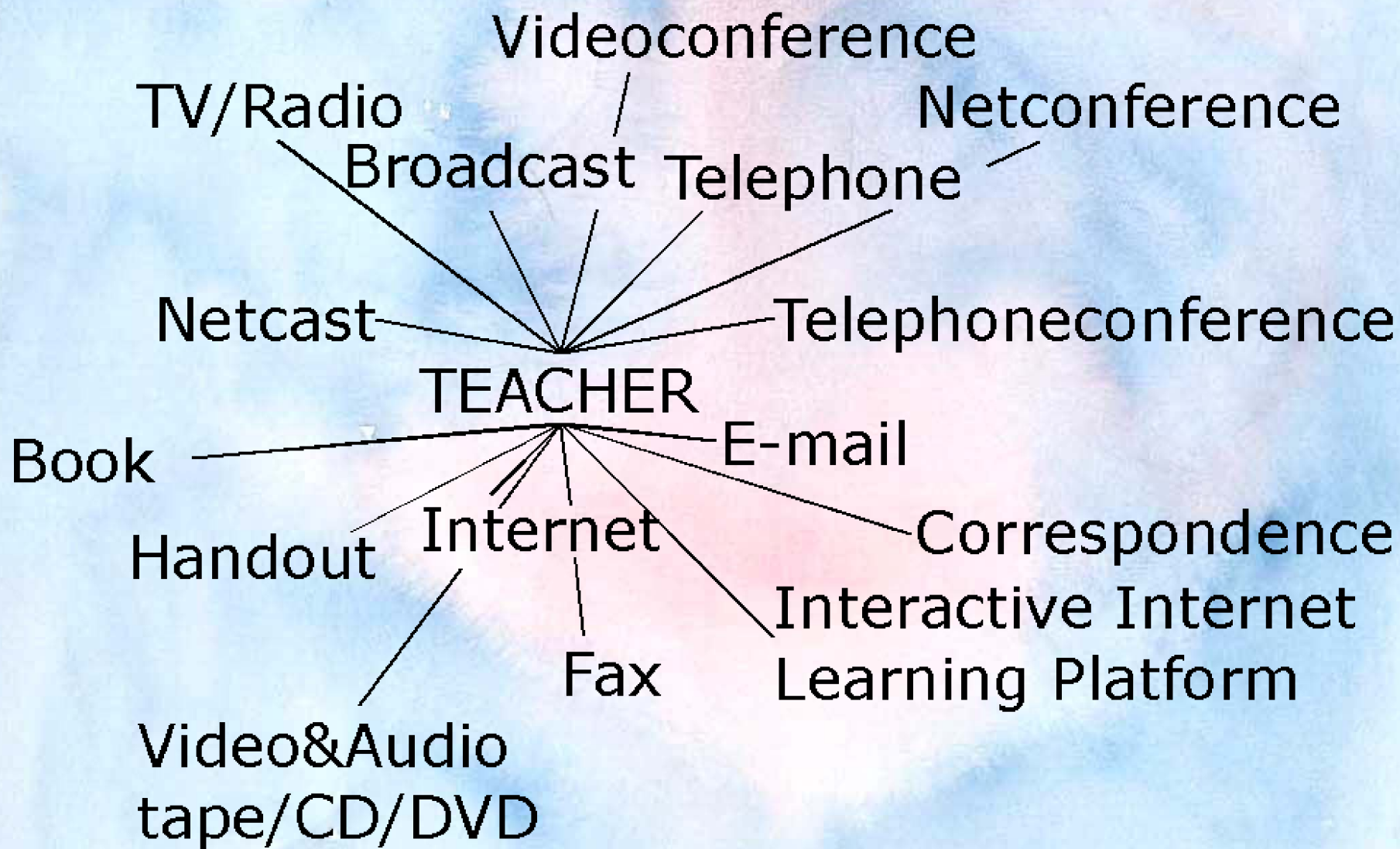
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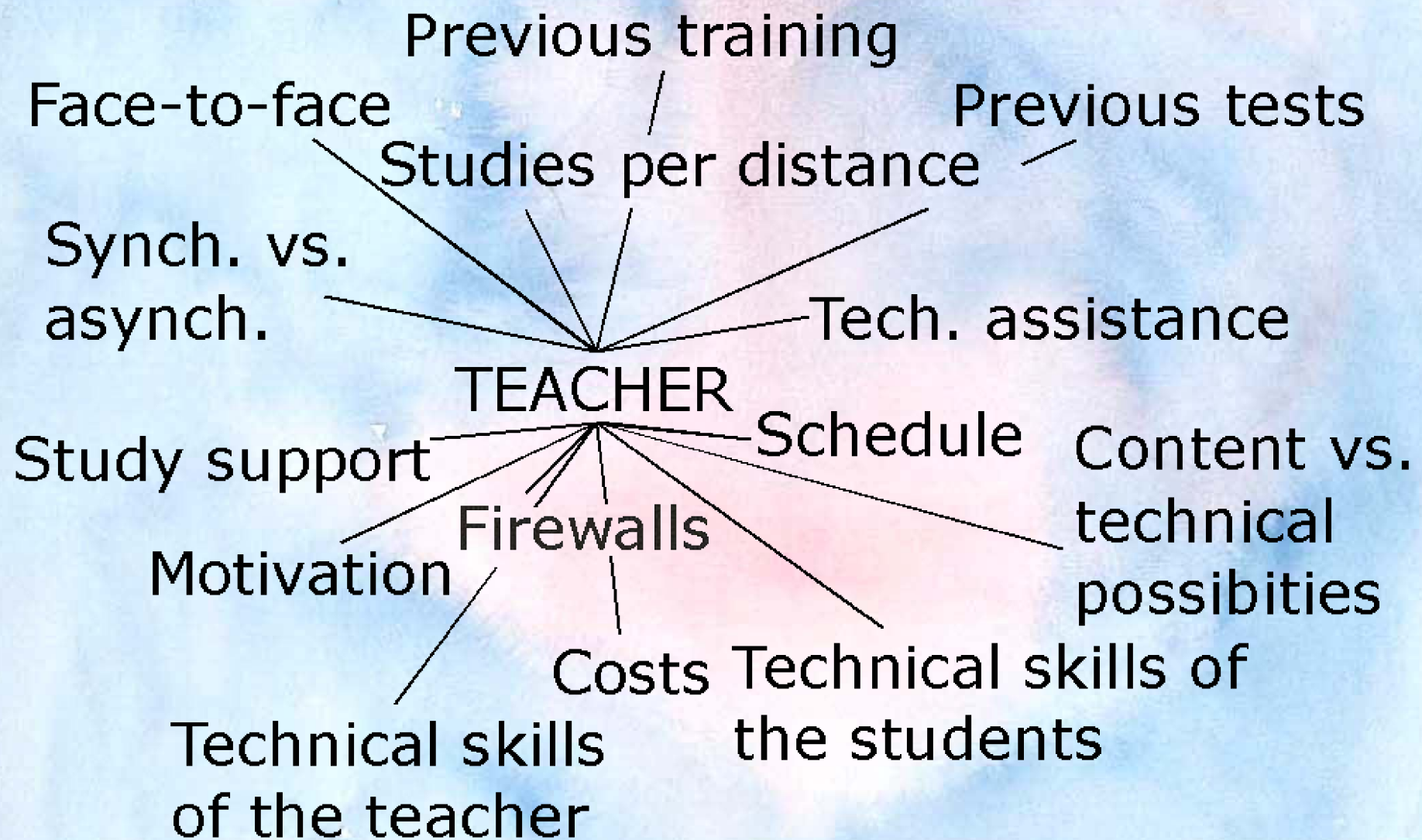
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# Case 1. Music High School Live in the Net

## Background

- MOVE and the regional development project
- Virtual School project of the National Board of Education
- Action plan of the music high school

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# Case 1. Music High School Live in the Net

## Targets

- to create courses, study material, etc. which support the curriculum of a music high school
- to gain knowledge about teaching and classroom arrangements
- to enhance teaching skills and methods

# Case 1. Music High School Live in the Net

Four courses during three semesters

- notation software
- MIDI and audio
- WWW-pages, publishing in the Internet
- Composing tools

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# Case 1. Music High School Live in the Net

## Learning environment

- computer class with music software and accessories, WWW-pages, netcast-videos, email
- face-to-face learning, email correspondence with attachments, instructions in the Internet, video conference lessons  
<<http://koulut.kuopio.fi/mutek>>

# Outcomes from case 1.

- four evaluated course plans
- an established class for music technology assisted studies
- lots of study material, including netcast-videos
- 14 compositions from students
- interest for composing
- training for the teachers

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# Case 2. Transcription

## Background

- Implementation of a learning platform at Sibelius Academy
- Personal study of a teacher

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# Case 2. Transcription

## Targets

- create a course for university studies
- test a learning platform
- support collaboration of two departments in a university
- help to the classroom problem

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# Case 2. Transcription

## Learning environment

- computer class with music software and accessories
- learning platform (Optima), email, videoconference
- classes (VC) every 2nd week; learning platform for instructions, exercises and answers w. attachments (HTML, pdf, mp3, QT-movies)

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## Lessons learned from case 2.

- previous training for students is needed (learning platform, notation software)
- platform was not ready to totally support music studies (support for music documents and embedded objects)
- possibility to differentiate: tasks for teachers, tasks for computers



# Case 3. Master class

## Background

- Collaboration of two institutes in Finland (Särestö Academy, Virtuosi)
- Asynchronous model of MusicGrid, Canada
- Master class in Kittilä, Lappland
- Young Artist Program, University of Ottawa

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# Case 3. Master class

## Target

- production of a new type of study: an asynchronous model
- model for studies in remote areas
- support for a masterclass

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# Case 3. Master class

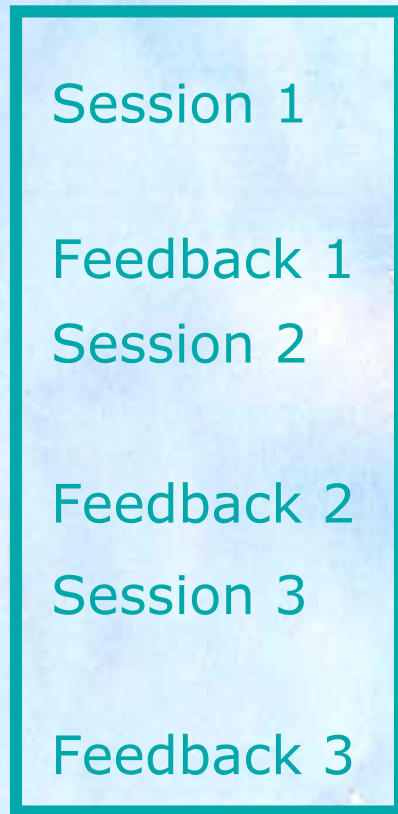
## Learning environment

- setup for recording
- setup for videotaping
- RealMedia encoder
- ftp-server
- setup for video playback

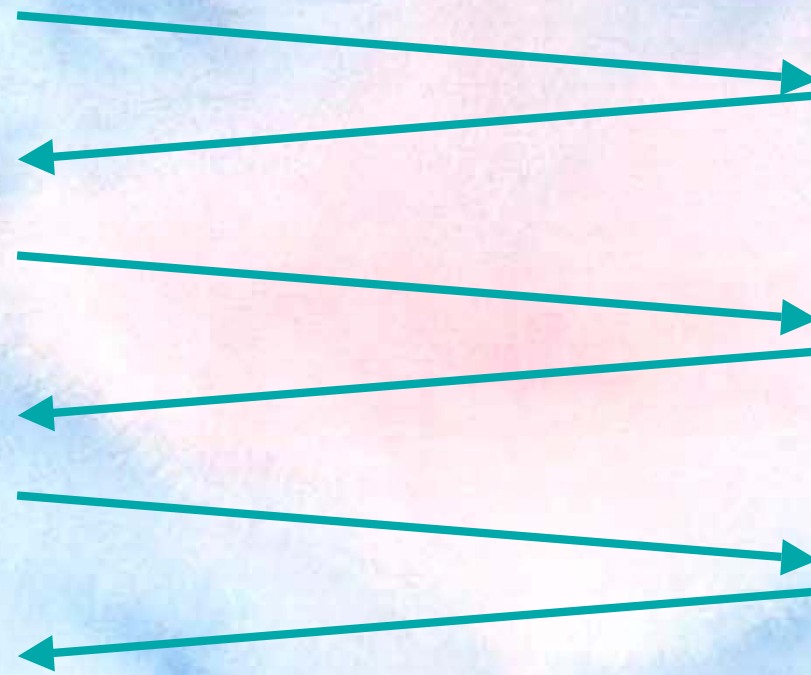
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# Case 3. Master class

Lapland



Ottawa



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# Case 3. Master class

## Pros

- flexible for teacher and students
- increased sound quality from the ordinary VC-setup
- hook up remote areas
- relatively cheap

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# Case 3. Master class

Cons.

- forces focusing on definite topics
- need for a recording crew and equipment

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# Case 4. Teacher training

a.k.a. musaOPE.FI I-III

## Background

- The strategy of the Ministry of Education: three levels for teacher training
- MOVE and the regional development project: adapted training for music teacher

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# Case 4. Teacher training

a.k.a. musaOPE.FI I-III

## Target

- to tailor continuing education of music technology for music teachers
- prepare music teachers for future needs in music education

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# Case 4. Teacher training

a.k.a. musaOPE.FI I-III

## Target

- musaOPE.FI I: basic ICT skills
- musaOPE.FI II: (music) software skills for producing digitized (web)material
- musaOPE.FI III: skills for acting as a mentor for ICT based pedagogy in one's community

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# Case 4. Teacher training

a.k.a. musaOPE.FI I-III

Learning environment

- musaOPE.FI I (1 study week):  
classroom teaching
- musaOPE.FI II (3-4 study weeks):  
classroom teaching
- musaOPE.FI III (10 study weeks):  
classroom teaching, learning platform,  
videoconference, netconference

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# Case 4. Teacher training

a.k.a. musaOPE.FI I-III

## Lessons learned

- lots of motivation, not much time
- improves productivity
- improves communication in a community

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# Case 4. Teacher training

a.k.a. musaOPE.FI I-III

## Lessons learned

- text-based studies, portfolios, etc. have not been successful
- concentrate on support during the course and especially after the course
- need more skills to construct learning platform assisted studies

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