New Technologies and Music Education

Matti Ruippo
Senior Planning Officer
Sibelius Academy, Kuopio Department
matti.ruippo@siba.fi

2003

MOVE and the regional development project

- the Strategy of the Ministry of Education
- the Finnish Virtual University
- Music Virtual University Project (MOVE)
- Pilot structure

2003

Projects

Teaching, training, researching

- music classes (primary and secondary school, high school, music schools)
- lectures
- master classes (Zukerman, Panula, Wills, Neikrug)
- instrument teaching
- music theory, ear training, composing, arrangement, history
- teacher training
- research work

2003

Projects

Concerts

- piano concerts
- piano and vocal
- net concerts (live and on-demand)
- HiFi-conferencing

2003

Projects

International collaboration

- Canada, CRC (MusicGrid)
- Indiana University – Purdue University Indianapolis
- Georgia Institute of Technology
- Manhattan School of Music
- the New World Symphony

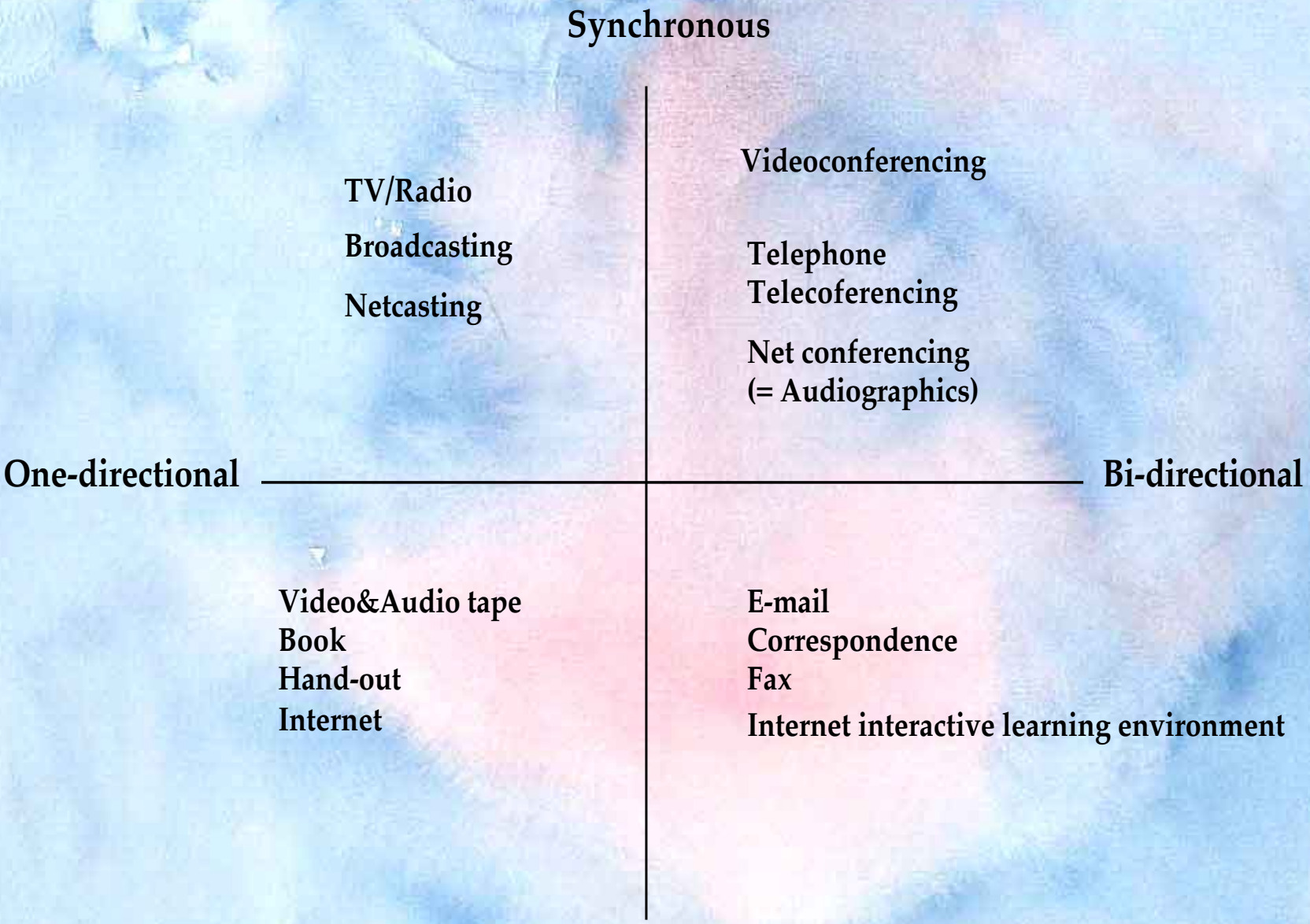
2003

Projects

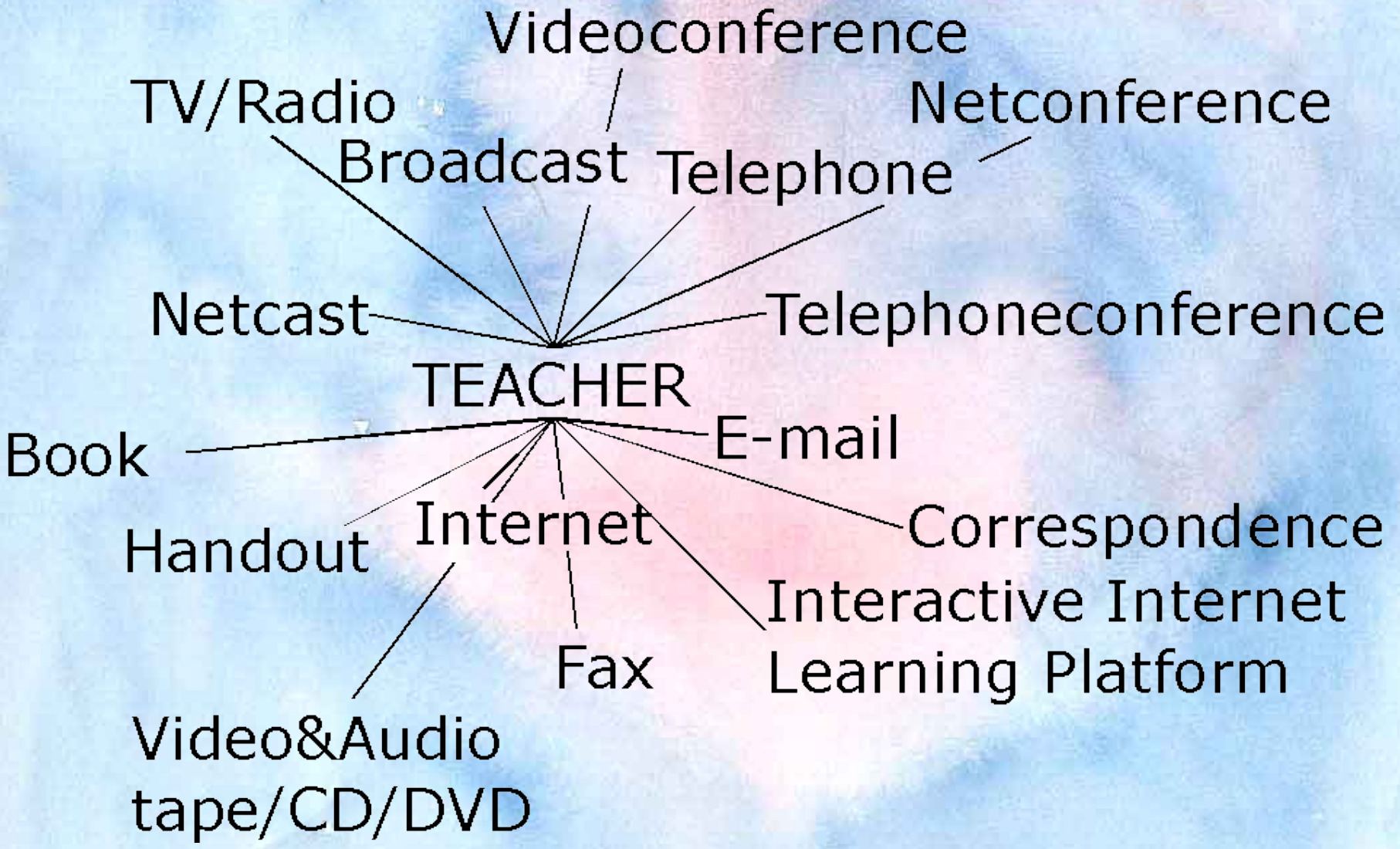
International collaboration

- the Leeds College of Music
- Royal Academy of Music
- Carelia and Baltic countries (Interreg)
- Rabindra Bharati University, Kolkata
- Queen's University, Belfast (videoconference research)

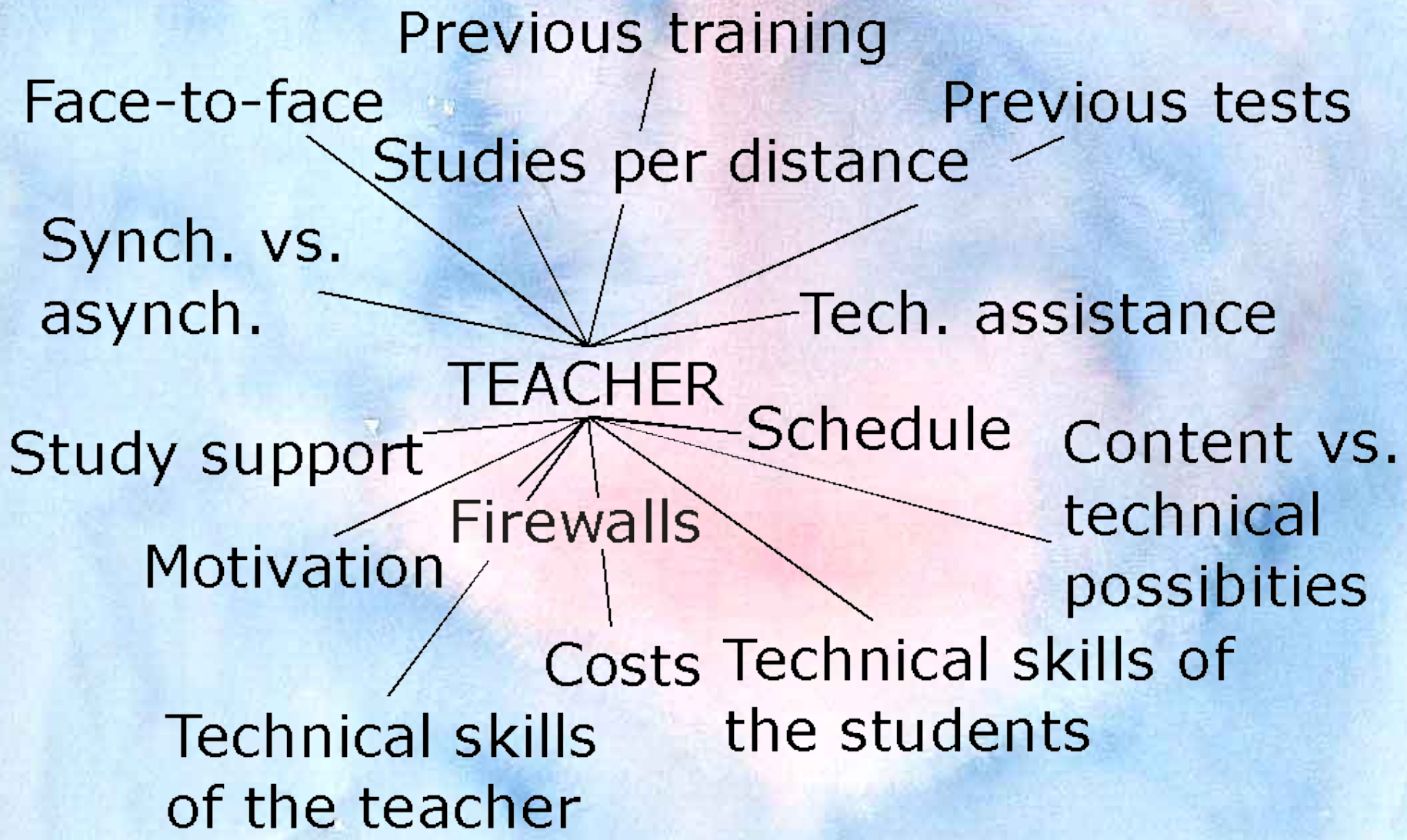
2003


Synchronous
TV/Radio
Broadcasting
Netcasting
Videoconferencing
Telephone
Telecoferencing
Net conferencing
(= Audiographics)
One-directional
Bi-directional
Video&Audio tape
Book
Hand-out
Internet
E-mail
Correspondence
Fax
Internet interactive learning environment
Asynchronous

2003


Videoconference
TV/Radio
Netconference
Broadcast
Telephone
Netcast
Telephoneconference
TEACHER
Book
E-mail
Handout
Internet
Correspondence
Interactive Internet
Learning Platform
Fax
Video&Audio
tape/CD/DVD

2003


Previous training
Face-to-face
Previous tests
Studies per distance
Synch. vs.
asynch.
Tech. assistance
TEACHER
Schedule
Study support
Content vs.
technical
possibities
Firewalls
Motivation
Costs
Technical skills of
the students
Technical skills
of the teacher

2003

Case 1. Music High Scool 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

2003

Case 1. Music High Scool Live in the Net

Four courses during three semesters

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

2003

Case 1. Music High Scool 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>

2003

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

2003

Case 2. Transcription

Background

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

2003

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

2003

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)

2003

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

2003

Case 3. Master class

Background

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

2003

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

2003

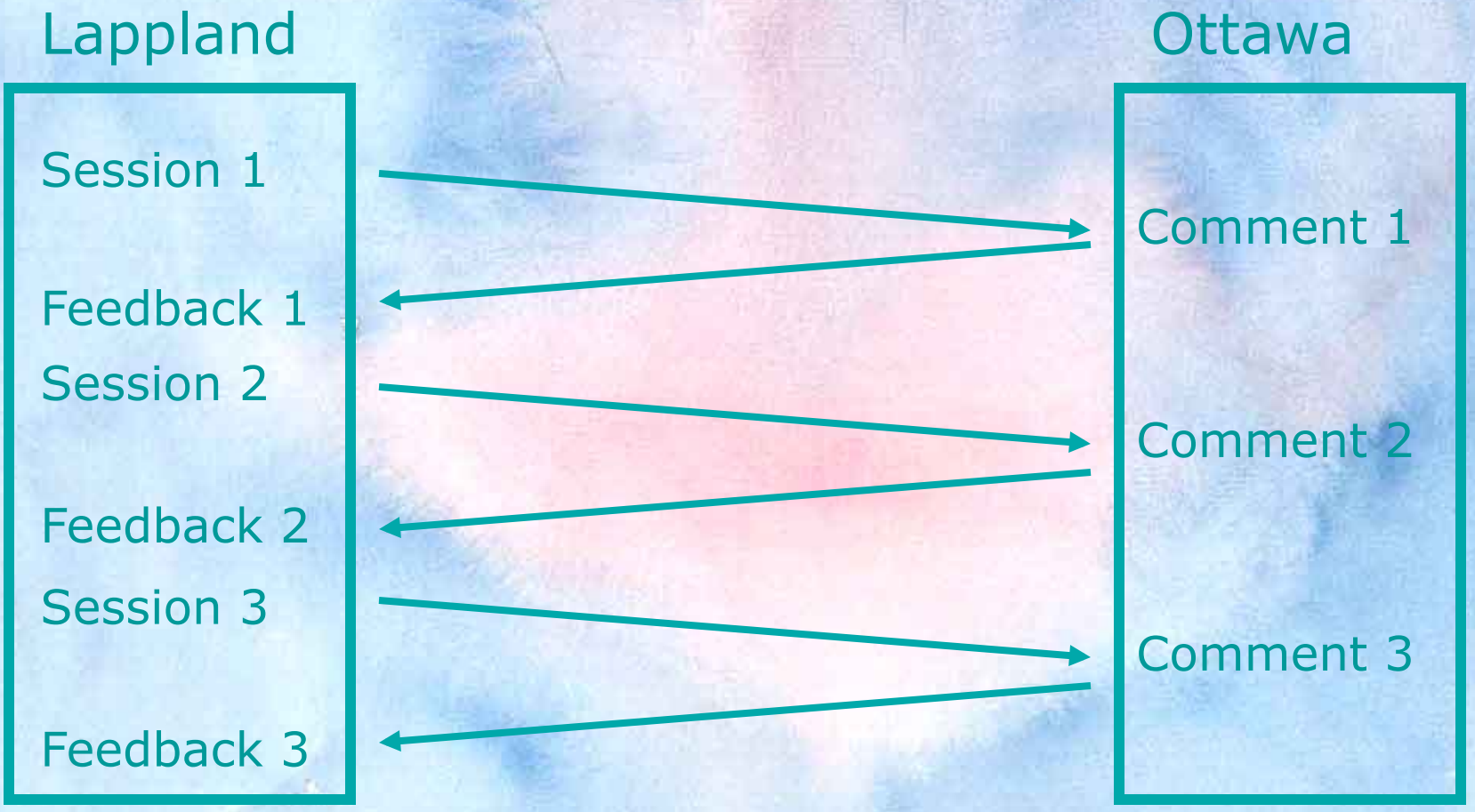
Case 3. Master class

Learning environment

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

2003

Case 3. Master class



2003

Case 3. Master class

Pros

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

Case 3. Master class

Cons.

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

2003

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

2003

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

2003

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 producting digitized (web)material
- musaOPE.FI III: skills for acting as a mentor for ICT based pedagogy in one's community

2003

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

2003

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

2003

Case 4. Teacher training

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

Lessons learned

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

2003