Music Education, Technology, Internet and a Community of Practice

Music technology is gradually being accepted in music education. However, music technology is much more than using amplifiers and electronic instruments or writing a score in Sibelius. The potential of information and communication technologies (ICT) is practically unacknowledged. There is, for certain, information about employing music technology to support K-12 music programs, but are we truly piggybacking on developed technology? Furthermore, do we want to constructively direct the educational development of technology or be acquiescing consumers of it?

The technological side of music is imbedded in the daily environment of our pupils, as seen with their MPEG players and electronic instruments and heard from the music they make. Therefore, it seems obvious that it should be incorporated in the process of music teaching. This has implications for genres and styles of music that are introduced in the classroom. We should be interested in how hip-hop musicians learn and how they make their music in their informal online communities. It also means that the various types of instructional delivery systems and electronic communications conduits such as Instant Messenger, and Internet-based video and audio conferencing should be utilized. There is also a need to conduct research in music technology that provides insights on its impact on music teaching and learning. Creative musical thought and action may also be mediated by music technology, but require identification and verification of its effective function.

Music education technology (MET) is gradually becoming an established feature in music education in Finland. The concept covers both the teaching of music technology and the use of technology in music education. The author will describe the framework of MET. Specifically he will concentrate on the use of music net pedagogy. The lecture will cover both synchronous and asynchronous methods and technologies. These setups give flexible possibilities for music education. They change, obviously, the way of teaching and learning. The author will show several examples and lead the discussion, which considers topics like interaction, the selection of pedagogical and technical tools, learning environments, etc. Finally this presentation will focus on issues related to the development of a community of practice in music education technology. Currently, it is next to impossible to ascertain facts about these matters, as there is no forum. One possibility is to make a proposal, e. g. , for ISME to establish a commission to serve this purpose.

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