

PROPOSAL FORM -- Must be completed for \*each\* ATMI 2003 session proposal:

1) Proposal Author(s) and Institutional Affiliation(s):

Matti Ruippo, senior planning officer, Sibelius Academy, Kuopio Department

2) Proposal Title:

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

3) Intended Audience:

Intermediate

4) Presentation Topic:

Creative Pedagogies/Technological Tools

Is Internet Connection Desired:

No

Is Internet Connection Required:

No

\*NOTE: All presenters are advised to prepare an offline version of the presentation in case of connection failures during the conference.

5) Presentation Format:

PAPER

6) Presentation Description (300 to 700 words):

Background

The Ministry of Education of Finland has funded a three year project (2001-2003), which supports the development and research of music distance learning. The project is administrated by university, and it has a partner in rural area. Together these institutions form a so called pilot structure and the strategy behind is to research and develop

pedagogy and technology in - more or less - a laboratory they constitute. Music studies are especially demanding when done by distance learning. The infrastructures of these pilots are different, which again is challenging, To overcome those problems we have to make various solutions and combinations - both pedagogical and technical.

The presenter is employed by this project and he has developed several structures and models for learning and training by utilizing both synchronous and asynchronous technology. Study plans and material, documentation and evaluation are served via Finnish virtual university project MOVE to students and teachers.

## Methodology

During this project the author has used action research model where he has first developed a course or a curriculum, then guided it thru and finally, evaluated documentations and a series of interviews.

## Details

The author has chosen here four topics to demonstrate the various needs and methods of music distance learning. These topics utilize several technologies and also their content varies:

- a) Composing tools. The author produced during two semesters an entirety of four curriculums to a music high school. First of them trained notation software, second audio and MIDI softwares, third of them HTML-tools and netcasting and the last one gave the name to the whole progress: "composing tools". The aim of this series of courses was to give students ICT-skills and composing instructions. In the end of this project there was a concert (Feb. 5th 2003) which presented students compositions. They also published in Internet their work in notation, audio and video formats among other study material. "Composing tools" utilized face-to-face studies in a computer class and also the use of web pages, email and video conference.
- b) Transcription. During this semester (2002-2003) author has guided at university a course of transcription. Main research target is to survey how to organize such a course using an interactive learning environment. The students of the course are from different departments and towns, too, so the synchronous sessions have utilized video conference and MS NetMeeting.
- c) Master class for conductors. Last August (2002) maestro J. P. held a master class for conductors in Kuopio, Finland. Those sessions were also transmitted via video conference (H.323) to different places, also to United States. The presenter organized setups and transmissions and he has also documented the sessions. In next August there will be a new master class by J.P. and distance classes will be organized in co-operation with an American music school.
- d) Teacher training. The author has planned and put into practice a three level serie of courses which trains music teachers' ICT skills. It follows the strategy of the Finnish virtual university but the author modified it more suitable for musicians and music pedagogy. There are three levels to pass: the first one is the basic level, the second one deals with music software and after the third and the largest course music teachers are

capable to act as a mentor and course planner in their communities. The reports and analyzes are due to be ready in the end of May.

Conclusions:

The described processes have indicated that ICT can activate both young student's musical and professional musician's productivity. It also renders possible certain studies that are difficult to arrange otherwise. The attitudes of the teachers and students towards using this new technology are, in general, positive but especially distance learning is very much an unknown quantity. As teaching staff become aware of the possibilities and gain more experience, their appreciation of the potential uses of distance learning within a music educational context will also grow.

7) Single-Paragraph ABSTRACT (100 to 150 words) suitable for inclusion in program:

The presenter has produced study contents to university and high school studies as well as to teacher training. These contents at least partially use information and communication technology (ICT) to support learning and transmission. The main reasons to utilize ICT are: it helps and motivates composing and other musical productivity, it increases the variety of study possibilities and it is a method to act in a network. To overcome problems we have to make various solutions and combinations - both pedagogical and technical. In presentation the presenter will describe the outcomes of four different projects in details.

8) Requested Presentation Period:

30 minutes

10) Specialized Equipment/Software that I \*cannot\* provide:

None

11) Due to \*unavoidable\* conflict I absolutely \*cannot\* present on the following date(s):

No Conflicts Exist

12) List all other non-ATMI proposals that you are submitting for the Miami 2003 meeting:

13) Other information that may be helpful to the Program Committee:

14) BRIEF biography (250 words or less) of each participant, performer, or ensemble:

Matti Ruippo is a music teacher, he has graduated from Sibelius Academy 1987. He has taught at Orivesi College 1985-2001 and at Sibelius Academy from 1990. His main interests are music theory, Afro-American and -Cuban music and music technology. He is currently pursuing doctoral studies in the field of music distance learning. Ruippo is working as a senior planning officer at Sibelius Academy Kuopio Department where he develops and researches the pedagogy of information and communication technology supported music studies. He has read a paper on this topic in following international conferences: Berlin, Bergen, Bhopal, Bologna, Dublin, Edmonton, Helsinki, Jyväskylä, Turku.

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\* INCOMPLETE PROPOSALS will \*not\* be reviewed.

\* SUBMISSION DEADLINE: **March 31, 2003.**

\* E-mail to <mlochsta@capital.edu>  
Include the word 'Proposal' in the subject line.