

Advancing Instrumental Methods Instruction: Online Coursework for Graduate Student Practitioners

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Overview and Introduction of Online Advanced Instrumental Methods

- Features of Online Graduate Study in Music Education
- Principles of PreService and Practitioner Methods Courses
- Online Course Requirements and Syllabus Structure
- Textbooks, Technology, and Research Materials
- Participation, Observation, Pedagogy in Classrooms
- Graduate Student Profiles and Class Work Samples
- Conclusions and Implications, Questions and Discussion

Features of Online Graduate Study in Music Education

- Retains standard features of residential graduate degrees
- Though delivery differs, content and purposes are equal
- Preserves educational goals and objectives for students
- Maintains rigor and disciplined study in music education
- Promotes connections between several musical disciplines
- Involves teachers of various music pedagogy specialties
- Meets the contemporary needs of the classroom practitioner
- Promotes best practices and direct application in classrooms

Principles of PreService and Practitioner Methods Courses

PreService Music Teachers (Undergraduate Students)

- Little experience in classroom music settings working with students
- Introductory knowledge of teaching theories and methodologies
- Less maturity in classroom application of music pedagogy knowledge
- Projects focus on preparation for field and professional teaching

Music Teacher Practitioners (Graduate Students)

- Active classroom experience in music teaching settings with students
- Emphasis on developing in-depth application of pedagogical knowledge
- Focus on immediate application of research into classroom best practices
- Projects directly influence teacher work in their own classroom settings

Online Course Requirements and Syllabus Structure

- Part of a comprehensive, graduate music education curriculum
- Course is 3-credits, 7-weeks in length, in a 31-credit degree
- Content is prescriptively organized and carefully structured
- Weekly individual reading, writing, video, audio assignments
- Individual and group discussion questions and interaction
- Emphasis on merging theory and research with current practice
- Consideration of various music specialty background areas
- Focus on classroom practice for experienced practitioners
- Connections with sociological issues in instrumental education

Textbooks, Technology, and Research Materials

- Use of *BlackBoard Learn* digital instructional environment
- Use of printed texts, electronic books, audio podcasts
- Digital submission of writing and practice assignments
- Moderated, structured online discussion of course topics
- Use of digital research databases and library resources
- CD/DVD/Online collections of music teaching materials
- Use of coordinated websites with course and other data

Participation, Observation, Pedagogy in Classrooms

Viewing of video tutorials for multiple instruments

- Focus on set-up, posture, embouchure, breathing, pitch, other issues
- Emphasis on unique technical aspects for teaching each instrument
- Material/s used for director and student instrumental learning

Clips demonstrating pedagogical aspects of performance

- Concentration on aspects of conducting and teaching ensembles
- Issues include conducting, rehearsing, teaching, and interaction
- Practical aspects for use in practitioner classrooms with their students

Samples addressing rehearsal techniques for ensembles

- Highlighting problem-solving techniques in instrumental classrooms
- Understanding features specific to traditional bands and orchestras
- Focus on the student experience over director-focused teaching

Graduate Student Profiles and Class Work Samples

- Students are in-service music teachers in classrooms; Most have several years of school teaching experience and reflect the needs and realities of the current profession; Specialties include band, orchestra, choir, and general music paradigms.
- Student coursework includes reading/synthesis/discussion/viewing/listening/writing/projects/in-out of classrooms.
- Classwork focuses on standards, psychology, sociology, management, teaching, assessment, learning theories, constructivist approaches, repertoire, technique, recruitment, retention, curriculum, instructional design, discovery, motivation, rehearsals, advocacy, and myriad classroom practice methodologies in music education settings.

Conclusions and Implications

Questions and Discussion

- Objectives center on practical application of effective learning principles for music students in instrumental classrooms
- Emphasis on student-centered musical pedagogy and performance over teacher-driven rehearsal and direction
- Focus on process over product through learning best practices in music teaching and learning environments
- Understanding multiple areas of instrumental classrooms from theory and research to pedagogy to practice
- Expanding beyond traditional definitions of band and orchestras in contemporary music education settings

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FURTHER INFORMATION

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