

SPA-142

## **An Investigation of Creative Music Pedagogies Used in a Graduate Music Teaching Program During COVID-19: Student Reflections and Insights**

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### **Abstract**

This presentation is based on a research project that employed a qualitative methodology to examine students' responses via an online survey. It looks to consider the benefits and challenges of enacting creative pedagogical approaches in the tertiary context and examine emerging educational practices with regard to twenty-first century learning and technology. Underpinning this research was the intention of exploring how creativity practices were employed to realise twenty-first century capacities, incorporating technology that looked to provide deeper and more profound learning experiences, while developing self-reflection reflection, growth and sustainability. The project will examine which type of teaching methods, content delivery, and online learning found addressed their needs in a creative (unique) way as they used Canvas and Zoom for their lessons across many subjects.

This report explores the delivery of a tertiary degree in Music Teaching, specifically addressing the following areas:

- Curriculum design, delivery and assessment,
- Entrepreneurial approaches to learning through student centred activity,
- Online learning, student access, self-regulation and self-assessment,
- Learning environments (including online and technology-based practice) that mirror global change, capacities and expectations.

Using a qualitative methodology, students were invited to complete a series of items that consisted of open-ended questions. These asked participants to indicate the teaching and learning activities and delivery modes they had found to be the most suitable for them as part of their study in Music Teaching degree program. Data were analysed thematically to derive an understanding of the learning experiences that they found most useful.

This presentation will provide an overview of the emerging findings related to the key areas of the study, along with small examples of activities that were used in classes and were found to be valuable for the students during this time. It will highlight the need to be both responsive and adaptive with the use of technologies when teaching in an online environment, considering the ongoing needs students, organisation of resources, as well as purposeful teaching and learning experiences. Although much of the data is specific to the COVID-19 scenario, the recommendations provided are applicable more broadly to teaching in various contexts and will assist all teachers. Importantly, these can be considered more broadly for application in music education across the different learning experiences, i.e., performance, composition, musicology and aural.