

POS-035

Instructors in Lifelong Music Learning as Reflective Practitioners: A Case Study of Six Chorus Conductors

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Abstract

Background: Instructors involved in lifelong music learning not only aim to convey skills to learners but also encourage learners to change their way of thinking about music and help them deepen their musical experience. Conversely, generating knowledge is in the act, and instructors reflect on their teaching acts and past experiences to solve problems and lead the direction of good music. Further, by reflecting on their actions, instructors can share with learner not only knowledge taken from past experiences but also knowledge originating from current musical experiences. Moreover, instructors can be researchers in this practice.

Aim: This study aims to clarify changes in perceptions of music and how instructors reflect on their past experiences.

Method: In this study, interviews were conducted with six chorus instructors of various ages. The data wherein the contents of the interviews were segmented into groups were organized by code, and the contents of the codes were categorized. Based on these categories, each instructor's experience was converted into a storyline and analyzed.

Summary: The six instructors reflected on past experiences from the perspective of making them their current task. Not only as music instructors but also as learners, their experiences influenced their current behavior. Additionally, the scene of "making a choice (e.g., becoming a student conductor, starting a specialized study)" existed as a time for organizing their thoughts and reconsidering the recognition of music learning. Furthermore, the way of thinking of instructors involved with the six instructors has a significant influence on the recognition of music and music learning; every instructor is aware of the facilitator's role of "I want the learner to be more deeply involved in music."

Conclusion: As a reflective practitioner, the instructor can share their knowledge with the learner and become their researcher; therefore, through these means, we can envision better lifelong music learning.