

POS-247

## **Research Regarding the Utilization of Online Lessons at Teacher Training Colleges**

*Noriko Tokie*  
*Joetsu University of Education, Japan*

*Lisa Tokie*  
*Doctoral Student at Kunitachi College of Music, Japan*

### **Abstract**

A full academic school year has passed since the teachers' training college to which the author belongs was forced to switch to online classes due to the COVID-19 coronavirus pandemic. Starting in April of 2019, the author conducted a class for more than 100 students using "Goocus," a specialized learning app for Smartphones, and conducted smaller group lessons using "Zoom".

Since September, many educators at the author's university began using a hybrid of offline and online lessons. This has prompted our faculty to rethink how to separate and utilize the benefits of online versus in-person classes.

Teachers and students involved in teacher training at K University received a questionnaire. The objective of the survey was to determine the benefits of online, offline and hybrid education training classes designed for students at teacher training colleges. A second survey asked students what type of lessons they prefer.

Based on the results, the authors aim to clarify how teachers and students perceive the advantages and disadvantages of online and offline lessons. Further, the authors will present evidence regarding the effectiveness of combining online and offline lessons and incorporating a new perspective regarding how lessons can or should be taught in the future.

The authors discovered that what may be proper or achievable during in-person classroom settings, may not be replicable online. However, through trial and error, online lessons allow for teacher-student improvisations that, likewise, may not be replicable in traditional educational environments. For example, a faculty member at K University created a music lesson that took advantage of the time lag that occurs during individual student performances over Zoom to create a unique online sound experience. However, issues regarding how to learn synchronized performances still remain.

Further, the survey made clear that a majority of students preferred face-to-face lessons. Among the reasons given were that online classes made it impossible to experience live student performances or to share a communal student-centred atmosphere.

However, because of various factors, the authors believe that some universities may want to continue using online-based learning even after the pandemic emergency is in the past. Therefore, the authors would like to propose suggestions on how to change the perspectives of both educators and learners regarding traditional music activities in order to utilize online or hybrid learning sessions in a more productive way that satisfies student expectations.