

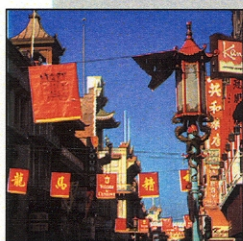
ASSOCIATION FOR
TECHNOLOGY IN
MUSIC INSTRUCTION
AND
THE COLLEGE MUSIC SOCIETY

2004 NATIONAL
CONFERENCES

NOVEMBER 4-7

San. Francisco

CALIFORNIA



Images courtesy of the San Francisco Convention and Visitors Bureau

- PROGRAM SCHEDULE
- CONCERT PROGRAMS
- PRE-REGISTRANTS
- EXHIBITORS

Sunday, November 7

8:00 AM–12:00 NOON

Conference registration desk open

8:00 AM–9:55 AM

Seacliff A

Retrospectives

Session chair: Russell Murray, Jr. (University of Delaware)

8:00 AM "The Hexachord Fantasia As Elizabethan Tribute"

Lester Brothers (University of North Texas)

8:30 AM "A Tale of Two Pastorals"

Thomas Nelson (Minneapolis, Minnesota)

9:00 AM "Alexis: A Favourite Cantata"

Jennifer Cable (University of Richmond)

9:30 AM "Man, I Love These Foolish Things: Billy Holiday and Ella Fitzgerald"

Michael Budds (University of Missouri - Columbia)

8:00 AM–8:55 AM

Seacliff B

Report: CMS Musicians in Schools

"CMS Musicians in Schools" project director C. Victor Fung will lead a discussion on the experiences and findings of the participants of the school component of the pilot project, as well as any proposals for future work.

Pilot Project Directors: CMS Board Member for Music Education C. Victor Fung (University of South Florida), session chair, CMS President Robert Weirich (University of Missouri, Kansas City), CMS Secretary Cynthia Crump Taggart (Michigan State University), CMS Board Member for Performance Judith Coe (University of Colorado at Denver and Health Sciences Center)

8:00 AM–8:30 AM

Seacliff C

Digital Music Techniques Meets Animation: A Co-Curriculum Model

Michael Nord (Willamette University)

8:30 AM–9:00 AM

Seacliff C

Profiles of Rural K–12 Music Educators Using Technology

Richard Repp (Georgia Southern University)

8:30 AM–9:40 AM

Hospitality Room

Music and Narrative

Session chair: William Everett (University of Missouri-Kansas City)

8:30 AM "'Someone Tell The Story': Multiple Narrative Levels in Stephen Sondheim's *Assassins*"

Graham Wood (Coker College)

9:00 AM *Lecture-Recital:* "Of Kreisleriana, Tomcats, and Princes in Disguise"

Catherine Kautsky (University of Wisconsin - Madison)

Profiles of Rural K-12 Music Educators Using Technology

ABSTRACT

During the Spring of 2004, the researcher visited several high schools in the geographic region surrounding the local university (a rural setting). The purpose of the visit was to disseminate information and materials pertaining to developing music technology programs at the schools. Visits included a presentation to students and a separate presentation/discussion with faculty. Each school received supplemental materials designed to facilitate incorporation of technology into the curriculum. Observations from the visits and data collection from survey mechanisms led to conclusions on the incorporation of music technology into the K-12 environment. Through observations and a survey mechanism, the researcher developed profiles describing how music teachers in the rural setting are incorporating technology into their teaching. Profiles vary from teachers who use technology strictly for administrative purposes, to those who use single computers to lead classroom activities, to those who have limited facilities for student use, to those who have large, dedicated music instruction labs.

1 Introduction

During the Spring of 2004, the researcher visited several high schools in the geographic region surrounding his university. The purpose of the visit was to disseminate information and materials pertaining to developing music technology programs at the schools. Some visits included a presentation to students and a separate presentation/discussion with faculty. Each school received supplemental materials designed to facilitate incorporation of technology into the curriculum.

Through observations and a survey mechanism, the researcher developed profiles describing how music teachers in the rural setting are incorporating technology into their teaching. Profiles vary from teachers who use technology strictly for administrative purposes, to those who use single computers to lead classroom activities, to those who have limited facilities for student use, to those who have large, dedicated music instruction labs.

1.1 Need

Music Technology is a fast growing aspect of the discipline of music. The inclusion of a music technology program in local high schools would give students access to the cutting edge technology. The visits also underscore the University's willingness to reach out to local schools in areas not traditionally associated with the University.

Unfortunately, the music programs in the local high schools do not have a strong reputation for competitive music programs, and music technology in the area is limited. Educators may not realize that technology grants for the arts possible. Many educators have not seen classroom-tested techniques for incorporating technology into the music program.

I have a long history of outreach to high schools. My Doctoral degree was in education, and I used the opportunity to do research involving similar contact with music educators in another state. In my position before coming to my present University, I provided multiple outreach opportunities to local schools including concerts and demonstrations of technology. I am certified by the Technology Institute for Music Educators (TI:ME) as an Association for Technology in Music Instruction Conference
San Francisco, CA November 7, 2004

instructor. TI:ME provides technology training and nationally recognized certification for K-12 educators in the area of music technology.

1.2 Goals

- To provide local high schools with information on music technology
- To encourage the schools to implement music technology programs
- To foster relationships among myself and local music teachers

1.3 Objectives

- Demonstrate common uses of technology to high school teachers and students by bringing some portable technology used at [...] University into local high schools
- Provide specific information to schools on successful high school music technology courses in other areas of the country
- Provide profiles of teachers who successfully incorporate technology the high school music setting
- Provide information on specific funding sources for music technology

2 Methods

Presentations at local high schools included a session intended for students showcasing student technology. A separate session for faculty addressed funding and curricular issues.

Each participant school received copies of two texts designed to enhance possibility for inclusion of music technology into the classroom.

- *Technology Strategies for Music Education*, ISBN: 0-634-04592-X distributed by Hal Leonard Publishing.
- *Finding Funds for Music Technology*, by Tom Rudolph

2.1 Data Collection

Surveys given to music teachers determine differences in the use of technology in the area studied compared to previous research. The surveys are largely dependent on those designed by Reese and Rimmington (2000). Additional material was taken from Ohlenbusch (2001).

2.2 Outcomes

- High schools faculty will be aware of common uses of technology for high school teachers and students.
- High school faculty will have specific models of successful teachers and music technology courses in other areas of the country.
- The teachers will also have information on specific funding sources for music technology.
- Relationships among local area teachers and myself will increase awareness of University music programs.

- High school students will become excited about uses of music technology.

3 Conclusions

The research suggests four categories for use of technology. I will present four profiles of teachers and how they incorporate technology. The first profile is the most common in the research area, teachers who use technology strictly for administrative purposes. Administrative purposes include record keeping, preparing classroom materials such as music composed in finale, and communication through email.

The second category includes those who use single computers to lead classroom activities. In addition to uses listed in the first category, this teacher also uses technology directly in the classroom.

If schools in the area have facilities for student use, they tend to be single-use stations. More advanced students are encouraged to use computers mostly for theory and aural skills exercises. Occasionally an advanced student will use the computer for composition.

The fourth profile is of a school with a large, dedicated music instruction lab. In addition to theory and aural skills, the students take classes in music production using both MIDI and digital audio.

Statistical conclusions from the survey mechanism are incomplete because the research is still in progress at the time of this proposal. High school visits are 75% complete, and will be complete before the end of the academic year. Data analysis concludes in the Summer of 2004.

References

- Ohlenbusch, Grace. (2001). A Study of the Use of Technology Applications by Texas Music Educators and the Relevance to Undergraduate Music Education Curriculum. Doctoral Dissertation, Shenandoah Conservatory, 2001.
- Reese, S. & Rimington, J. (2000). Music Technology in Illinois Public Schools. *Update: Applications of Research in Music Education*, 18 (2), 27-32.
- Rudolph, T., Richmond, F., Mash, D. and Williams, D. (1997). *Technology Strategies for Music Education*, Wyncote, PA: Hal Leonard Publishing.
- Rudolph, T., (1999). *Finding Funds for Music Technology: Strategies for Getting Your Music Program into the 21st Century*. New York: SoundTree.

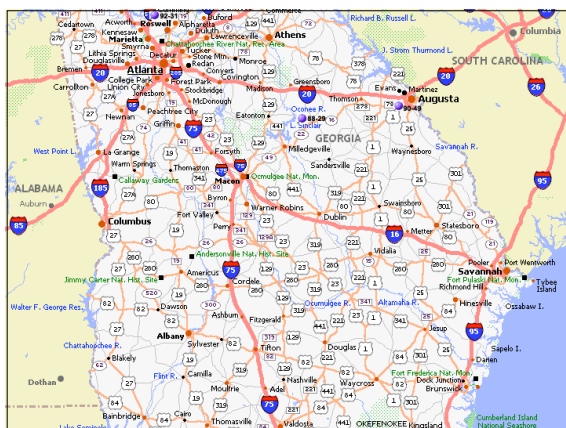
Profiles of Rural K-12 Music Educators Using Technology

Association for Technology in Music Instruction
Conference
San Francisco, CA
November 7, 2004

Richard Repp, Ph.D.

Overview

- Outreach to Area High Schools
- Planning
- Visits
- Follow-ups



Planning

- Service Grant from Georgia Southern University
- Need
 - No TI:ME in the area (yet!)
 - Collect Information
 - Promote Technology
 - Outreach for University

Objectives

- Demonstrate common uses of technology to high school teachers and students by bringing some portable technology used at the University into local high schools
- Provide specific information to schools on successful high school music technology courses in other areas of the country
- Provide profiles of teachers who successfully incorporate technology the high school music setting
- Provide information on specific funding sources for music technology

Data Collection

- Informal Observation
- Survey Mechanism (Reese and Rimmington, 2000)
- Follow up visits, calls, and emails

Choice of Participants

- Not random
- Suggestions from faculty
- N=13
- Results may not be generalizable
- “Luddites” may not have responded

Participants

Bradwell Institute, Hinesville	Houston County High Charter Conservatory, Statesboro
South Effingham High	Brookwood High, Atlanta
Effingham County High	Georgia Southern University
Savannah Arts Academy	
Vidalia High	
West Laurens High, Dublin	

Procedures

- Initial letter of interest
 - Poor response
- Phone calls
 - Better response
 - 3 schools substituted
- 10 completed all aspects

Visits

- Meeting with faculty
- Presentation to students ...

Faculty Meetings

- Presented 2 texts
 - *Technology Strategies for Music Education*, ISBN: 0-634-04592-X distributed by Hal Leonard Publishing.
 - *Finding Funds for Music Technology*, by Tom Rudolph
- Asked teachers to submit proposal for technology increases

Student Presentation

- 30 minute PowerPoint with computer audio
- Discussed uses of computers in music
 - Notation
 - Sequencing
 - Recording
 - Multimedia
 - Networks
- Demo college student projects

Profiles

- [Go to slide show](#)
- <http://www-camil.music.uiuc.edu/mtt/default.htm>
- The Effect of a Multimedia Web site for On-line Professional Development on Practicing Music Educators. (Reese, Repp, Burrack, and Meltzer). *Journal of Technology and Music Learning*, 1 (2). Fall/Winter 2002, pp. 24-37.

Follow-up

- Phone, email, or visit
- Have you applied for funds?
- Have you increased technology use?
- Are students more interested?

Findings

- Unsuccessful in inspiring teachers to apply for funds
- Successful in inspiring teachers to increase technology use
- Presentation well received by students
- Specifics ...

Facilities

- Non-music technology facilities good
- Music labs are rare
- Very little Macintosh presence

Faculty

- Faculty interested in increasing knowledge (100%)
- Confident of skill and training
- 100% used computer as part of teaching (mostly administrative, depending on facilities)
- 70% have Web pages

Students

- 50% Use computers for some music class
- Varies by facility
- 100% have Internet Access
- Finale/Note pad only consistently used music software
- PowerPoint, Word, Excel, Web

Hurdles

- Funding
- Time limited
- Space limited

~References

Ohlenbusch, G. (2001). A Study of the Use of Technology Applications by Texas Music Educators and the Relevance to Undergraduate Music Education Curriculum. Doctoral Dissertation, Shenandoah Conservatory, 2001.

Reese, Repp, Burrack, and Meltzer. The Effect of a Multimedia Web site for On-line Professional Development on Practicing Music Educators. *Journal of Technology and Music Learning*, 1 (2), Fall/Winter 2002, pp. 24-37.

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